

**NOTICE OF PUBLIC MEETING
ARIZONA STATE BOARD FOR CHARTER SCHOOLS**

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of the Arizona State Board for Charter Schools (the "Board") and to the general public that the Board will hold a public meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3), the Board may vote to convene in Executive Session, which will not be open to the public, for legal consultation and advice concerning any item on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(2), the Board may vote to convene in executive session, which will not be open to the public, for discussion or consideration of records exempt by law from public inspection.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Alexis Rico at (602) 364-3080. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 7th day of January 2020.

By


Ashley Berg
Executive Director

**ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Monday, January 13, 2020
Regular Session
9:00 AM**

**Arizona State Board of Education Board Room
1535 West Jefferson Street
Phoenix, Arizona 85007**

**The Board's meeting room is located on the first floor of the Arizona Department of Education's building.
Available parking in the garage located on 15th Avenue, south of Jefferson Street.**

ALL ITEMS ON THIS AGENDA ARE OPEN FOR DISCUSSION AND POSSIBLE ACTION, INCLUDING REPORTS AND ACTION ITEMS. A COPY OF THE AGENDA BACKGROUND MATERIAL PROVIDED TO THE MEMBERS OF THE CHARTER BOARD (WITH THE EXCEPTION OF MATERIAL RELATING TO POSSIBLE EXECUTIVE SESSIONS) IS AVAILABLE FOR PUBLIC INSPECTION AT THE CHARTER BOARD'S OFFICE AT 1616 W. ADAMS, SUITE 170, PHOENIX, ARIZONA 85007 AND ONLINE AT asbcs.az.gov.

Monday, January 13, 2020

REMINDER: As required by Open Meeting Law, please refrain from engaging in conversations, texts, emails and other forms of communication with individual board members. All questions, comments, deliberations and decisions should be stated to the public body as a whole.

A. Pledge of Allegiance

B. Moment of Silence

C. Roll Call

D. Superintendent's Report—Update on current events and/or activities of the Department of Education

E. Executive Director's Report

1. General Update
2. Status of Board actions and legal matters

F. Call to the Public

This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. § 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.

G. Charter Amendment—Discussion and possible action on amendment requests from the following charter holder:

1. EAGLE College Prep-Maryvale, LLC—New School and Enrollment Cap Increase
 - a. Executive Summary
 - b. Amendment Requests and Support Materials
 - c. ADE School Report Card Data

H. Replication Application—Discussion and possible action on the replication application package from the following charter holder:

1. American Charter Schools Foundation d.b.a. South Ridge High School
 - a. Executive Summary
 - b. Replication Application Package and Required Documentation
 - c. Associated Schools
 - d. ADE School Report Card Data

I. Charter Renewal—Discussion and possible action on renewal application package from the following charter holder:

1. Concordia Charter School
 - a. Executive Summary
 - b. Renewal Application Package
 - c. Renewal Summary Review
 - d. Academic Systems Review Report

J. Compliance Matters

1. The Board will receive information to determine whether evidence exists that Vision Charter School, Inc. is in breach of one or more provisions of its charter contract, and/or federal, state, or local laws

Monday, January 13, 2020

regarding its failure to timely submit the fiscal year 2019 Classroom Site Project Narrative Results Summary report in accordance with A.R.S. § 15-977(J).

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. § 15-185(H) and A.A.C. R7-5-601(D).

2. The Board will receive information to determine whether evidence exists Vision Charter School, Inc. is in breach of one or more provisions of its charter contract, and/or federal, state, or local laws regarding its failure to timely submit the fiscal year 2019 School-Level Reporting form required under the federal Every Student Succeeds Act.

If the Board determines that a breach may have occurred, the Board may take action as it deems appropriate or necessary under state law, which may include withholding up to 10% of the monthly apportionment of state aid and requiring a corrective action plan pursuant to A.R.S. § 15-185(H) and A.A.C. R7-5-601(D).

3. The Board will receive information to determine whether evidence exists that Vision Charter School, Inc. continues to breach one or more provisions of its charter contract and state law regarding its failure to timely submit the fiscal year ending June 30, 2019 annual financial audit in accordance with A.R.S. § 15-183(E)(6).

If the Board determines that a breach remains, the Board may take action as it deems appropriate or necessary under state law. A.R.S. § 15-183(R) and A.A.C. R7-5-601(D).

K. Election of Officers

- L. Summary of Current Events, Future Meeting Dates and Items for Future Agendas**—The executive director, presiding officer or a member of the Board may present a brief summary of current events pursuant to A.R.S. § 38-431.02(K) and may discuss future meeting dates and direct staff to place matters on a future agenda. The Board will not discuss or take action on any current event summary.

M. Adjournment

On-going Board Actions

Withholding

Charter Holder Name	Date of Board Action	Violation	Notes	Date Issue, If Unresolved, Will Come Back Before the Board
Florence Crittenton Services of Arizona, Inc.	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 audit 	Complete audit received 12/20/19. Due to timing of submission, funds to be returned with the February 2020 payment.	1/13/20
Institute for Transformative Education	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 audit 	Audit received 11/25/19. Funds returned with the January 2020 payment.	1/13/20
Lifelong Learning Research Institute, Inc. (Entity ID: 79926)	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 audit 	Audit received 12/4/19. Funds returned with the January 2020 payment.	1/13/20
Lifelong Learning Research Institute, Inc. (Entity ID: 90754)	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 audit 	Audit received 12/4/19. Funds returned with the January 2020 payment.	1/13/20
Science Technology Engineering and Math Arizona	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 audit 	Audit received 1/2/20. Funds will be returned with the February 2020 payment.	1/13/20
Valley of the Sun Waldorf Education Association, Inc.	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 audit 	Audit received 1/2/20. Funds will be returned with the February 2020 payment.	1/13/20
Vision Charter School, Inc.	11/19/19	<ul style="list-style-type: none"> Failure to timely submit fiscal year 2019 AFR Failure to timely submit fiscal year 2019 audit 		1/13/20

AGENDA ITEM EXECUTIVE SUMMARY: New School with Enrollment Cap Amendment Request
Request

EAGLE College Prep Maryvale, LLC. (“Charter Holder”) submitted an expansion amendment request to add a new school to the existing charter contract and to increase the enrollment cap from 450 to 650, beginning in FY 2021. This expansion request accounts for three years of projected student enrollment.

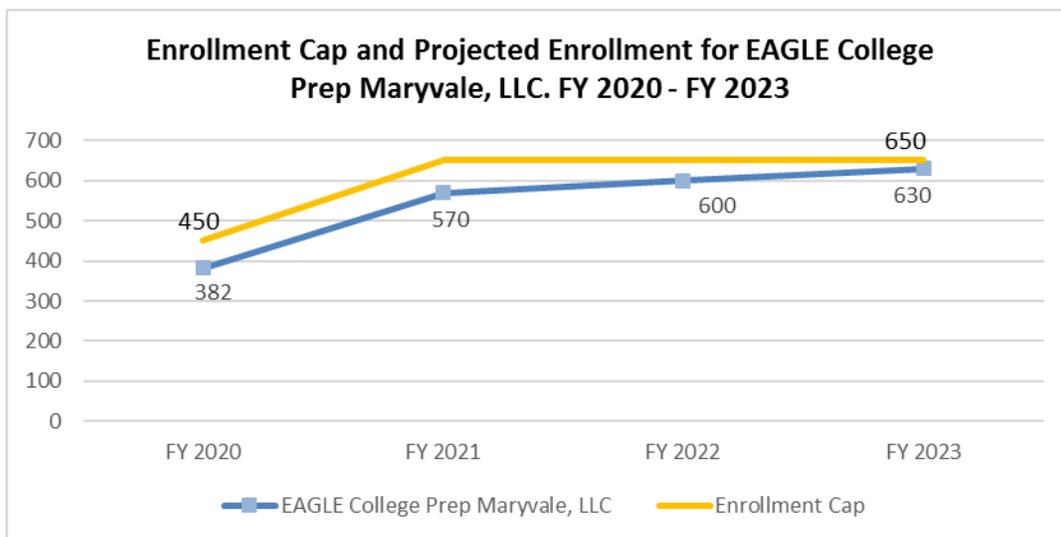
This Charter Holder was before the Board for this request in November of 2019. The Charter Holder has asked that the Board reconsider the request with additional data provided.

See Appendix A: Amendment Request Materials and Support Materials.

The Charter Holder has requested to add a second school to the charter contract in order to offer its “proven academic model and character formation effort” to the neighboring community of Glendale, where “an opportunity exists for a higher standard of education in the area.” The educational program “intentionally integrates with character formation to enable students to realize their identity and intrinsically-driven purpose, align performance, and to exercise freedom to choose lives as serving-leaders.” EAGLE Glendale will require four new teachers, one specialty staff teacher, a part-time special education teacher, and two educational assistants (paraprofessionals). The school intends to serve a population that is at least 40% racially/ethnically diverse and also qualifies for federal lunch program support. The Charter Holder plans to meet its enrollment target of 180 students by year three through a direct mail campaign, school hosted events, website marketing, and social media.

Three Year Plan

	FY 2020	FY 2021	FY 2022	FY 2023
Grade Levels	K-8	K-8	K-8	K-8
Enrollment (Proposed School)	N/A	120	150	180
Enrollment (Charter Holder)	382	570	600	630



Staff Recommendation

The Charter Holder has not met the criteria to receive a staff recommendation for expansion.

Staff Recommendation Criteria	Analysis
In operation for three years.	The Charter Holder has been in operation for four years.
“Meets the Board’s Operational Performance Expectations” based on the dashboards for the most recent two prior years and the current year.	The Charter Holder “Meets” the Board’s Operational Performance Expectations.
“Meets the Board’s Financial Performance Expectations” based on the most recent dashboard.	The Charter Holder “Meets” the Board’s Financial Performance Expectations.
Each school operated by the Charter Holder: Performs at or above the average performance of a majority of schools within a five-mile radius of the school’s current location. AND Performs at or above the average performance of a majority of schools within a five-mile radius of the proposed school’s location.	EAGLE College Prep Maryvale <u>does not</u> perform at or above the average performance of nearby schools in ELA. EAGLE College Prep Maryvale <u>does</u> perform at or above the average performance of nearby schools in Math. AND At the proposed school’s location, EAGLE College Prep Maryvale <u>does not</u> perform at or above the average performance of nearby schools in ELA and Math. Information regarding nearby schools is provided on page 3.
Past enrollment trends indicate the charter will exceed its enrollment cap within the next three years.	ADM in FY 2018 was 313.616, in FY 2019 was 354.048, and in FY 2020 was 383.873 (as of October 10, 2019). The enrollment trends indicate that the charter will exceed its enrollment cap of 450 in the next three years.
ADM is within 85% of current enrollment cap.	According to ADE School Finance, the Charter Holder currently has an ADM of 383.873. The Charter Holder is currently operating at 85% of its current enrollment cap of 450.

Profile

The Charter Holder was granted a new charter in 2013.

Governance

Corporate Board Members

Matthew Fryberger

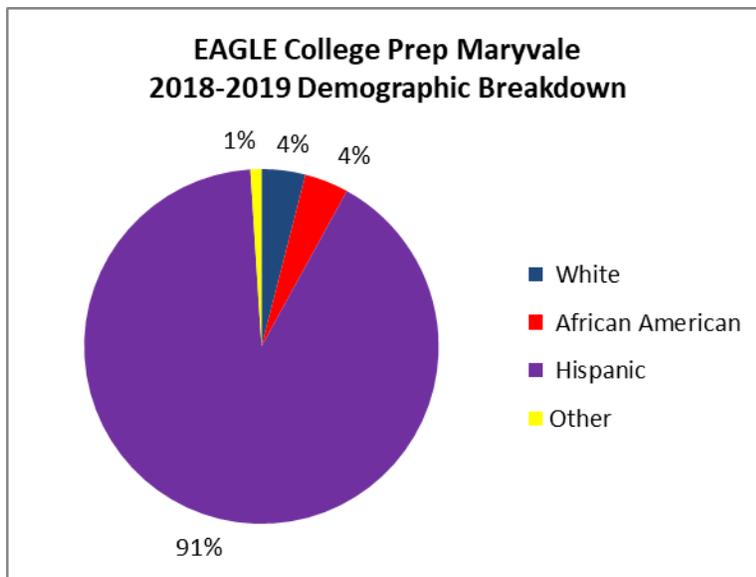
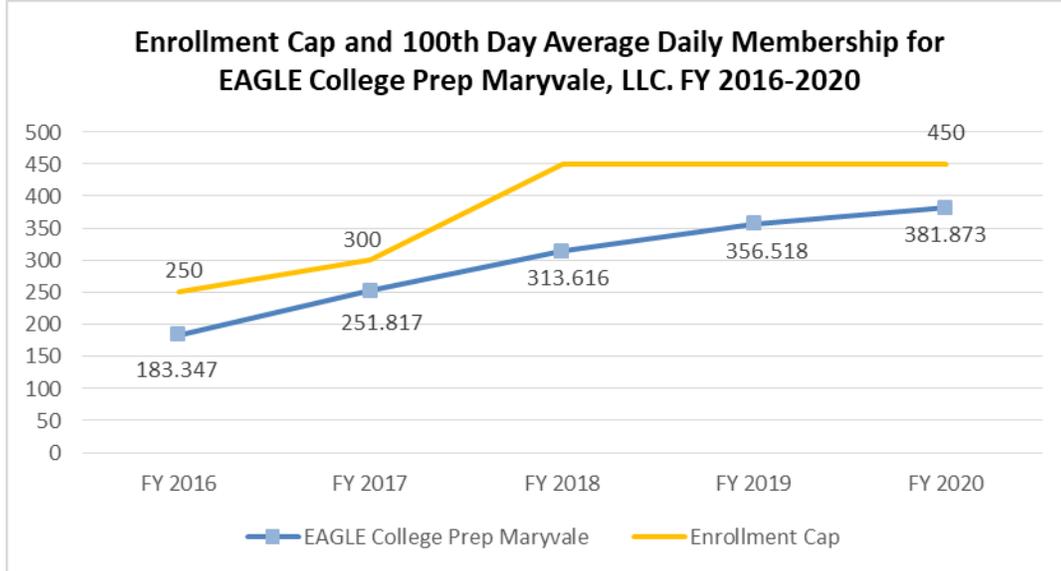
Rick Holbeck

Susan Rojas

Mathew Thompson

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2016–FY 2019, and FY 2020 ADM as of October 10, 2019.



2018-2019 Subgroup Data	
Free and Reduced Lunch	95%
English Language Learners	32%
Special Education	8%

Academic Profile

School Name	EAGLE College Prep Maryvale		
Date Open	August 2014		
Location	Phoenix		
Grades Served	K-8		
FY 2019 Letter Grade	B		
	FY 2017	FY 2018	FY 2019
ELA AzMERIT (42% ⁺)	31%	32%	27%
Math AzMERIT (42% ⁺)	45%	38%	37%
Science AIMS (52% ⁺)	47%	53%	42%

⁺FY 2019 State Average Passing

See Appendix B: ADE School Report Card Data for additional information about the School's letter grade.

Targeted School Improvement

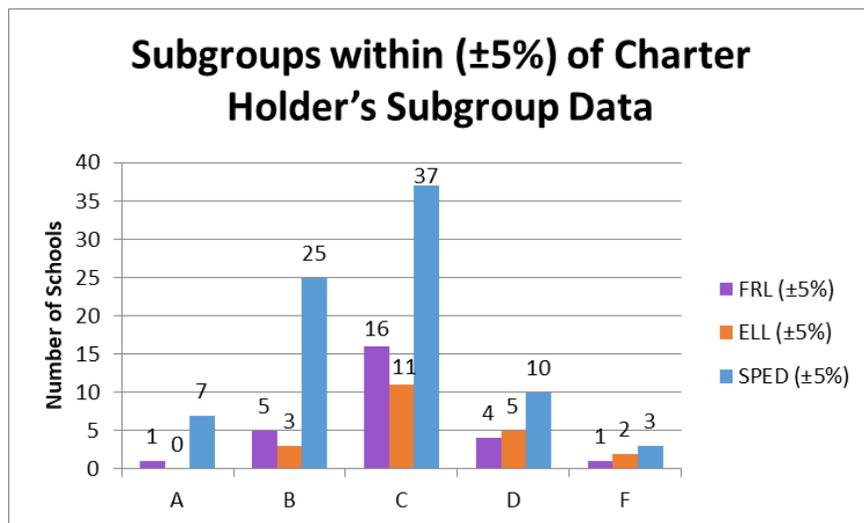
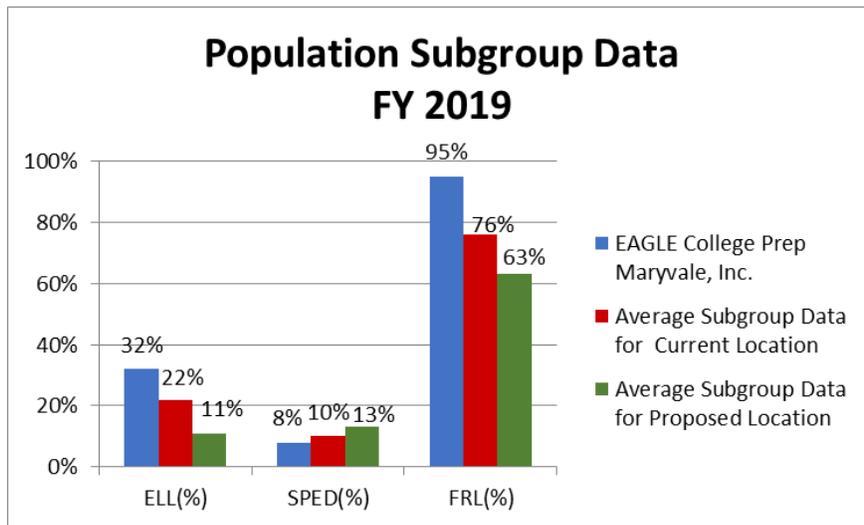
EAGLE College Prep Maryvale was identified for Targeted School Improvement in FY 2018 for the subgroup Students with Disabilities.

FY 2018 Targeted School Improvement Data-Students with Disabilities EAGLE College Prep Maryvale					
Subgroup Number of Students Tested-Math	Subgroup % Passing-Math	Total Number of Students Tested-Math	Subgroup Number of Students Tested-ELA	Subgroup % Passing-ELA	Total Number of Students Tested-ELA
26	4	181	26	4	180

Other Available Options

Subgroup Data for Nearby Schools

Information includes the Charter Holder's Subgroup data compared to the data of entities within a five-mile radius of the current and proposed locations.



Additional School Choices Serving Grades K-8 within 5 Miles of EAGLE College Prep Maryvale

Total Schools	FY 2019 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than State Average		
			ELA (>42%)	Math (>42%)	Science (>52%)
8	A	3	5	6	6
29	B	6	3	5	8
45	C	9	0	3	1
12	D	1	0	0	0
3	F	0	0	0	0

Comparison of Schools within 5 miles of EAGLE College Prep Maryvale

Total Schools	FY 2019 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than EAGLE College Prep Maryvale		
			AzMERIT ELA (>27%)	AzMERIT Math (>37%)	AIMS Science (>42%)
8	A	3	8	7	7
29	B	6	25	13	22
45	C	9	17	5	11
12	D	1	1	0	1
3	F	0	0	0	0
Total Number of Schools Performing Better than EAGLE College Prep Maryvale (Percentage of Total)					
97		19 (20%)	51 (53%)	25 (26%)	41 (42%)

Comparison of Schools within 2 Miles of EAGLE College Prep Maryvale

Total Schools	FY 2019 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than EAGLE College Prep Maryvale		
			AzMERIT ELA (>27%)	AzMERIT Math (>37%)	AIMS Science (>42%)
2	A	1	2	1	2
7	B	4	6	4	5
11	C	2	3	0	2
2	D	0	0	0	0
Total Number of Schools Performing Better than EAGLE College Prep Maryvale (Percentage of Total)					
22		7 (32%)	11 (50%)	5 (23%)	9 (41%)

Comparison of Schools within 5 Miles of Proposed Location

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data		
			AzMERIT ELA (>27%)	AzMERIT Math (>37%)	AIMS Science (<42%)
17	A	3	17	17	14
34	B	4	32	23	29
29	C	4	18	5	15
2	D	2	1	0	1
Total Number of Schools (Percentage of Total)					
82		13 (16%)	68 (83%)	45 (55%)	59 (72%)

Comparison of Schools within 2 Miles of Proposed Location

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data		
			AzMERIT ELA (>27%)	AzMERIT Math (>37%)	AIMS Science (<42%)
3	A	1	3	3	3
7	B	0	7	5	7
4	C	0	4	0	2
Total Number of Schools (Percentage of Total)					
14		1 (7%)	14 (100%)	8 (57%)	12 (86%)



Schools Associated with EAGLE College Prep Maryvale

Schools operated by the same charter holder but under different charter contracts									
Charter Holder Name	EAGLE College Prep Harmony, LLC.			EAGLE College Prep Mesa, LLC.			EAGLE South Mountain Charter, Inc.		
School Name	EAGLE College Prep Phoenix South			EAGLE College Prep Mesa			EAGLE College Prep South Mountain		
FY 2019 Letter Grade	C			C			C		
	FY 17	FY 18	FY 19	FY17	FY18	FY19	FY17	FY18	FY19
ELA AzMERIT (42%+)	26%	28%	28%	23%	16%	33%	46%	49%	39%
Math AzMERIT (42%+)	25%	28%	28%	46%	36%	45%	36%	43%	39%
Science AIMS (52%+)	34%	35%	47%	29%	43%	44%	65%	56%	44%

*FY 2019 State Average Passing



APPENDIX A

AMENDMENT REQUEST

AND SUPPORT MATERIALS

1. NEW SCHOOL AND ENROLLMENT CAP
AMENDMENT REQUEST FORM
2. AMENDMENT REQUEST DOCUMENTS
 - a. Narrative
 - b. Enrollment Matrix
 - c. Staffing Chart
 - d. Additional Documentation



Arizona State
Board for
Charter Schools



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New School

Charterholder Info

Charter Holder

Name:
EAGLE College Prep Maryvale,
LLC.

CTDS:
07-82-22-000

Mailing Address:
3950 North 53rd Avenue
Phoenix, AZ 85031
> [View detailed info](#)

Representative

Name:
Steven Inman

Phone Number:
6023235400

Downloads

 [Download all files](#)

Form Fields

Name of school
EAGLE College Prep Glendale

Grade levels to be served

K
1st
2nd
3rd
4th
5th
6th
7th
8th

First day of Operation
07/29/2020

Physical Address
10250 N 59th Ave
Glendale, AZ 85302

Physical Phone Number
(602) 638-0820

Physical Fax Number
(602) 429-8177

Mailing Address
10250 N 59th Ave
Glendale, AZ 85302

Mailing Phone Number
(602) 638-0820

Mailing Fax Number
(602) 429-8177

Attachments

Board Minutes

 [Download File](#) – Governing board minutes from public meeting on 2/11/19 for EAGLE College Prep Maryvale approving new school expansion.

Occupancy Documentation

-  [Download File](#) – Current Fire Marshal inspection for EAGLE Maryvale
-  [Download File](#) – Occupancy Compliance Assurance for EAGLE Glendale
-  [Download File](#) – Certificate of Occupancy for EAGLE Maryvale (Phase 1 and 2)

Lease agreement or proof of purchase for facility –  [Download File](#)

Copy of Fingerprint Clearance Card for school site administrator –  [Download File](#)

Copy of liability insurance coverage –  [Download File](#)

Narrative –  [Download File](#)

Additional Information

-  [Download File](#) – Agricultural Assurance for EAGLE Glendale
-  [Download File](#) – Enrollment Matrix for EAGLE Glendale
-  [Download File](#) – Floor Plans for EAGLE Glendale - Part 1
-  [Download File](#) – Floor Plans for EAGLE Glendale - Part 2
-  [Download File](#) – Floor Plans for EAGLE Glendale - Part 3
-  [Download File](#) – Staffing Chart for EAGLE Glendale
-  [Download File](#) – Enrollment Matrix for EAGLE Maryvale
-  [Download File](#) – Staffing Chart for EAGLE Maryvale

Enrollment Cap

Is an Enrollment Cap Increase being added to this request?
Yes, an Enrollment Cap Increase is also being requested.

From:
450

To:
650

Grade Level Change

Is a Grade Level Increase being added to this request?
No

Curriculum Samples
No documents were uploaded.

Feedback

Feedback
NA

Signature

Charter Representative Signature
Steven Inman 10/18/2019

EAGLE COLLEGE PREP MARYVALE NEW SCHOOL AMENDMENT REQUEST: NARRATIVE

RATIONALE FOR REQUEST

Background

For over a decade, EAGLE College Preparatory Schools® (EAGLE) have proudly served Arizona scholars from kindergarten through 8th grade. The EAGLE name embodies our unique approach to education: “Expecting Academic Greatness with a Loving Emphasis.” Overall, EAGLE schools vigorously pursue academic excellence in a safe, supportive, and loving learning environment. We sincerely care about our scholars and expect each to reach his or her full potential.

Following the inaugural launch of EAGLE College Prep South Mountain in 2008, EAGLE opened its second school, EAGLE College Prep Harmony, in 2011. Soon after, EAGLE College Prep Mesa and EAGLE College Prep Maryvale (EAGLE Maryvale) were opened in 2014. After several years of strong academic performance, the EAGLE schools were proudly admitted to the Charter School Growth Fund, which identifies the nation’s highest quality public charter school networks and assists with site expansions.

EAGLE College Prep Maryvale

EAGLE Maryvale’s mission is to work together with students, teachers, parents, and the community toward the pursuit of academic greatness and positive character development in a safe and supportive learning environment. EAGLE Maryvale began its first year serving kindergarten through 3rd grade; and has added a grade level each following year. Currently, the school serves over 370 scholars through the 7th grade. This year, the school aspired to reach its fully anticipated build out goal of 450 scholars through the 8th grade.

Some of EAGLE Maryvale’s recent accomplishments include selection to the Arizona Charter Schools Association’s (ACSA) New Schools for Phoenix program, which works to recruit and equip leaders to open and lead high quality schools in Phoenix. Additionally, the *A for Arizona* program recognized it as a school on its way to an “A”. The school’s founding leader, Yesenia Fitzhugh, was selected to participate in the ACSA’s fellowship program for prospective charter school leaders. As a regular participant in the Arizona Department of Education’s instructional rounds, she was recently asked to present on the benefits of the tool and how it has impacted the creation of EAGLE Maryvale’s systems. Most recently, Mrs. Fitzhugh, along with members of the of the school’s regional team, was selected to receive the Arizona Charter Schools Program (AZCSP) grant to launch a new school.

EAGLE College Prep Glendale

As EAGLE Maryvale’s academic success continues to thrive, parents in other communities have expressed interest in its programs. As a result, the school’s governing board has approved expansion of its proven academic model and character formation effort to a neighboring community in the city of Glendale. Accordingly, EAGLE Maryvale requests a new school amendment to the current charter contract. Additionally, we request an increase to our current enrollment cap from 450 to 650 students.

STAFFING PLAN

Staffing Needs

EAGLE schools are committed to serving its families and students by ensuring there are great teachers in every classroom and an outstanding school leader in each building. As EAGLE Maryvale completed its planned expansion to eighth grade, we needed to hire one additional teacher and one educational assistant (paraprofessional) for the 2019-20 school year.

EAGLE Glendale will require four new teachers (kindergarten, 1st grade, 2nd grade, and 3rd grade), one specialty staff teacher, a part-time special education teacher, and two educational assistants (paraprofessionals). Non-instructional hires will include an office manager, a part-time office assistant, and two administrators to lead the school. The Recruitment, Hiring, and Training sections outlined below will help ensure that these employees are aligned with the mission of EAGLE, deeply committed to serving ethnically/racially diverse and economically disadvantaged families, and are passionate about growing students of all ability levels to reach their full educational potential.

Recruitment & Hiring (all staff)

Open Sky Education, EAGLE's charter management organization (CMO), will provide a team of human resources specialists to aggressively manage staff recruitment and hiring processes. The team has developed a comprehensive recruitment plan for attracting required teachers and administrative talent for the new site. Efforts will include attending nationwide career fairs, promoting open positions on various employment websites, and performing social media advertising. In addition, the team will follow a high performance hiring model, which employs eight steps to evaluate instructional candidates from resume review up through model lessons. Lastly, the team will collect all necessary paperwork throughout the hiring process and assist with new staff onboarding.

Training (teachers & instructional staff)

All new instructional staff will receive 10 – 12 days of comprehensive training at the school and regional level during the summer months. During the school year, staff will be assigned to a leadership team member for weekly data analyses, instructional observations, and feedback meetings. Furthermore, each team member will receive weekly professional development on early-release Wednesdays based on management and rigor trajectory.

Training (administrative & non-instructional staff)

Administrative staff will participate in a two-day Principal's Institute program and receive 10 – 12 days of summer professional development. Additionally, each administrator will meet weekly with a Principal Director to support growth by tactically addressing targeted competencies and domain, as well as identifying new professional development opportunities. Lastly, employees will attend a Principal's Summit event held annually in January to further explore topics such as educational modeling, staffing plans, and enrollment strategies.

TARGET POPULATION

Student Analysis

EAGLE College Prep Maryvale intends to serve an adjacent community located approximately seven miles north of the Maryvale campus in the city of Glendale. Our student analysis is comprised of average data for all schools located two miles in each direction of the EAGLE Glendale site. Specifically, the area is a four by four mile area (sixteen square miles) bordering Thunderbird Road to Northern Avenue, north and

south; and from 75th Avenue to 43rd Avenue, west and east. Based on market research data, we anticipate the following demographic factors for our student population:

Racial & Ethnic Diversity: 55 – 60%
 Free & Reduced Lunch Status (FRL): 65 – 70%
 English Learner (EL): 5 – 10%
 Special Education (SPED): 10 – 15%

Table 1, shown below, displays demographic profile information for area schools near the proposed Glendale site. Comparison data for EAGLE Maryvale is also presented:

Table 1: Demographics of Nearby Schools

Count	School Name	Enrollment	Ethnically Diverse (%)	ELL (%)	FRL (%)	SpEd (%)
	EAGLE Maryvale	333	96%	32%	95%	8%
1	Area Charter K-8 Students	296	84%	16%	85%	8%
14	Area District K-8 Students	9,313	59%	7%	68%	15%
	Total Area Charter & District K-8 Students	9,609	60%	7%	68%	15%

Source: Arizona Department of Education Accountability & Research Enrollment “2017-2018 School Year” data file

Population Similarities & Differences

The percentage of minority, FRL, and ELL is notably higher at the EAGLE Maryvale campus. However, both schools will serve student populations that are at least 40 percent racially/ethnically diverse and also qualify for federal lunch program support.

Neighborhood/Commuter Analysis

Based on market research and trends observed at other EAGLE locations with similar demographic characteristics, we anticipate students to primarily originate from surrounding neighborhoods.

Academic Performance

As identified in *Table 1: Demographics of Nearby Schools* listed above, there are 15 public schools located in the community near the EAGLE Glendale site. This data, along with additional insights found in *Table 2: AzMERIT Growth Points Summary* (shown below), and *Table 3: State Letter Grade Summary* (shown below), enabled the following observations about surrounding area schools:

- The area consists of 14 public district schools and one public charter school
- Fourteen of the schools have greater than 40 percent minority students
- More than 40 percent of the students at 14 schools qualify for free & reduced lunch
- Over 10 percent of students at six schools receive ELL services
- Only one school with an ELL population exceeding 10 percent resides within close proximity of the newly proposed campus
- Forty-two percent of total students are enrolled in kindergarten through third grade
- There are three schools with a letter grade “A”; eight with a letter grade “B”, and four with a letter grade “C”

- 27 percent of the total schools have a letter grade “C”
- There are four schools within one mile of the new site
- Of the schools within one mile of the new site, there are three with a letter grade “C” and one with a letter grade “A”
- The neighborhood schools averaged 37.9 growth points from the AzMERIT assessment in the state letter grade calculation

Table 2: AzMERIT Growth Points Summary

Count	School Name	Growth Points	ELL Points
	EAGLE Maryvale	40.8	9.0
1	Area Charter K-8 Students	50.0	10.0
14	Area District K-8 Students	37.0	8.4
15	Total Area Charter & District K-8 Students	37.9	8.5

Source: Arizona Department of Education Accountability & Research Assessment Results “AzMERIT 2018” data file

Table 3: State Letter Grade Summary

School Name	State Letter Grade					non-K-8 Model
	A	B	C	D	NR	
EAGLE Maryvale		X				
Area Charter K-8 Students	1					
Area District K-8 Students	2	8	4			
Total Area Charter & District K-8 Students	3	8	4			

Source: Arizona Department of Education Accountability & Research Assessment Results “AzMERIT 2018” data file

Target Population: Unmet Needs

Our research has revealed several opportunities for the community surrounding EAGLE Glendale. As stated earlier, only one public charter school currently exists within the four by four mile area of the site. This leads us to believe that parents’ access to educational options is severely limited. Next, there are four nearby public district schools that currently hold a “C” rating. We believe an opportunity exists for a higher standard of education in the area. Finally, our market research has shown that families are seeking an educational option that helps students develop internally-motivated character. EAGLE’s Character Formation Project curriculum can help meet that demand.

Overall, EAGLE will work diligently to meet the demands of this community by establishing a new educational option with high academic expectations, as well as internally-motivated character formation. Furthermore, we pledge to provide these experiences in a loving, caring, and nurturing environment.

QUALITY ACADEMIC PROGRAM

EAGLE strives for its students to become future entrepreneurs and leaders in diverse industries. It is our primary goal to prepare students to excel and remain academically competitive. Each educational program intentionally integrates with character formation to enable students to realize their identity and intrinsically-driven purpose, align performance, and to exercise freedom to choose lives as serving-leaders. The schools accomplish these objectives by providing:

- *Effective Teachers*: EAGLE selects teachers who love children and possess an unyielding belief that all children can and *must* succeed. The organization's teachers have a passion for developing the character of a serving-leader in every child.
- *Strong Leadership*: EAGLE employs a leadership structure that empowers the team to specialize in an area of expertise while providing high caliber management and training for the rest of the team. The principal is the leader of the school, but ultimately responsible for academic results and teacher development. The school operations manager is responsible for all administrative and non-instructional activities. Lastly, the dean of students leads the school's effort to create a positive, structured, and caring school environment.
- *Positive Culture*: EAGLE refuses to lower expectations for its scholars. We place students first in all decisions and work daily to help each reach their full potential.
- *Character Formation*: EAGLE believes that character is a personal compass that provides inspiration to act, self-discipline to refrain, and wisdom to know when each action is appropriate. This personal compass flows from a person's identity and serves as a collective expression of one's virtue. Therefore, we believe character must be intrinsically motivated and simultaneously driven by something greater than self.
- *Blended Learning*: EAGLE's blended learning model is designed to provide differentiated experiences tailored to diverse student modalities and individualized practice on content mastery. Blending learning includes:
 - Teacher Led Instruction – rotational model that creates teacher-led instructional groups kept smaller than traditional class sizes. As a result, teachers increase their ability to individualize the lessons toward the development of students.
 - Educational Technology – allows students to develop knowledge and skills at their level while providing granular data about where additional help is required. Student achievement data is utilized to guide teacher planning and small group/individual intervention plans.
 - Small Group Learning – provides a collaborative environment for students to participate in hands-on learning. Guided reading, math interventions, and manipulative practice are all key components of this rotation.

INSTRUCTIONAL DAYS

All grades for the proposed site will be in session for 180 total instructional days each school year.

ENROLLMENT TARGET JUSTIFICATION

In order to meet enrollment targets, EAGLE Maryvale will first work to retain current students by remaining true to our quest to provide high quality education. Additionally, we will maintain effective partnerships with families and the community through regular communication, including conducting surveys to assess and ensure parent satisfaction. We plan to provide multiple exposures to the brand and location so that families are further educated in the areas of school choice and view our school as a viable option for their children.

Last year, EAGLE Maryvale retained over 80 percent of its students from the prior year. As of February 2019, over 80 percent of students had returned re-enrollment forms for the 2019-20 school year. Of those forms received, 100 percent have indicated they will be returning to EAGLE Maryvale. Re-enrollment forms continued to be collected through February 22, 2019; and applications were accepted until remaining seats are filled. A fair and equitable selection event (lottery) was held on March 6, 2019.

The current enrollment target for EAGLE Glendale is 120 students total (30 students per grade) for kindergarten through 3rd grade. (*Additional information describing the rationale for this goal is provided in the Market Analysis section.*) As we work toward this goal, we understand that some students may seek another option for positive reasons such as a move or job relocation. Therefore, we will account for expected attrition and first-day no shows based on past averages. Historically, attrition has averaged from 15 – 20 percent at sister EAGLE schools. We also realize that families continue to evaluate educational options up to the start of each school year. In fact, it is not atypical for students to enroll in a school and later opt to not show up on the first day. History has shown that first day no shows usually average around five to ten percent. In order to limit these factors, we plan to recruit as many students as possible that would become eligible for the waitlist after the lottery is held.

Marketing & Advertising/Timeline

A lottery date will be set approximately 30-60 days following the Arizona State Board for Charter Schools' (ASBCS) approval of the New School Amendment. The school will also launch brand awareness activities and begin accepting applications for enrollment. Following the lottery, applications will continue to be accepted until all remaining seats are filled.

The marketing strategy will utilize multiple levels of exposure to the EAGLE name, location, and mission in order to reach a variety of families in the Glendale community. Campaigns to drive enrollment in new kindergarten classes and other available grades will include the following:

- Direct Mail Campaign – communication of pertinent information such as school location, mission, and enrollment availability through direct mail. Four campaigns will occur in April, May, June, and July 2019 targeting a two-and-a-half mile radius from the EAGLE Glendale site.
- School Event(s) – quarterly public events such as *Slide & Splash* and *Experience EAGLE* where current families will be encouraged to invite prospective families for opportunities to engage with staff and learn more about the school
- Website Marketing – includes maintaining a professional website that provides families with information about the school, as well as the use of interactive tools to collect relevant demographic and contact information
- Social Media – includes maintaining Facebook, Instagram, and other platforms for highlighting student learning activities, successes, events, etc.

- Word-of-Mouth Marketing – families continue to be one of the greatest assets as they assist in increasing retention and promoting the school throughout the community

MARKET ANALYSES

Table four, *Population and Demographic Information*, offers additional demographic information for zip code 85302 and neighboring Glendale zip codes. Comparison data for EAGLE South Mountain and EAGLE Maryvale is also presented, along with aggregate zip code data for Maricopa County. Data was derived from the 2017 U.S. Census Bureau’s American Community Survey.

Projected Enrollment

Analysis of the data revealed there are fewer children, ages 5 – 14, in the area surrounding the EAGLE Glendale campus compared to EAGLE Maryvale. It should be noted, however, that more children between these ages reside near the Glendale site compared to the neighboring area of EAGLE South Mountain, which has shown strong enrollment for many years. Nevertheless, the Glendale site was chosen for capacity commensurate with a potentially lower target enrollment by grade compared to the EAGLE Maryvale campus.

Reported poverty data illustrates that less students live below poverty in areas surrounding the EAGLE Glendale site compared to EAGLE Maryvale. However, like EAGLE South Mountain, over 45 percent of students qualify for free or reduced lunch benefits. In comparison to aggregate data reported by Maricopa County, students living in the EAGLE Glendale area actually experience higher rates of poverty. This correlates with the enrollment data that captures free or reduced lunch participation in neighboring schools (see Table 1 listed above). Finally, an examination of race revealed that children in the area of the proposed site are more likely to be Hispanic or Latino, Black, American Indian, Asian, Hawaiian, or Other races compared to the general aggregate population for Maricopa County.

Table 4: Population and Demographic Information

Glendale Site, neighboring zip codes (85302, 85304, 85306, 85303, 85345, 85381, & 85301)					
	Glendale Site Zip	Glendale Area Zips	EAGLE Maryvale	EAGLE S. Mtn	Maricopa County
Population	39,647	272,317	347,387	152,868	4,155,501
Children 5 to 14	5,136	39,605	63,254	27,115	579,925
% Children 5 to 14	13%	15%	18%	18%	14%
ALL % Below Poverty Level	21%	20%	37%	22%	16%
ALL % Lower than 185% of Poverty Level	42%	35%	65%	42%	31%
% of Children Living in Households Below Poverty Level	25%	33%	48%	32%	23%
% of Children Living in Households Receiving Assistance	42%	46%	56%	38%	27%
ALL % Black, American Indian, Asian, Hawaiian, & Other Race	19%	18%	35%	45%	22%
ALL % Hispanic or Latino (White)	30%	34%	51%	35%	22%
ALL % Black, American Indian, Asian, Hawaiian & Other Race AND Hispanic or Latino (White)	49%	52%	86%	81%	44%
CHILDREN % Black, American Indian, Asian, Hawaiian, & Other Race ^	31%	28%	34%	50%	28%
CHILDREN % Hispanic or Latino (White) ^	37%	49%	60%	39%	31%
CHILDREN % Black, American Indian, Asian, Hawaiian & Other Race AND Hispanic or Latino (White) ^	68%	77%	93%	89%	59%
^ Race & ethnicity data for children not available for all zip codes in surrounding area of proposed site; Only those available shown					

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates, 2017

Additional Analysis

In 2018, Open Sky Education (EAGLE’s CMO) hired *Amplitude Research* to assess the public’s perception of EAGLE’S programs. The Character Formation Project (CFP) – currently used in EAGLE schools – was presented to prospective families. Qualified respondents with elementary school-age children were given a description of the program and then asked to rate their interest in having it integrated with curriculum used in their current school. Ninety percent of respondents indicated they were either “very interested” or “highly interested”. Among all of the respondents who expressed dissatisfaction with their current school(s), 68 percent were “very interested” in the concept of the Character Formation Project.

REQUIRED CONCRETE RESOURCES

The same concrete resources that are currently used at EAGLE Maryvale and sister campuses will be replicated for the EAGLE Glendale site:

Curriculum	Engage NY featuring Core Knowledge (K-2), Expeditionary Learning (3-8) for ELA, Eureka for Math
	Phonics for Reading
	SIPPS
	Amplify Science
	Character Formation Project
	Technology - Lexia
	Assessments
Instructional Strategies	Teach Like a Champion, Love & Logic, Uncommon Schools Rigor, Culture Trajectories
Technological Devices	Interactive Whiteboards, Chromebooks

New concrete resource requirements will include hiring new staff as indicated in the attached *Staffing Chart*. Secondly, other curricular resources (including STEP and ZEARN), technological devices, and online intervention programs will be required. Additional personalized learning efforts will be implemented as required to meet evolving student needs.

FINANCIAL MANAGEMENT

The EAGLE organization pays careful attention to its financial detail through sound budgeting practices. As a result, EAGLE Maryvale currently meets all financial performance metrics on the ASBCS Financial Dashboard. Additionally, the school has consistently received clean financial audit opinions.

The organization employs financial expertise resources at both the regional and national level to provide financial accounting, reporting, and oversight. Furthermore, the school's governing board includes members with financial management experience, thus providing an additional layer of accountability and direction toward sound financial practices. Overall, the leadership team is continually working to refine the organization's financial model in order to allow sustainable growth.

Philanthropy Support

EAGLE plans to incorporate additional outside philanthropy to close any financial gaps as the new school works toward financial self-sufficiency and sustainability. As projected enrollment growth occurs, economies of scale will enable cost advantages and thus eliminate reliance on philanthropic assistance. EAGLE schools and their CMO, Open Sky Education, have received strong support from a number of foundations in the form of grants. Below are some of the organizations that have graciously lent financial support to our schools:

*Charter School Growth Fund
Walton Family Foundation
U.S. Department of Education (AZCSP)*

Arizona Charter Schools Program (AZCSP) Grant

EAGLE is fortunate to be a recipient of the AZCSP grant, which will directly support some of the following items:

- Recruitment/Hiring/Training – teacher summer stipends in preparation for the July professional development sessions
- Marketing and Advertising – a comprehensive marketing and enrollment plan supplemented with robust advertising during the course of the enrollment season. This will enable the school to utilize tailored digital campaigns, interactive community engagement events, and out-of-home advertising to drive awareness.
- Student Recruitment, Enrollment, & Registration: *SchoolMint*, an electronic student enrollment system, along with the *Infinite Campus* information system, will be used to communicate with families throughout the recruitment, enrollment, and registration processes.
- Concrete Resources – items such as curriculum and assessment tools, which are identified in the *Required Concrete Resources* section on page seven.

Other Considerations: Facilities

Space will be leased in an existing building that was designed for educational purposes. This strategy will enable the school to keep remodeling costs to a minimum and reduce overall capital outlay. Further, build out costs and rent will be kept in check, thus allowing for more funds to be used for student learning.



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
EAGLE College Prep Glendale				
Number of Students				
Grade Level	Current - FY20	Target - FY 21	Target - FY22	Target - FY23
Kindergarten	n/a	30	30	30
1 st Grade	n/a	30	30	30
2 nd Grade	n/a	30	30	30
3 rd Grade	n/a	30	30	30
4 th Grade	n/a		30	30
5 th Grade	n/a			30
6 th Grade	n/a			
7 th Grade	n/a			
8 th Grade	n/a			
9 th Grade	n/a			
10 th Grade	n/a			
11 th Grade	n/a			
12 th Grade	n/a			
Total Enrollment	0	120	150	180

*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
EAGLE College Prep Maryvale				
Number of Students				
Grade Level	Current - FY20	Target - FY 21	Target - FY22	Target - FY23
Kindergarten	48	50	50	50
1 st Grade	45	50	50	50
2 nd Grade	47	50	50	50
3 rd Grade	50	50	50	50
4 th Grade	49	50	50	50
5 th Grade	49	50	50	50
6 th Grade	48	50	50	50
7 th Grade	38	50	50	50
8 th Grade	37	50	50	50
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				
Total Enrollment	411	450	450	450

*To view an example of a completed Enrollment Matrix, please see The Guide (*Attachment Guidelines*).



Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
EAGLE College Prep Glendale				
Number of Staff Members				
Position	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Administration	n/a	2	2	2
Teachers/Instructional Staff				
Kindergarten	n/a	1	1	1
1 st Grade	n/a	1	1	1
2 nd Grade	n/a	1	1	1
3 rd Grade	n/a	1	1	1
4 th Grade	n/a		1	1
5 th Grade	n/a			1
6 th Grade	n/a			
7 th Grade	n/a			
8 th Grade	n/a			
9 th Grade	n/a			
10 th Grade	n/a			
11 th Grade	n/a			
12 th Grade	n/a			
Specialty Staff (Music, Art, PE, etc.)	n/a	1	1	1
Special Education	n/a	.5	.5	.5
Paraprofessional	n/a	2	2	2.5
Additional Staff				
List title: Maintenance	n/a	n/a	n/a	n/a
List title: Front Office	n/a	1.5	1.5	1.5
List title:	n/a			
Total Number of Staff Members	n/a	11	12	13.5

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
EAGLE College Prep Glendale				
Leadership Team				
Title	Current - FY 20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Principal	n/a	Y. Fitzhugh	Y. Fitzhugh	Y. Fitzhugh
Dean of Students	n/a	TBD	TBD	TBD

*To view an example of a completed Staffing Chart, review The Guide.



Arizona State Board for Charter Schools Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter Holder. Include staff members needed if the request is granted.

Directions*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
EAGLE College Prep Maryvale				
Number of Staff Members				
Position	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Administration	4	4	4	4
Teachers/Instructional Staff				
Kindergarten	1	1	1	1
1 st Grade	1	1	1	1
2 nd Grade	1	1	1	1
3 rd Grade	1	1	1	1
4 th Grade	1	1	1	1
5 th Grade	1	1	1	1
6 th Grade	1	1	1	1
7 th Grade	1	1	1	1
8 th Grade	1	1	1	1
9 th Grade				
10 th Grade				
11 th Grade				
12 th Grade				
Specialty Staff (Music, Art, PE, etc.)	4	4	4	4
Special Education	1	1	1	1
Paraprofessional	10	10	10	10
Additional Staff				
List title: Maintenance	2	2	2	2
List title: Front Office	2.5	2.5	2.5	2.5
List title:				
Total Number of Staff Members	32.5	32.5	32.5	32.5

Continue on page 2: Leadership Staffing Chart

Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter Holder.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.
- Copy and paste the chart for each school operated by the Charter Holder.

School Name:				
EAGLE College Prep Maryvale				
Leadership Team				
Title	Current - FY20	Anticipated - FY21	Anticipated - FY22	Anticipated - FY23
Principal	Y. Fitzhugh	TBD	TBD	TBD
Dean of Students	J. Verlei	J. Verlei	J. Verlei	J. Verlei
Dean of Instruction	T. Abaie	T. Abaie	T. Abaie	T. Abaie
School Ops Mgr	B. Lambert	B. Lambert	B. Lambert	B. Lambert

*To view an example of a completed Staffing Chart, review The Guide.



**MINUTES OF PUBLIC MEETING OF THE
EAGLE COLLEGE PREP MARYVALE, LLC
BOARD OF DIRECTORS**

Date and Time: Monday, February 11, 2019, 12:30 – 1:00 PM
Location: EAGLE College Prep Maryvale
3950 N. 53rd Ave., Phoenix, AZ 85031

A. Roll Call

The meeting was called to order at 12:37 pm.

Board Members Present:

Matt Fryberger, Chairperson
Susan Rojas, Secretary
Steve Inman, Member
M. Zack Thompson, Member

Staff Present:

No additional staff was present.

Public Present:

Rick Holbeck

B. Pledge of Allegiance

C. Moment of Silence

D. Call to the Public

Mr. Holbeck was present as a member of the public. No other members of the public were present.

E. Director Status Update

Confirmed that Mr. Zack Thompson has been approved by Arizona State Charter Board and is now an official Board Member.

F. New School Amendment Request – EAGLE (Alhambra or Glendale)

After reviewing the situation and ongoing plans for appropriate evaluation of expansion, Mr. Inman motioned to approve a New School Amendment request be completed for the EAGLE Maryvale Charter to be located in the Alhambra, Maryvale, or Glendale communities. The charter representative is to be given the authority to complete the submission to the Arizona State Board for Charter Schools (ASBCS) including the

necessary enrollment cap increase to accommodate the additional scholars that will be under the EAGLE Maryvale Charter at the resulting two campuses. As the new school will serve students in grades that are currently outlined by the existing Charter, no grade level request is expected to be submitted. Mr. Thompson seconded the motion. A vote was called, all were in favor, the motion passed.

G. Next Meeting and Adjournment

A general consent motion was made to adjourn the meeting. Hearing no objections, the meeting was adjourned at 1:07 pm.

EAGLE College Prep Schools: Maryvale
Board of Directors, Secretary

A handwritten signature in black ink, appearing to read "Susa Rojas". The signature is written in a cursive style with a large initial "S".

Dated this 11th day of February 2019



Fire Inspection Notice

Inspector: Topolosek, Bob	Inspector Email: robert.topolosek@phoenix.gov	Inspector Phone: robert.topolosek@phoenix.gov
Occupancy Name: Eagle College Prep Maryvale	Permit No.: F430 1804131	Suite No.:
Property Address: 3950 N. 53rd Avenue Phoenix, Az 85031	Property Phone: 602-320-6948	RP Phone: 602-320-6948
Date of Inspection: 11/5/2018	RP 2nd Phone: 602-320-6948	RP After Hrs Phone: 602-320-6948
Responsible Party: Bill Minnich	Owner Phone: 262-542-9546	Owner 2nd Phone: 262-542-9546
Responsible Party Email: bill.minnich@openskyeducation.org		
Responsible Party After Hours: Bill Minnich		
Property Owner: Eagle Maryvale Property, LLC		
Owner Address: 20935 E Swenson Drive, Suite 101 Waukesha, WI 53186		
Owner Email:		

Notes:
No violations noted at time of inspection. Fire alarm and sprinkler have been annually serviced and in compliance. Emergency lights and exit lights verified. Extinguishers verified. Knox keys verified. Fire drill logs verified. Clean facility. Great staff.

Occupancy Class	Square Footage
Group E	30,104

Cooking Operation <input type="checkbox"/>	Fire Alarm System Yes <input checked="" type="radio"/> No <input type="radio"/>	Emergency Lighting Yes <input checked="" type="radio"/> No <input type="radio"/>	Fire Sprinklers Yes <input checked="" type="radio"/> No <input type="radio"/> Partial <input type="radio"/>
SHU Facility <input type="checkbox"/>	Emergency Generator Yes <input type="radio"/> No <input checked="" type="radio"/>	Dialer Yes <input checked="" type="radio"/> No <input type="radio"/>	Fire Pump Yes <input type="radio"/> No <input checked="" type="radio"/> Electric <input type="radio"/>

In Compliance Served Via: E-Mail Postal Mail In Person

Nothing in this report or actions taken in response to this report shall be construed as relieving the owner/occupant of the subject property from the obligation to comply with all laws, codes, rules and regulations applicable to the premises. This is an official notice of required corrections within the specified timeframe. Failure to correct these requirements may lead to civil and/or criminal penalties assessed against any occupant, lessor, lessee, manager licensee, or other person having control over the property and/or operation. Violations of Phoenix City Code § Chapter 15 - Phoenix Fire Code is a Class 1 misdemeanor punishable by a fine, not to exceed Two Thousand Five Hundred Dollars (\$2,500) for each violation per day and imprisonment not exceeding six months, or both. For information concerning this official notice call 602-262-6771 VOICE OR TTY 602-495-5555.

Customer Name: Bill Minnich	Customer Title: Open Sky Maintenance Coordinator
---------------------------------------	--

Date:
11/5/2018

This report has been reviewed and a copy provided to the customer named above.

Phoenix Fire Department - Fire Prevention Division - 150 S 12th Street, Phoenix AZ 85034 - 602-262-6771
Form Status: Draft

Form Name: 20181105131145



**Department of Forestry
and Fire Management**
Office of the State Fire Marshal



ARIZONA STATE FIRE MARSHAL - Monday, February 26, 2018 1:14:57 PM (Jacob Avila)

User Name	Jacob Avila	
User #	6027856942	
Form Started	2/26/2018 1:14:57 PM	
Form Submitted	2/26/2018 2:59:39 PM	
Inspection Date	Monday, February 26, 2018	
OSFM Facility ID	16831	
Occupancy Classification	E	
Ownership	Public Property	
Property Usage	School	
School Type	Elementary	
Facility Name	EAGLE COLLEGE PREP	
Facility Address	3950 N 53RD AVE	
City	PHOENIX	
County	Maricopa	
Contact for Inspection	AJ ALVAREZ	
Contact Phone Number	602-757-4052	
Fire Marshal Contact	Arizona State Fire Marshal's Office Suite 100 Phoenix, Arizona 85007	1110 West Washington St. (O) 602.771.1400
DEPUTY FIRE MARSHAL:	Jacob Avila: 81	
Inspector Signature	[Signature]	

A handwritten signature in black ink that reads "Jacob Avila". The signature is written in a cursive style with a large, looped initial "J".

Phone	(602) 785-8699
Permit Inspection	Yes
Permit Number	18-49

Permit Type	G/CO
Type of Inspection	Construction
Inspection	General / Construction Inspection
Inspection Results	
1 Approved	This project has been executed I.A.W. the approved plans. Approved for use.
Tag	Pass
Inspection Time	1.5
Travel Time	1.0
Mileage From Office	7.0
Fire Code Compliance Status	The items noted above, unless otherwise stated, are in compliance with the Arizona State Fire Code, A.A.C. R4-36-201 adopted pursuant to A.R.S. 37-1307. This inspection is for your safety and the safety of the citizens of Arizona. Your cooperation is appreciated.
Report received by	[Signature]



Send Email To:
Date

AJ@SUNEAGLECORPORATION.COM
Monday, February 26, 2018



Arizona State Board for Charter Schools

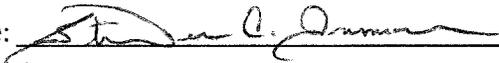
Occupancy Compliance Assurance and Understanding

The Arizona State Board for Charter Schools ("Board"), at a meeting held on November 21, 2017, approved a revised policy that requires new and existing charter holders to submit a copy of a valid Certificate of Occupancy and current Fire Marshal's Inspection Report for each location where educational services will be provided prior to the initiation of State equalization payments.

The Board will request that the Arizona Department of Education ("ADE") withhold State equalization assistance payments for 1) new charter schools that have signed a charter contract, 2) new schools under existing charter contracts, 3) schools under existing charter contracts moving from one location to another, and 4) new buildings/structures added to an existing school, until the school has submitted valid copies of the required Certificate of Occupancy and current Fire Marshal's Inspection Report for the new educational facility.

Once Board staff has verified that the appropriate documents for each school location have been received, the Board office will notify the Charter Holder and the ADE School Finance Unit's Charter School Payment Manager that the school is eligible for payment. The ADE School Finance Unit will mark the school eligible for payment and a payment will generate in the next payment cycle if all other requirements of ADE School Finance have been met. Schools eligible for payment by the 20th of any month will generate a payment for the next month's payment cycle. Schools marked eligible after the 20th of any month will not generate a payment in next month's payment cycle. No off-system payments will be made.

Charter Holder Information	
Name of Charter Holder Entity	EAGLE College Prep Maryvale, LLC
School Location(s) for which the request applies	EAGLE College Prep Glendale

Signature
<p>By signing below, I understand the Board's policy and that I am required to submit an educational use Certificate of Occupancy and a current Fire Marshal's Inspection Report to the Board office for each school facility operated by the Charter Holder. These documents must be verified by Board staff prior to occupancy of the building and prior to receipt of equalization payments for students enrolled at this school.</p> <p>I acknowledge that if these documents are not submitted prior to occupancy, the school's opening date may be postponed and/or the Board may take action as allowed by statute and the charter contract.</p> <p>Charter Representative Signature: <u></u> Date: <u>2/12/2019</u></p>



City of Phoenix

CERTIFICATE OF OCCUPANCY

MAIL TO:

SUN EAGLE CORPORATION
461 N DEAN AVE
CHANDLER, AZ 85226

Issuance of this Certificate of Occupancy indicates the following described building, or portion of a building, has been inspected and been found to be in substantial compliance with applicable city codes and ordinances for the hereby authorized use and occupancy. No change in use, occupancy, or of use is allowed without obtaining a new Certificate of Occupancy. This building shall be maintained in a safe and sanitary condition. All devices, safeguards and exit facilities shall be maintained in good working order. This Certificate of Occupancy shall be void if any requirement, condition or stipulation of Certificate of Occupancy or of the authorizing permits is violated. This Certificate of Occupancy is to be kept on the subject property, and is required to be posted for public information if so ordered by the building official.

SUBJECT ADDRESS: 3950 N 53RD AVE
OWNER: EAGLE MARYVALE PROPERTY LLC
20935 SWENSON DR STE 101
WAUKESHA, WI 53186

CERTIFICATE #: 1402751 **BUILDING PERMIT:** BLSC 14002381
ISSUED: 03-JUL-2014 **PERMIT DESC:** EAGLE COLLEGE PREP MARYVALE 2 STC
PROJECT: 13-2804 - EAGLE COLLEGE PREP @ 53RD AVE

FLOOR AREA: 15,332

AUTHORIZED USE AND OCCUPANCY: I:E

phrp0101 rev 1.1 kj

EFFECTIVE BUILDING CODES: 2012 IECC, 2012 IBC, 2011 NEC, 2012 IMC, 2012 UPC, 2012 IFC, 2012 IPGC.

TYPE OF BUSINESS: EAGLE COLLEGE PREP MARYVALE CAMPUS **LOG#:**LPSC 1400240 **PROJECT#:**13-2804 **SITE INSP(N)**

SPECIAL EGRESS CONTROL (N)

SPRINKLERS (Y) FIRE ALARM (Y) EMERGENCY LIGHTING (Y) ELEVATORS (Y)

DEFERRED SUBMITTAL (N) 2012 UPC (X)

SPEC PER PCC SEC. 1704 (Y) STR SEC. 1709 (Y) ELEC PCC SEC. 2703 (N)

ELEC OBS PCC SEC. 2704 (N) MECH PCC SEC. 2802 (Y) MECH OBS PCC SEC. 2803 (N)

PLMG PCC SEC. 2903 (Y) PLMG OBS PCC SEC. 2904 (N)

WATER METERS: NEW 2" DOMESTIC, NEW 1" LANDSCAPE SECONDARY BACKFLOW (Y)

SCOPE OF WORK: BLDG PLMB MECH ELEC FIRE ELEV

ZONING: PUBLIC CHARTER SCHOOL

REVIEWER: SELF CERTIFIED STEPHEN P. SMITH AZ# 47634

DESCRIPTION OF WORK: A NEW 2-STORY CLASSROOM BUILDING / 15,332 S.F. / TYPE IIB CONSTRUCTION / GROUP E OCCUPANCY / OL 392

SEPARATE FIRE PROTECTION PERMIT(S) REQUIRED FOR:

INSTALLATION OF NEW FIRE SPRINKLER SYSTEM (NFPA 13)

INSTALLATION OF NEW FIRE SPRINKLER DIALER



September 5, 2019
Open Sky Education
20935 Swenson Dr, Suite 101
Waukesha, WI 53186

Letter of Intent to Lease (LOI)

Dear Pastor French,

I am pleased to present this proposal on behalf of Open Sky Education, Inc's subsidiary, EAGLE Maryvale Property, LLC (EMP). This letter outlines the terms under which EMP would consider leasing the real property located at 10250 N 59th Avenue, Glendale, Arizona. This proposal will not bind EMP nor First Southern Baptist Church of Glendale at Sahuaro Ranch, until both parties agree to and sign a definitive, written lease agreement (as defined below). This letter is intended solely to outline proposed terms to facilitate negotiations related to the property (as defined below). This letter will not impose obligations on either party, including any obligation to continue negotiations or to negotiate in any fashion other than "arms length." Further, neither party may rely on any statements nor perceived agreements or promises inconsistent with this paragraph.

EMP will consider leasing the Property under the following terms: EMP intends to lease the property in order to operate a K-8 school, with complementary before and after school programs.

1. **Lessee:** EAGLE Maryvale Property, LLC (EMP) or it assigns, an Arizona Limited Liability Company
2. **Lessor:** First Southern Baptist Church of Glendale at Sahuaro Ranch
3. **Lease Price:** The gross rate per square foot for up to 5,000 square feet will be set with consideration for Open Sky's remodel costs required for intended space use as determined by the parties prior to lease execution.
4. **Closing Costs:** Each Party to assume their respective closing costs, with Lessee paying for all due diligence and site investigation costs.
5. **Term:** Open Sky would intend to lease the property for 2 years with exclusive option to extend to 5 years.



6. **Physical Description:** Approximately 5,000 square feet of educational space located at 10250 N 59th Avenue, Glendale, Arizona identified below as:
 - Approximately 5,000 square feet of educational space located on the south side of the church building with eleven individual rooms. The church building (including the educational space) is located at the northwest corner of 59th Avenue and Brown Street.
 - Educational space to be made available to Open Sky for exclusive use, Monday through Friday from 6:00 am to 6:00 pm
 - Access to Educational space for Open Sky would be unfettered from the West side of the property during the aforementioned specified days and hours
 - Parking will be made available onsite
 - Open Sky would also have access to the adjacent playground onsite during the aforementioned specified days and hours
 - Total Lot Size of Church Property: Approximately 7.5 Acres
7. **Timeframe:** 150 days of due diligence, closing within 30 days of waiving contingencies.
8. **Contingencies:** Two part Contingency: Offer shall be subject to EMP's ability to obtain acceptable financing to lease the property and remodel the planned classrooms. The lease agreement will be contingent upon Lessee obtaining satisfactory financing to consummate the transaction as proposed. Lessee will agree to pursue such financing in good faith and to timely complete and provide all required information, documentation and materials to a qualified lender. Nonetheless, in the event Lessee does not obtain satisfactory financing before the closing date, for any reason, Lessee will have the option to terminate the Lease Agreement. Additionally the lease agreement will be contingent upon obtaining a satisfactory neighborhood needs/demand assessment as well as school, environmental and city/state approvals from governing authorities.
9. **Inspections:** The land will require environmental assessments to be performed at the cost of EMP.
10. **Deliveries:** Lessor will deliver to Lessee any of the following items that Lessor or its agents have in their possession or control within 10 days of acceptance of this letter of intent:



- a. Existing Property Surveys and Title Commitment
 - b. Existing Environmental Assessments
 - c. Most Recent Property-Tax Statement
 - d. Copies of all CC&Rs affecting the Property
 - e. Copies of any Property Inspections or Reports
 - f. Copies of any Leases Affecting the Property
 - g. Copies of any and all Known municipal, county, or Governmental Agency Requirements Affecting the Property
 - h. Copies of any Existing Appraisals for the Property
 - i. Copies of any and all City-related Entitlements, Zoning and Permitting Information Relevant to Property
11. **Closing:** The Closing will occur as soon as possible after Lessee accepts the Property as feasible and waives all contingencies, but in any event, within 30 days after expiration of due diligence period. .
12. **Easements:** EMP will seek any and all other approvals and permits as required to obtain occupancy.
13. **Acceptance:** This letter of intent shall be open until July 30, 2019.
14. **Contract:** The Parties agree that a binding agreement for the lease and sale of the Property will not exist until both parties negotiate and sign a definitive, written lease agreement, encompassing all of the terms and conditions required for the lease of the Property. Both parties will endeavor in good faith, to execute a binding lease agreement within 30 days of acceptance of this letter of intent. In the event a Lease Agreement is not negotiated and signed by both parties within such 30 day period, for any reason whatsoever, each party will have the right to unilaterally terminate further negotiations and neither party will have any obligation to the other for such termination. Lessee will draft the Lease Agreement and deliver it to Lessor for review and approval.
15. **Confidentiality:** Lessor and Lessee shall keep the terms and existence of this LOI strictly confidential, and shall not disclose any of its terms and or existence to any third party, other than to their brokers, attorneys, accountants and or lenders.

This letter of intent shall constitute only an expression of interest in a transaction which includes the basic business terms set forth herein. It is not intended to be, and shall not constitute in any way, a legally binding agreement or impose any legal obligation or duty Open Sky Education, Inc., EEI Real Estate Holdings, EAGLE Maryvale Property, LLC, EAGLE College Preparatory Schools, or First Southern Baptist Church of Glendale at Sahuaro Ranch until and unless Lessor and Lessee execute the binding lease incorporating the above provisions and other appropriate terms. In no event whatsoever will either party have any liability or obligation to the other party by reason of the transaction contemplated by this letter unless and until a lease agreement is executed. Nothing in this letter is intended to preclude Lessee from negotiating with any other person concerning the lease or purchase of real properties.



If Lessee would like to negotiate the lease of the Property to Lessor along the lines of this proposal, please sign below.
Thank you for your time and consideration.

Lessor: EAGLE Maryvale Property, LLC

Lessee: First Southern Baptist Church of Glendale @ Sahuaro Ranch

By: [Signature]

By: [Signature]

Date: 9/9/2019

Date: 9/9/2019



STATE OF ARIZONA
DEPARTMENT OF PUBLIC SAFETY
Level One Fingerprint Clearance Card

Name: YESENIA FITZHUGH

Birth Date: [REDACTED] Issue Date: 11/20/2014

F	165	53	BRO	BRO
Sex	Weight	Height	Eyes	Hair

Card Number: 2616013133 Expire Date: 11/20/2020

IVP0052086

THIS FINGERPRINT CLEARANCE CARD WAS ISSUED
PURSUANT TO ARS 41-1758



PS (ACCT) P.O. BOX 18390 Phoenix, AZ 85005



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
06/28/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Willis of Wisconsin, Inc. c/o 26 Century Blvd P.O. Box 305191 Nashville, TN 372305191 USA	CONTACT NAME: PHONE (A/C, No, Ext): 1-877-945-7378 FAX (A/C, No): 1-888-467-2378 E-MAIL ADDRESS: certificates@willis.com	
	INSURER(S) AFFORDING COVERAGE NAIC #	
INSURED EAGLE College Prep Maryvale, LLC 20935 W. Swenson Drive Suite 101 Waukesha, WI 53188	INSURER A: Citizens Insurance Company of America 31534	
	INSURER B: Accident Fund National Insurance Company 12305	
	INSURER C:	
	INSURER D:	
	INSURER E:	

COVERAGES **CERTIFICATE NUMBER:** W11897115 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			ZB1-A969277-03	07/01/2019	07/01/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	1800011767	07/01/2019	07/01/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Professional Liability			ZB1-A969277-03	07/01/2019	07/01/2020	See Below

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Professional Liability:
 School and Educators Legal Liability Limit - \$1,000,000
 Employment Practices Liability Limit - \$1,000,000
 SEE ATTACHED

CERTIFICATE HOLDER **CANCELLATION**

For Information only	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

AGENCY CUSTOMER ID: _____

LOC #: _____



ADDITIONAL REMARKS SCHEDULE

Page 2 of 2

AGENCY Willis of Wisconsin, Inc.		NAMED INSURED EAGLE College Prep Maryvale, LLC 20935 W. Swenson Drive Suite 101 Waukesha, WI 53188	
POLICY NUMBER See Page 1		EFFECTIVE DATE: See Page 1	
CARRIER See Page 1	NAIC CODE See Page 1		

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

INSURER AFFORDING COVERAGE: Citizens Insurance Company of America NAIC#: 31534
POLICY NUMBER: ZB1-A969277-03 EFF DATE: 07/01/2019 EXP DATE: 07/01/2020

TYPE OF INSURANCE:	LIMIT DESCRIPTION:	LIMIT AMOUNT:
Property	Limit:	\$76,375,385



Arizona State Board for Charter Schools

Agricultural Land Regulation Assurance and Understanding

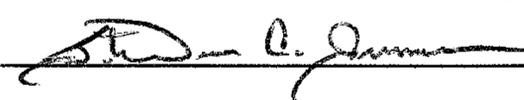
Arizona Revised Statute §15-183 (U) states, "Charter schools may not locate a school on property that is less than one-fourth mile from agricultural land regulated pursuant to section 3-365, except that the owner of the agricultural land may agree to comply with the buffer zone requirements of section 3-365. If the owner agrees in writing to comply with the buffer zone requirements and records the agreement in the office of the county recorder as a restrictive covenant running with the title to the land, the charter school may locate a school within the affected buffer zone. The agreement may include any stipulations regarding the charter school, including conditions for future expansion of the school and changes in the operational status of the school that will result in a breach of the agreement."

Charter Holder Information	
Name of Charter Holder Entity	EAGLE College Prep Maryvale LLC
Name of Charter School	EAGLE College Prep Glendale

Check box below to indicate which statement applies	
<input type="checkbox"/>	The charter school is not located less than one-fourth mile from agricultural land.
<input checked="" type="checkbox"/>	The charter school site is located less than one-fourth mile from agricultural land; the charter school site complies with Arizona law regarding the location of schools on a property that is less than one-fourth mile from agricultural land.

Signature

By signing below, I understand and affirm that the forgoing information provided by me for the above listed Charter Holder is true and correct. Furthermore, if any part of the information provided proves to be false, I recognize that it shall be just cause for revocation of the charter by the Arizona State Board for Charter Schools.

Charter Representative Signature:  Date: 2/13/2019

MATERIAL DESIGNATIONS

- ACOUSTIC TILE OR BOARD
- ASPHALT PAVEMENT
- CERAMIC TILE (PROFILE ONLY)
- CONCRETE, CAST-IN-PLACE
- CONCRETE MASONRY UNIT (CMU)
- EARTH
- GLASS:
- WINDOW
- GYPSUM BOARD
- INSULATION, BATT
- INSULATION, RIDGED
- METAL:
- METAL BEAM/COLUMN IN SECTION
- MORTAR/GROUT
- PLYWOOD
- ROCK FILL (ABC)
- GRAVEL
- SAND
- STONE
- TERRAZZO (PROFILE ONLY)
- WOOD, FINISH
- WOOD, FRAMING-CONTINUOUS
- WOOD, FRAMING-INTERRUPTED
- BLOCKING

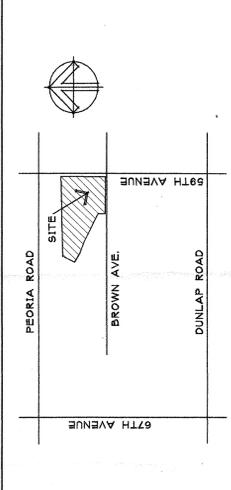
GRAPHIC SYMBOLS

- NORTH ARROW
- DETAIL SYMBOLS
- WALL SECTION
- INTERIOR ELEVATIONS
- BUILDING SECTION
- REVISIONS
- COL. OR GRID LINES
- ELEVATION POINT
- PROPERTY LINE
- KEY NOTES
- REVISION NOTES
- DOOR SCHEDULE
- WINDOW SCHEDULE
- WALL NOTE
- ROOM NUMBERS

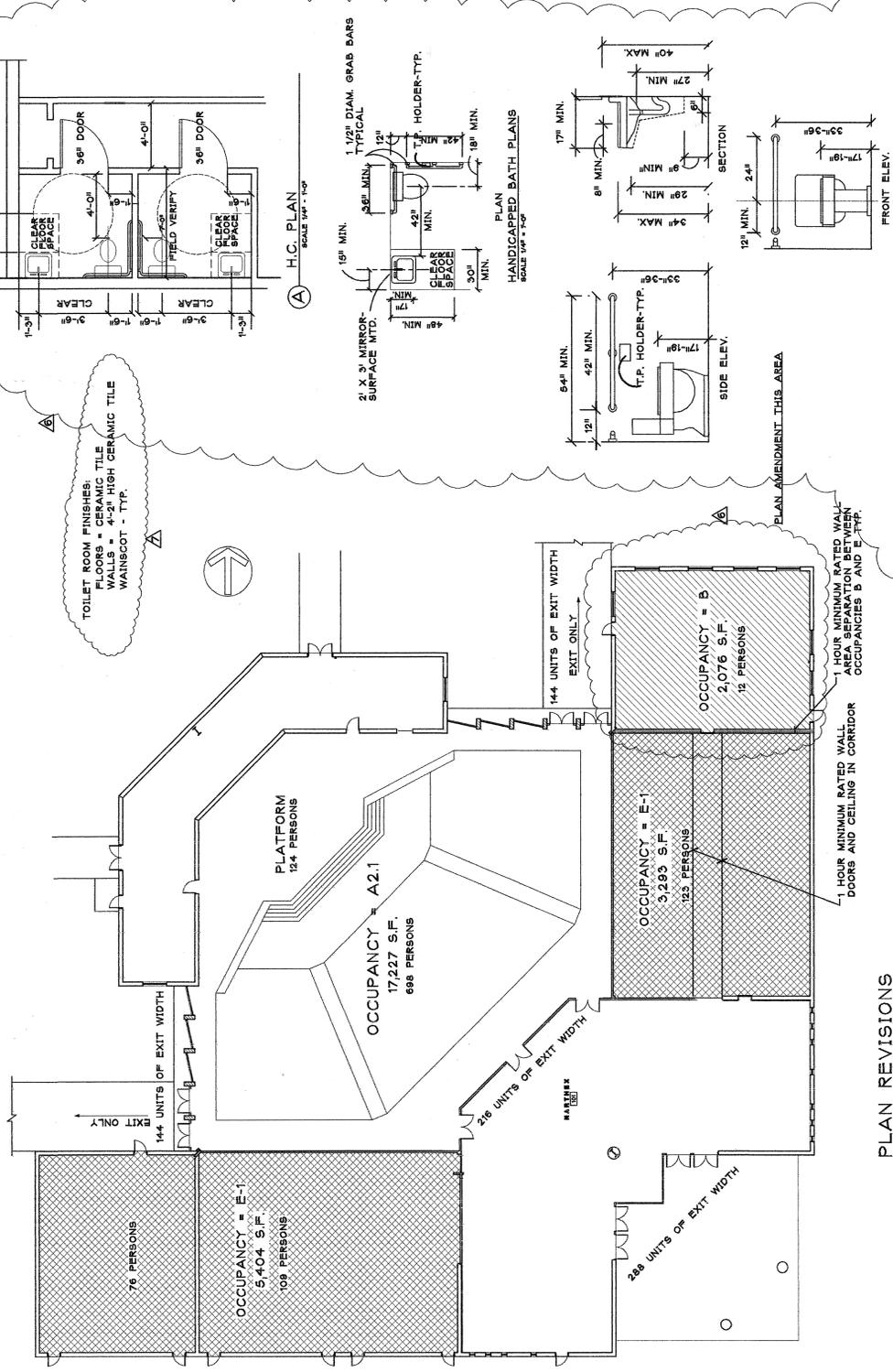
H.G. CERTIFICATION

WE CERTIFY TO THE BEST OF OUR KNOWLEDGE, INFORMATION & BELIEF THAT THE DESIGN OF THIS PROJECT COMPLIES WITH THE AMERICANS WITH DISABILITIES ACT GUIDELINES AS ADOPTED BY THE STATE OF ARIZONA

VICINITY MAP



FIRST SOUTHERN BAPTIST CHURCH GLENDALE



PLAN REVISIONS
SCALE: 1/8"=1'-0"

THIS DRAWING HAS BEEN FILED FOR THE PUBLIC RECORDS IN THE COUNTY OF MARICOPA, ARIZONA. BOOK 602-268-1100 PAGE 10. DATE 01/11/2001. BY: JEROME L. BULLOCK.

DRAWING INDEX

TITLE:	T-01 TITLE SHEET	ARCHITECTURAL:	A-1 ARCHITECTURAL SITE PLAN A-2 SITE DETAILS A-3 3/32" SCALE FLOOR PLAN A-4 3/32" SCALE REFLECTED CEILING PLAN A-5 3/32" SCALE ROOF PLAN A-6 3/32" SCALE AWNING PLAN AND DETAILS A-7 3/32" SCALE FLOOR PLAN A-8 3/32" SCALE REFLECTED CEILING PLAN A-9 3/32" SCALE EXTERIOR ELEVATIONS A-10 DETAILS A-11 REST ROOM PLANS AND ELEVATIONS A-12 ENLARGED KITCHEN PLAN AND DETAILS A-13 REST ROOM PLANS AND ELEVATIONS A-14 ENLARGED KITCHEN PLAN AND DETAILS A-15	STRUCTURAL:	S-1 OVERALL LANDSCAPE PLAN S-2 LANDSCAPE PLAN S-3 LANDSCAPE PLAN S-4 LANDSCAPE PLAN S-5 LANDSCAPE - NORTH ROW S-6 LANDSCAPE - SOUTH ROW S-7 OVERALL IRRIGATION PLAN S-8 IRRIGATION PLAN - NORTH ROW S-9 IRRIGATION PLAN - SOUTH ROW S-10 LANDSCAPE DETAILS S-11 IRRIGATION DETAILS
CIVIL:	C-10 COVER SHEET C-11A CIVIL NOTES C-11B LEGAL DESCRIPTIONS C-12 DETAIL SHEET C-13 DETAIL SHEET C-14 DETAIL SHEET C-2.0 GRADING AND DRAINAGE C-2.1 GRADING AND DRAINAGE C-2.2 GRADING AND DRAINAGE C-2.3 GRADING AND DRAINAGE C-2.4 GRADING AND DRAINAGE C-3.0 58TH AVE. IMPROVEMENTS C-4.0 DEMOLITION PLAN	MECHANICAL:	M-1 3/32" SCALE MECHANICAL FLOOR PLAN M-2 MECHANICAL DETAILS & SCHEDULES M-3 MECHANICAL DETAILS & SCHEDULES P-1 PLUMBING PLAN (WASTE & RAINWATER PIPING) P-2 PLUMBING PLAN (WATER & GAS PIPING) P-3 PLUMBING DETAILS, SCHEDULES, SCHEMATICS	ELECTRICAL:	PH-1 SITE PLAN - ELECTRICAL - PHOTOMETRICS E-1 SITE PLAN - ELECTRICAL E-2 FLOOR PLAN - LIGHTING E-3 FLOOR PLAN - POWER E-4 FLOOR PLAN - HVAC POWER E-5 FLOOR PLAN - SPECIAL SYSTEMS E-6 ELECTRICAL DIAGRAM / SCHEDULES E-7 ELECTRICAL DIAGRAM / SCHEDULES E-8
LANDSCAPE:	L-1 OVERALL LANDSCAPE PLAN L-2 LANDSCAPE PLAN L-3 LANDSCAPE PLAN L-4 LANDSCAPE PLAN L-5 LANDSCAPE PLAN L-6 LANDSCAPE - NORTH ROW L-7 LANDSCAPE - SOUTH ROW L-8 OVERALL IRRIGATION PLAN L-9 IRRIGATION PLAN - NORTH ROW L-10 IRRIGATION PLAN - SOUTH ROW L-11 LANDSCAPE DETAILS L-12 IRRIGATION DETAILS	FIRE PROTECTION:	FP-1 SITE PLAN FP-2 FLOOR PLAN FP-3 REFLECTED CEILING		

PROJECT DATA

- CODES: 1997 I.A.C.
- 1994 U.P.C.
- 1997 U.F.C. CITY OF GLENDALE AMENDMENTS
- 1997 U.M.C. (I.C.S.O. EDITION)
- 1996 N.E.C.
- BUILDING ZONE: NA
- FIRE ZONE: NA
- PERMITS: A-21/18/E-1
- OWNER: NA
- DATE: 12/15/00
- NET: 404,001 S.F. = 9.27 AC
- GROSS: 348,428 S.F. = 7.99 AC
- LANDSCAPE: 107,000 S.F. = 2.46 AC
- CONSTRUCTION TYPE: 1. WORSHIP BLDG. - TYPE V-HR. - WAIFS. PER NFPA # 13
- 2. ACCESSORY BUILDING - TYPE Vn
- BUILDING AREA: 28,000 S.F. GROSS
- BUILDING AREA BREAKDOWN: 1. WORSHIP BUILDING A21/ASSEMBLY BASE AREA = 10,500 S.F. INCREASE FOR AREA SEPARATION ON THREE SIDES 100%* 10,500 S.F. 10,500 S.F. * 10,500 S.F. = 21,000 S.F. ALLOWED 17,227 S.F. PROPOSED 2,076 S.F. PROPOSED 8,697 S.F. PROPOSED 28,000 S.F. PROPOSED 2. ACCESSORY BUILDING S-1 BASE AREA ALLOWED = 6,000 S.F. MIXED-USE OCCUPANT LOAD: 1. WORKSHOP A21 = 698 (INCLUDES 10 WHEELCHAIR SPACES) BUSINESS = 12 CLASSROOMS E-1 = 308 TOTAL POSSIBLE OCCUPANT LOAD = 1,142 PERSONS
- EMERGENCY LIGHTING: YES
- FIRE ALARMS: YES
- BUILDING HEIGHT: 49'-0"
- PARKING CALCULATIONS: 688/5 = 140 SPACES REQUIRED 331 SPACES PROVIDED
- BUILDING ADDRESS: SHALL BE POSTED ON BUILDING WITH MINIMUM 10" HIGH LETTERS SO AS TO BE VISIBLE FROM EACH ACCESS DRIVE. ADDRESS SHALL CONTRAST WITH COLOR OF MAIN STRUCTURE.

CONSTRUCTION DRAWING NOTES:

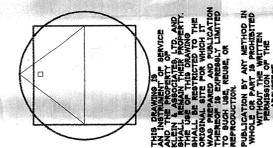
DRAWINGS SHALL NOT BE SCALED. DIMENSIONAL DATA SHALL BE OBTAINED THRU WRITTEN INFORMATION ONLY. VERIFY ALL EXISTING CONDITIONS ELEVATIONS & DIMENSIONS.
MAKE NO CHANGES FROM THE CONTRACT DOCUMENTS WITHOUT FIRST RECEIVING WRITTEN PERMISSION FROM:
JAMES ERWIN KLEIN - ARCHITECT
WHERE DETAILED INFORMATION IS LACKING OR IF DISCREPANCIES SHOULD OCCUR, THE ARCHITECT SHALL BE CONTACTED IMMEDIATELY FOR CLARIFICATION FROM THE ARCHITECT BEFORE PROCEEDING WITH THAT PORTION OF THE WORK.
ALL WORK, AS OUTLINED IN THESE DOCUMENTS SHALL CONFORM STRICTLY TO ALL APPLICABLE CODES & ORDINANCES; THE MOST STRINGENT SHALL GOVERN.
WHEN A MATERIAL SYSTEM IS CALLED OUT, ALL PARTS & MATERIALS REQD. TO COMPLETE THE SYSTEM SHALL BE FURNISHED & INSTALLED.
IT IS THE INTENT OF THESE CONTRACT DOCUMENTS TO DEFINE A COMPLETE FINISHED FACILITY IN SUFFICIENT DETAIL TO COMPLETE THE SCOPE OF WORK. ANY DISCREPANCY OR OMISSIONS WHICH NORMALLY WOULD BE REQUIRED SHALL BE DONE AS IF SPECIFICALLY NOTED.

CONTACT LIST

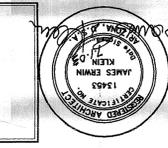
- CLIENT:** FIRST SOUTHERN BAPTIST CHURCH OF GLENDALE
7448 N. 95TH AVE.
PHOENIX, AZ 85031
- ARCHITECT:** KLEIN & ASSOCIATES LTD.
10250 N. 69TH AVENUE
GLENDALE, ARIZONA 85301
- STRUCTURAL ENGINEERING:** PARKER ENGINEERING
14448 N. 73RD ST.
PHOENIX, AZ 85032
- CIVIL ENGINEERING:** BARRY PARKER, P.E.
(480) 981-3344
- LANDSCAPE DESIGN:** SHERMAN GROUP INC.
505 W. DUNLAP AVE. SUITE #1A
PHOENIX, AZ 85021
- MECHANICAL/PLUMBING/ELECTRICAL:** NPA, INC.
1875 W. UNIVERSITY
TEMPE, AZ 85281
- FIRE PROTECTION:** USA FIRE PROTECTION LLC
7500 E. TIERRA BUENA, STE #6A
SCOTTSDALE, AZ 85260

CHURCH PROGRAMMING

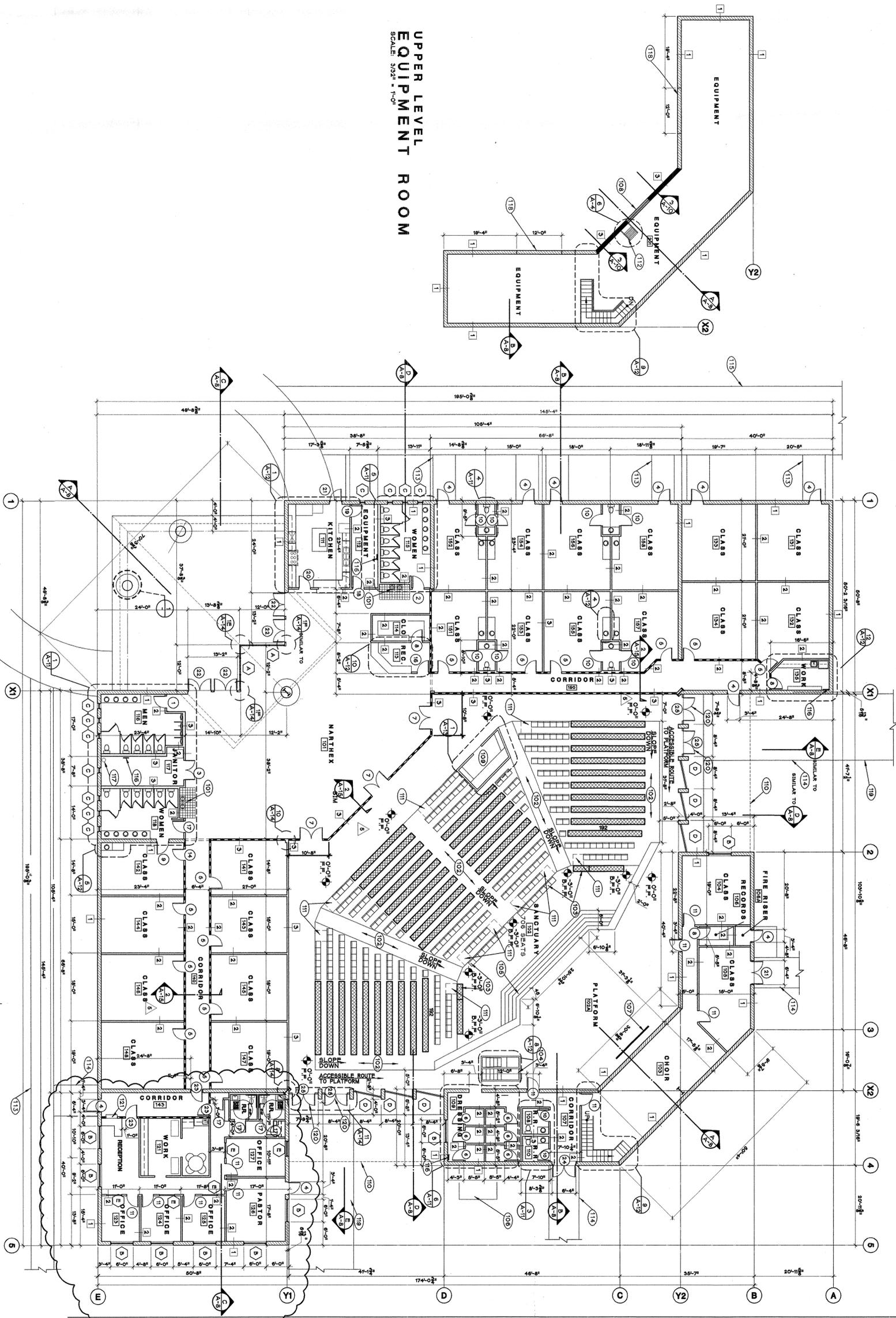
- KENN SANDERS:** DESIGNING CHURCHES FOR FIFTY YEARS ACROSS NORTH AMERICA
814 EAST PARKAISO DRIVE
SCOTTSDALE, ARIZONA 85266-4404
PHONE (480) 219-2660



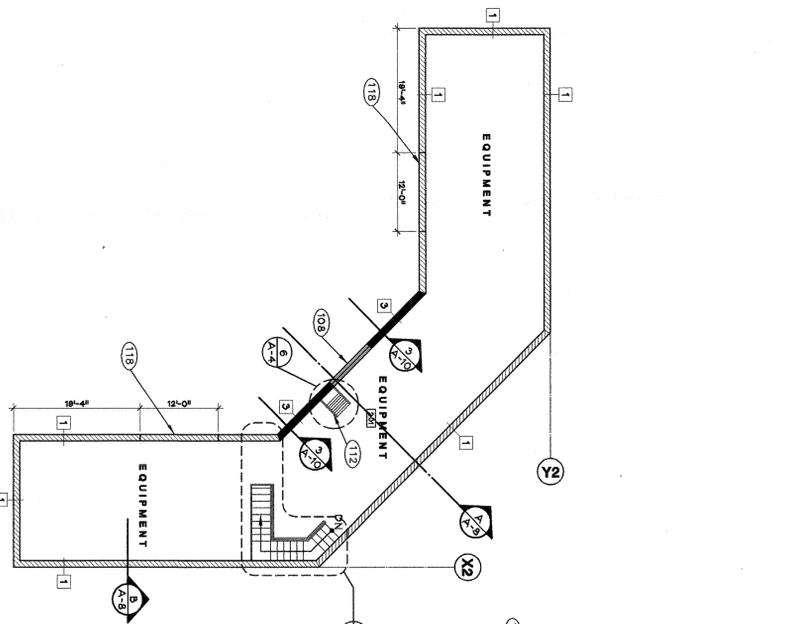
KLEIN & ASSOCIATES, LTD.
ARCHITECTURE & PLANNING
NCARB
14817 N. 47TH PLACE
PHOENIX, ARIZONA 85032
PHONE (602) 404-4027 FAX (602) 404-9633



FLOOR PLAN
SCALE: 3/32" = 1'-0"



**UPPER LEVEL
EQUIPMENT ROOM**
SCALE: 3/32" = 1'-0"



WALL LEGEND

- 1 2" GUM WALL
- 2 2" GUM WALL AT PARAPETS AND ELEVATIONS
- 3 3/8" METAL STUDS WITH 5/8" GYP. BD. EACH SIDE OF WALL
- 4 3/8" METAL STUDS WITH 5/8" GYP. BD. EACH SIDE OF WALL

LEGEND:

- 5/8" TYPE X GYP. BD. BOTH SIDES OF WALL

GENERAL NOTES

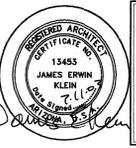
1. ALL DIMENSIONS TO FACE OF FINISHED WALL
2. PROVIDE BLOCKING AT ALL WALL MOUNTED FIXTURES, GRAB BARS, ETC. PER MFG. RECOMMENDATIONS.
3. FLOOR DRAINS (FD) - SEE PLUMBING PLAN.
4. 2" BELOW FIN. FLR. SLOPE FLOOR TO DRAIN.

KEYNOTES

- (10) ELEC. DRINKING FOUNTAINS, SEE PLUMB. PLANS
- (11) AISLE, MAX. SLOPE 1:2
- (12) FIXED THEATER TYPE SEATING W/ EXIST. CHURCH Pews PROVIDED BY OWNER CROSS-HATCHED
- (13) REMANUFACTURED BAPTISTRY
- (14) PLATFORM STEPS
- (15) CONC. SLAB FOR ELECTRICAL SERVICE EQUIPMENT
- (16) 8" X 8" X 8" SW PROJECTION SCREEN BY OWNER, INSTALLED BY E.C.
- (17) STAINED GLASS WINDOW, SUPPLIED BY OWNER, INSTALLED BY E.C.
- (18) 8" X 12" X 8" DEEP - FIELD VERIFY
- (19) SOUND CONTROL BOOTH - SEE DET 1 / A-15
- (20) ROOF LINE
- (21) HANDICAP SEATING AREA
- (22) LADDER TO CATWALK SEE DET 5/4
- (23) 6 FOOT WIDE SIDEWALK
- (24) 8 FOOT WIDE SIDEWALK
- (25) 18 FOOT WIDE SIDEWALK
- (26) LADDER TO ROOF
- (27) WATER HEATER
- (28) REMOVABLE GUM PANEL FOR FUTURE PROJECT SCREEN
- (29) 17'-0" WIDE SIDEWALK EXIT ONLY
- (30) DOORS EXIT ONLY
- (31) 36" PASS THRU W/ 3/4 HOUR SHUTTER W/ FUSIBLE LINK

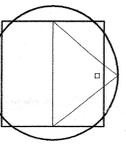
FIRST SOUTHERN BAPTIST CHURCH OF GLENDALE
10250 N. 59TH AVENUE
GLENDALE, ARIZONA 85301

3/32" SCALE FLOOR PLAN



KLEIN & ASSOCIATES, LTD.
ARCHITECTURE & PLANNING
NCARB
14817 N. 47TH PLACE
PHOENIX, ARIZONA 85032
PHONE (602) 404-4027 FAX (602) 404-8633

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APPENDIX B

ADE Score Report Card Data



Accountability: A-F Letter Grades

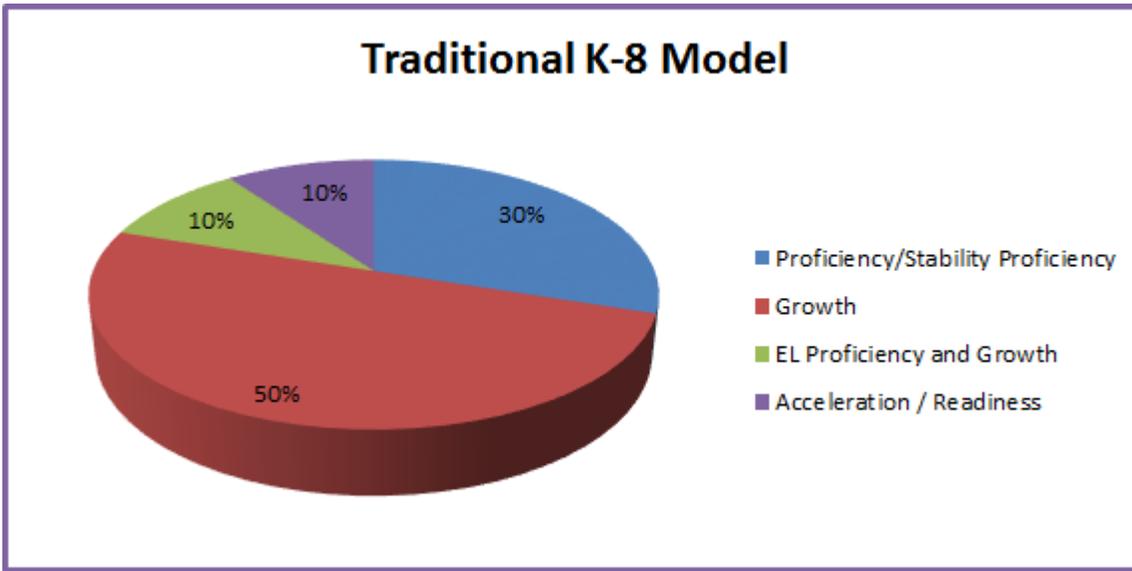
Welcome Yesenia Fitzhugh!

EAGLE College Prep Maryvale

Home (/FY2019/) / A-F Summary

School A-F Letter Grade = P
EAGLE College Prep Maryvale (92563)

Category	Weight	Points
Proficiency/Stability Proficiency *	30%	14.56
Growth	50%	40.16
EL Proficiency and Growth	10%	10.00
Acceleration / Readiness	10%	10.00
All Students Total Points		74.72
Total Points Eligible		100.00
Percentage Earned		74.72%
Total Bonus Points		2.00
Total Points Earned		
Percent Tested		99.13%
A-F Letter Grade		P



Proficiency		30%*	View Data (/FY2019/Proficiency)
Grade	ELA		Math
3	36.67%		69.79%
4	31.11%		54.68%
5	55.33%		54.44%
6	31.89%		48.65%
7	53.33%		46.18%
Percent Proficient All Students			48.52
Total Proficiency Points			14.56

Stability Proficiency			30%*	View Data (/FY2019/Proficiency)
Stability	ELA	Math	All	Weight
3-Year FAY	42.52%	60.00%	51.26%	15.00%
2-Year FAY	39.74%	48.46%	44.10%	10.00%
1-Year FAY	38.68%	48.54%	43.80%	5.00%
Total Stability Proficiency Points				14.29

Growth	50%	View Data (/FY2019/Growth)

SGP ELA Growth (12.5%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)

Prior Year Highly Proficient	3.87%	1.94%	1.29%
Prior Year Proficient	5.16%	9.03%	3.87%
Prior Year Partially Proficient	7.10%	5.16%	6.45%
Prior Year Minimally Proficient	20.00%	16.13%	20.00%
SGP ELA Points			11.23

SGP Math Growth (12.5%)			
	Current Year Low Growth (SGP 0-33)	Current Year Average Growth (SGP 34-66)	Current Year High Growth (SGP 67-99)
Prior Year Highly Proficient	1.28%	7.69%	1.92%
Prior Year Proficient	3.21%	8.33%	10.90%
Prior Year Partially Proficient	7.05%	7.69%	12.18%
Prior Year Minimally Proficient	7.69%	14.74%	17.31%
SGP Math Points			13.75

SGT ELA Growth (12.5%)			
	Current Year Below Target	Current Year At or Near Target	Current Year Exceeds Target
Prior Year Highly Proficient	1.94%	2.58%	2.58%
Prior Year Proficient	7.10%	3.23%	7.74%
Prior Year Partially Proficient	10.32%	2.58%	5.81%
Prior Year Minimally Proficient	36.77%	14.19%	5.16%
SGT ELA Points			6.90

SGT Math Growth (12.5%)

	Current Year Below Target	Current Year At or Near Target	Current Year Exceeds Target
Prior Year Highly Proficient	1.28%	4.49%	5.13%
Prior Year Proficient	5.13%	5.77%	11.54%
Prior Year Partially Proficient	13.46%	6.41%	7.05%
Prior Year Minimally Proficient	27.56%	6.41%	5.77%
SGT Math Points			8.29
Total Growth Points			40.16

EL Proficiency and Growth	10%	View Data (/FY2019/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

Acceleration / Readiness	10%	View Data (/FY2019/AccelerationReadiness)
Metric		Points Earned
Grades 5-8 HS EOC		
Grade 3 ELA Minimally Proficient		5.00
Chronic Absenteeism		2.00
Subgroup Improvement		4.00
Special Education Inclusion		2.00
Total Acceleration/Readiness Points		10.00

These ranges reflect the cutscores set by the State Board of Education in fiscal year 2018. These cutscores may change for fiscal year 2019 pending final decision by the State Board of Education.

	School %	80% of State Average	State Average	Points
Special Education Bonus Points	11.27%	9.43%	11.79%	2.00
Science Assessment Bonus Points	44.68%		59.69%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F
84.67-100%	72.39-84.66%	60.11-72.38%	47.83-60.10%	<47.82%

A-F Letter Grade	P

* 1-year FAY and the stability model were calculated to determine proficiency points. The higher of the points was used in the final letter grade though data is displayed for both calculations.

Note: NA indicates there were fewer than 10 FAY students in the calculation and therefore the school is not eligible for the points.

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AGENDA ITEM EXECUTIVE SUMMARY: Application for Replication Charter

Request

American Charter Schools Foundation d.b.a. South Ridge High School (“Charter Holder”) submitted a replication charter application on October 1, 2019. The Charter Holder seeks to replicate South Ridge High School, the Replication Model School, for the purpose of operating a new school in San Tan Valley. The proposed school will be named Ridgeview College Preparatory High School and will serve students in grades 9-12, with a targeted start date of August 3, 2020.

This Charter Holder was before the Board for this application in November of 2019. The Charter Holder has asked that the Board reconsider the request with additional data provided.

Three Year Plan

	FY 2021	FY 2022	FY 2023
Grade Levels	9-11	9-12	9-12
Enrollment	250	375	455

Profile

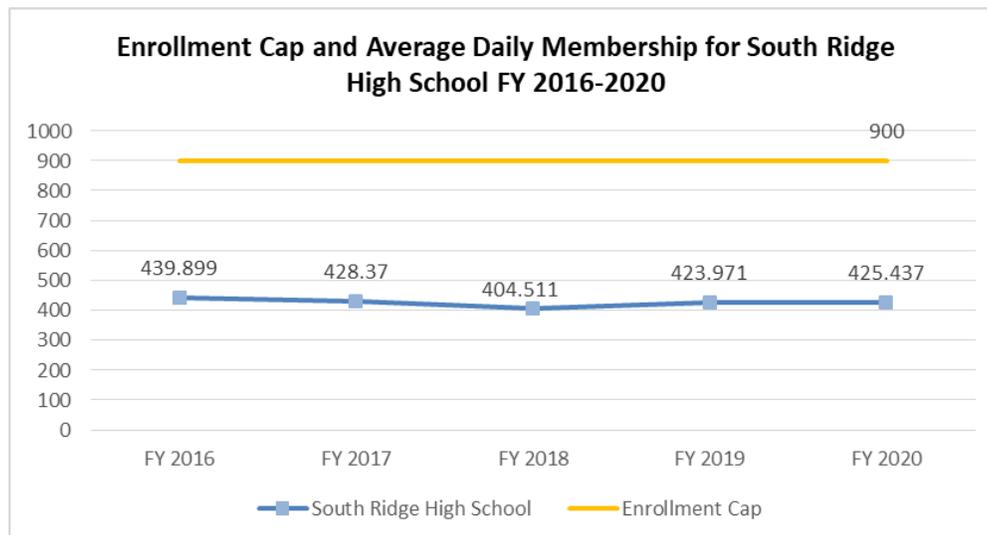
The Charter Holder was granted a renewal charter in 2017.

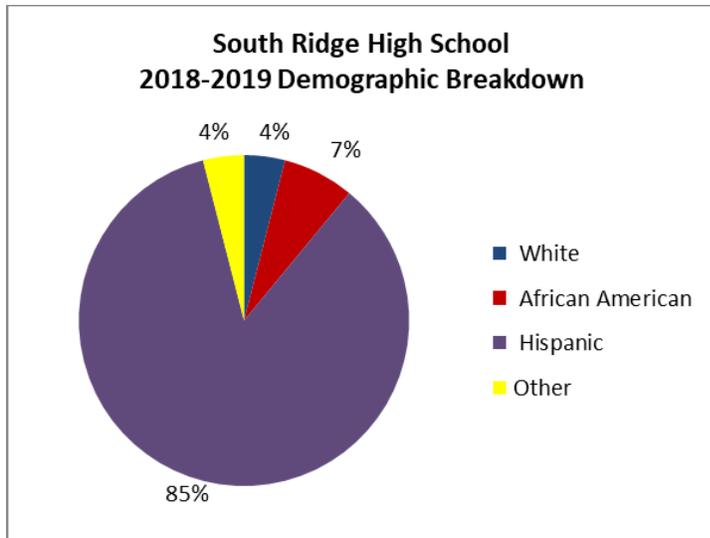
Governance

Corporate Board Members
Gina Conflitti
Theodore Frederick III
John Matthews Jr.
Matthew Proctor Jr.

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2016–FY 2019, and FY 2020 ADM as of November 7, 2019.





2018-2019 Subgroup Data South Ridge High School	
Free and Reduced Lunch	90%
English Language Learners	5%
Special Education	5%

Replication Model School Profile

School Name	South Ridge High School		
Date Open	July 2006		
Location	Phoenix		
Grades Served	9-12		
FY 2019 Letter Grade	B		
	FY 17	FY 18	FY 19
ELA AzMERIT (42% ⁺)	30%	31%	26%
Math AzMERIT (42% ⁺)	29%	34%	43%
Science AIMS (52% ⁺)	19%	16%	16%

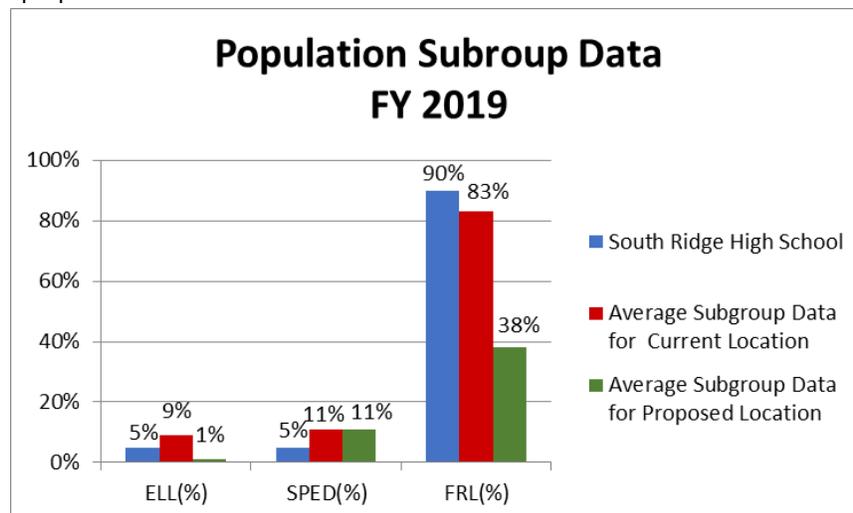
⁺FY 19 State Average Passing

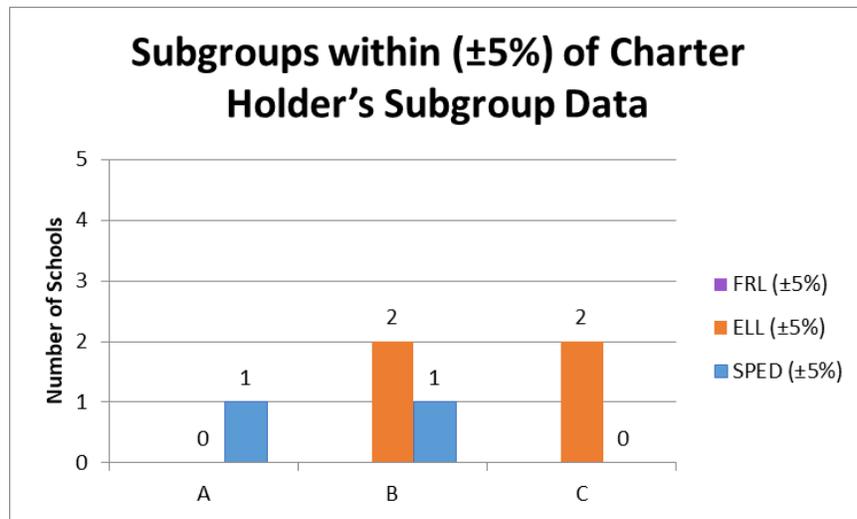
See Appendix B: ADE School Report Card Data for additional information about the School's letter grade.

Other Available Options

Subgroup Data for Nearby Schools

Information includes the Charter Holder's Subgroup data compared to the data of entities within a five-mile radius of the current and proposed locations.





Additional School Choices Serving Grades 9-12 within 5 Miles of South Ridge High School

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than the State Average		
			ELA (>42%)	Math (>42%)	Science (>52%)
1	A	0	1	1	1
3	B	3	0	0	0
5	C	0	0	0	0
2	D	1	0	0	0
1	N/A	1	1	1	0

Comparison of Schools within 5 miles of South Ridge High School

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than South Ridge High School		
			AzMERIT ELA (>26%)	AzMERIT Math (>43%)	AIMS Science (>16%)
1	A	0	1	1	1
3	B	3	2	0	2
5	C	0	1	0	1
2	D	1	0	0	0
1	N/A	1	1	1	0
Total Number of Schools Performing Better than South Ridge High School (Percentage of Total)					
12		5 (42%)	5 (42%)	2 (17%)	4 (33%)

Additional School Choices within 5 Miles of Proposed Location

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than State Average		
			ELA (>42%)	Math (>42%)	Science (>52%)
1	A	0	1	1	0
2	B	2	2	2	2
2	C	0	1	1	0

Comparison of Schools within 5 miles of Proposed Location

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than South Ridge High School		
			ELA (>26%)	Math (>43%)	Science (>16%)



1	A	0	1	1	1
2	B	2	2	2	2
2	C	0	1	0	1

Additional School Choices Serving Grades 9-12 within 2 Miles of Ridgeview College Preparatory High School (Proposed Location)

There are no schools serving grades 9-12 within 2 miles of the proposed location.

Schools Associated with South Ridge High School

See *Appendix B: Associated Schools*

Educational Plan Summary

This summary is based on information from the Charter Holder (see Appendix A-Application: Educational Plan).

The Charter Holder has affirmed that the Educational Plan of the proposed school will be consistent with the Educational Plan of the Replication Model School.

The Charter Holder’s mission is “to enhance the lives of students and families by providing high quality academics in a dynamic and rigorous learning environment that will prepare students for college and life-long learning.”

The Charter Holder’s curriculum is centered on standards-aligned curriculum maps and pacing guides. According to the narrative, teachers use lesson plans created at the network level which are in alignment with curriculum maps and guides to design rigorous teacher-led instruction that is engaging and at a college preparatory level. The Charter Holder’s philosophy is to provide “the scheduling, programs, extracurriculars, climate, and mentoring necessary to help all students realize their college dreams.” A customized approach to teaching as well as high-impact practices will ensure desired results for individualized success.

The Charter Holder will locate Ridgeview College Preparatory High School at the crossroads of Gary Road and Skyline Drive in San Tan Valley. The Charter Holder reports that, “South Ridge High School has a free-reduced population of 84.6%, SPED population of 4% and ELL population of 10%. The demographics are: 87.4% Hispanic, 7.2% Black or African American, 2.8% White, 1.4% Two or more, .7% American Indian/Alaskan Native and .5% Asian.” Conversely, the Charter Holder states that the target community, “reports an average free-reduced population of 50%. Both replicating school and target communities have small ELL populations (less than 10%). Although some demographics vary between the two communities (30% Hispanic, 50% White, 12% Black, 3% Native, 1% Asian), both are diverse and contain stable, small ELL populations.”

Operational Plan Summary

This summary is based on information from the Charter Holder (see Appendix A-Application: Operational Plan).

The Charter Holder has affirmed that the governance structure of the replication charter will be consistent with the organizational and governance structure of the existing charter.

The replication charter will be held by American Charter Schools Foundation d.b.a Ridgeview College Preparatory High School. The corporate board of American Charter Schools Foundation d.b.a Ridgeview College Preparatory High School and the governing body of the proposed school are identical to the Charter Holder and the Replication Model School governing body.

In the Operational Plan narrative, the Charter Holder described an organizational development plan led by Leona Arizona Management which will support Finance, Human Resources, Facilities, Risk Management, Technology and Academics. A dedicated Vice President of School and Leadership Development will support the administration at the replication school “in opening the school successfully.”



Facility Acquisition Summary

This summary is based on information from the Charter Holder see Appendix A-Application: Planned Facility

Site Information

Proposed School Name:	Ridgeview College Preparatory High School
Proposed Location	Cross streets of Gary Road and Skyline Drive in San Tan Valley, AZ
Proposed Facility	The proposed facility will be approximately 37,700 sq. ft. on 5 acres of land. It will include a two level building with 19 total classrooms and full gymnasium. The average classroom size will be 820 sq. ft. In addition, there will be a "robust computer lab, dance/weight room, chemistry lab and art studio", as well as a "27,000 sq. ft. field for student recreation."

APPENDIX A

REPLICATION APPLICATION

AND SUPPORT MATERIALS

1. REPLICATION APPLICATION TITLE PAGE
2. REPLICATION APPLICATION DOCUMENTS
 - a. Educational Plan
 - b. Operational Plan
 - c. Planned Facility
 - d. Additional Documentation



Arizona State
Board for
Charter Schools



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Replication Application

Downloads

[Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

1. Applicant Agreement

Application Agreement Information

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the replication application process or revocation after award. I understand that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by mutual agreement, in writing, of the parties pursuant to the terms of the charter contract when signed.

The Applicant acknowledges that the officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Applicant is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.

The Applicant acknowledges that the most current academic data will be provided to the Board for its consideration of the application.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must execute a charter contract with the Arizona State Board for Charter Schools (Board) within twelve months after the Board decides to grant the charter. If a charter is not timely signed, the Board's decision to grant the replication charter expires.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must begin providing educational services no later than the second fiscal year after the Board's decision to grant the charter. Failure to begin providing educational instruction accordingly may result in the revocation of the charter.

The Applicant acknowledges that if approved to operate a charter school, the Applicant must provide the number of days of instruction as approved in the application within the State's fiscal year that begins July 1st and ends June 30th. Failure to do so may result in revocation of the charter.

Application Agreement Signature

Michele Kaye 10/30/2019

2. Entity Information

Name of Charter Holder Entity Eligible for Replication

American Charter Schools Foundation dba South Ridge High School

Name of Replication Model School

South Ridge High School

Name of Proposed Charter School

Ridgeview College Preparatory High School

Will the replication charter be held by the existing entity?

Yes, the existing entity will hold the replication charter.

A: Entity and Corporate Principals

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the organizational structure of the new entity to be consistent with the organizational structure of the existing entity.

Name of Entity

American Charter Schools Foundation dba Ridgeview College Preparatory High School

Authorized Representative for Entity

- Theodore Frederick
- Michele Kaye

Authorized Representative Mailing Address

7878 N. 16th St.
Suite 150
Phoenix, AZ 85020

County

Maricopa

Day Time Phone

602-953-2933

Fax

(No response)

Form of Organization

Non Profit Corporation

Entity Type

Domestic Corporation

Charter Principals Background Information

Upload all required background information for each Officer, Director, Member, or Partner of the new entity.

Charter Principals

- Gina Conflitti
- Theodore Frederick
- John Matthews
 - Email: 
 - SSN: 
 - DOB: 
 - Files:
 -  Fingerprint Clearance Card
 -  Affidavit
 -  Background Information Sheet
 -  Resume
 -  Verification of Coursework/Degree
 -  Current Charter Affiliations
- Matthew Proctor
 - Email: 
 - SSN: 
 - DOB: 
 - Files:
 -  Fingerprint Clearance Card
 -  Affidavit
 -  Background Information Sheet
 -  Resume
 -  Verification of Coursework/Degree
 - 

Required Exhibits for A:

 [Download File](#) – Items for Representatives

3. Governance Structure

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the governance structure of the new school to be consistent with the governance structure of the Replication Model School.

Answer the following question by checking the appropriate box and completing any additional information requested.

How will the governance structure of the new school relate to the Replication Model School?

The new school will be operated by the existing entity and have the same governing body as the Replication Model School. (Skip Section B and go to Education Service Providers.)

B: Governing Body

- Theodore Frederick (Charter Organization)
- Matthew Proctor (Charter Organization)
- John Matthews (Charter Organization)
- Gina Conflitti (Charter Organization)

4. Education Service Provider

Does the existing entity have a relationship with an ESP?

Yes - Contractual (Complete Section C.1)

C.1: Education Service Providers -- Contractual Relationship

Statement of Consistency

- By checking this box, I understand and agree the Replication Application process requires that the contractual relationship of the replication charter with an ESP to be consistent with the contractual relationship of the existing entity with an ESP.

What is the name of the ESP?

Leona Arizona Management L.L.C.

Required Exhibits for C.1

[Download File](#) — Management agreement

C.2: Education Service Providers -- Governance Relationship

Statement of Consistency

(No response)

What is the name of the ESP?

(No response)

Describe the nature of the governance relationship:

Required Exhibits for C.2

No documents were uploaded.

5. Educational Plan

Target Population and Enrollment of New School

Statement of Consistency

- By checking this box, I understand and agree that the target population of the new school should be similar to the population of the Replication Model School, and that differences must be addressed in responses to the questions below as a component of the Replication Application process.

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires the enrollment policies of the new school to be consistent with the enrollment policies of the Replication Model School, and that enrollment of students cannot begin until the charter is signed.

Grades Requested for Replication Charter Contract

- 9th
- 10th
- 11th
- 12th

Enrollment Cap

600

Grades Served Year 1

9-11

Projected Enrollment Cap Year 1

250

Grades Served Year 2

9-12

Projected Enrollment Cap Year 2

375

Grades Served Year 3

9-12

Projected Enrollment Cap Year 3

455

School Calendar Type

Standard

Instructional Days

180

Target Start Date

08/03/2020

School Characteristics

- College Preparatory

Target Population and Enrollment of New School Narrative — [Download File](#)

Program of Instruction

Statement of Consistency

- By checking this box, I understand and agree that the Replication Application process requires that the Educational Plan of the new entity and school to be consistent with the Educational Plan of the existing entity and Replication Model School.

Mission Statement

Ridgeview College Preparatory High School will create a tradition of academic success built on the pillars of college readiness, community service, love of learning, and self-discipline.

Program of Instruction Narrative – [Download File](#)

Required Exhibit: (for schools offering high school grades only) – [Download File](#)

6. Operational Plan

Operational Plan Narrative – [Download File](#)

Required Exhibits

- [Download File](#) – ACSF ByLaws
- [Download File](#) – Staffing Chart
- [Download File](#) – Trade Name
- [Download File](#) – Replication Minutes
- [Download File](#) – AZ Corp Commission
- [Download File](#) – Enrollment Matrix

Facility Acquisition for New School

Has a confirmed facility been acquired for the new school?

Yes (Complete Section D.1)

D.1: Confirmed Facility

Address of Confirmed Facility

Ridgeview College Preparatory High School will be located near the corner of Gary Rd and Skyline Dr. in San Tan Valley, AZ. The facility is roughly 37,700 sqft on 5 acres of land. The building contains two levels with a total of 19 classrooms and a full gymnasium. Each classroom has an average size of 820 sqft. Within those 19 classrooms, includes a robust computer lab, dance/weight room, chemistry laboratory, and art studio. A 27,000 sqft field will also be utilized for student recreation.

Required Exhibits for D.1:

- [Download File](#) – Plans

D.2: Planned Facility

Identify the proposed location of new school by providing cross streets that would be the center of a 2.5 mile radius.

7. Additional Information

Additional Information

Do not complete this section unless specifically directed to do so in the application being completed.

RCP - Educational Plan

1. Provide a description of the Charter Holder's philosophical approach to improving pupil achievement. Include how this philosophy has impacted the success of the existing school. If different, how does new approach apply?

RCP will provide the same college preparation mission, vision, and programming that has made South Ridge High School (SRHS), its replication site, so successful. SRHS has a clearly articulated plan for providing the scheduling, programs, extracurriculars, climate, and mentoring necessary to help all students realize their college dreams. In classrooms, all students are provided tailored and engaging instruction that keeps college at the forefront while providing reteaching and enrichment appropriate to every child's success. Students thrive with this customized approach, and parents and educators quickly witness the results. Additionally, RCP will adopt high-impact practices from Mission Heights Prep (MHP), which started in Casa Grande seven years ago as new charter school application based upon the principles of SRHS. These MHP additions will enrich the SRHS foundation and meet the needs of San Tan's population.

SRHS continues to receive national recognition for its educational excellence, including: US News & World Report Best US High Schools Award for all years 2010, 2012-2016, 2016 US News & World Report 'Schools that Beat the Odds' winner, Education Equality Index 2016 Top 10 of Phoenix winner. Locally, from 2012-2015, SRHS graduates score above AZ state averages for first year GPAs and college persistence. **70%** of SRHS AP test takers earn a '3' or higher on their exams, and **45+** students completed at least one dual enrollment English or math course through GCU in 2019.

At the end 2018, MHP boasted AzMERIT proficiency results at or above the state average with continued growth by the end of 2019. Percent proficient: ELA grew from **40%** to **62%**, ELA 10 from **36%** to **61%**, ELA 11 from **28%** to **43%**, Algebra 1 **29%** to **44%**, Geometry remained at **55%** and Algebra 2 from **33%** to **46%**. **92%** of 2018 graduates self-reported attending college for the fall semester of 2018-19. These successes, combined with the similarities between the communities of Casa Grande and Maricopa, demand that RCP incorporate some of MHP's highest-impact practices into its design.

2. Describe existing program of instruction of the current school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to the standards

SRHS's instruction begins with rigorous, standards-aligned curriculum maps/pacing guides. From these documents, teachers design direct instruction plans using The Leona Group lesson template. This template requires all plans to align to the maps/guides, articulate standards and objectives for instruction, design engaging, teacher-led activities high in college-prep rigor, articulate formative assessment, and pre-plan for re-teach and enrichment using formative data. Because RCP will be an AVID campus, all teachers will build their methods of instruction upon AVID's WICOR framework. As such, teachers will infuse writing (W) into their instruction across all contents. All teachers will promote inquiry (I) in all classes by using problem-based learning and socratic seminars. Instruction will be expected to include peer-to-peer collaboration (C) for 35% of instructional time. All classrooms will require systematic organization (O) of student notes,

calendars, and learning objectives. Finally, high levels of rigor (R) are the expectation in every general classroom. Additionally, teachers will incorporate Marzano’s 9 essential instructional strategies into their practices. The instructional coach reviews lesson plans the week before instruction and provides qualitative feedback using the Leona lesson plan rubric. The coach and school leader conduct weekly walkthroughs to monitor instruction and ensure it aligns to written plans and the school philosophy. At the close of course, teachers administer common summative exams that are aligned to the standards and maps/guides. This data is weighted in student final grades and teacher evaluations. –Outside of the general classroom, to promote college readiness, underclassmen are encouraged to participate in honors courses, and eligible upperclassmen are invited to participate in dual enrollment and/or AP courses.

3. Present explanation of how the implementation of the existing program of instruction meets the target population’s needs: Community research revealed that the community is in need of a rigorous, college-preparation option for students. As such, RCP will offer a schedule that incorporates SRHS’s programming of honors, dual enrollment, and AP courses as a centerpiece. RCP recognizes that many families may choose RCP by mission but lack the immediate, academic skills to be successful in such a rigorous environment. To make the college dream accessible to all families who desire it, RCP has chosen, like Mission Heights, to be an Advancement Via Individual Determination (AVID) campus. Through AVID, students who demonstrate a need for support in core content courses will be provided with an additional elective AVID tutorial course. Through this program, they will be provided with both teacher and peer-led tutoring and mentoring so they can be successful in their courses and develop the academic strategies necessary to become truly college-ready.

4. Describe level of proficiency that students must obtain to demonstrate mastery of academic core content and clear criteria for promotion from one level to the next
Content area mastery is set at 70% for all subjects. Students who earn below a C will not earn core credit for the class and will need to retake the class. All courses are aligned to the AZ College & Career Readiness Standards, and award letter grades of:

A=90-100% Exceed; **B**=80-89% Meet; **C**=70-79% Meet; **D** = 60-69% Approach; **F** ≤ 59% Did Not Meet

5. If your school is a HS, identify graduation requirements for the school that will meet state requirements. Students will earn .5 credit for each course in which they receive at least 70% mastery. If a ‘D’ is earned in any core content course, elective credit may be issued; but the course must be retaken and passed at at least 70% for core credit. In order to graduate, RCP will require that students acquire a minimum of **22 credits** in the following areas:

4 credits of English and/or SEI	4 credits mathematics	1 credit of college prep electives
2 credits of the same foreign language	3 credits of science	4 credits of elective coursework
1 credit of fine arts or career and tech/voc ed	3 credits in social studies	

Ridgeview College Preparatory High School Application - Target Pop & Enrollment

1. South Ridge High School has a free-reduced population of 84.6%, SPED population of 4% and ELL population of 10%. The demographics are: 87.4% Hispanic, 7.2% Black or African American, 2.8% White, 1.4% Two or more, .7% American Indian/Alaskan Native and .5% Asian. SRHS earned A ratings in 2012, 2013, 2014, and B ratings for 2017 & 2018. SRHS has been ranked by the U.S. News & World Report "Best High Schools" receiving Bronze Status in 2010, 2012, 2015-2018, and Silver Status in 2013-2014. SRHS is also a "Beating the Odds" recipient. Newsweek's "Beating the Odds" list "seeks to identify schools that do an excellent job of preparing their students for college while also overcoming the obstacles posed by students at an economic disadvantage. SRHS offers a myriad of AP courses and dual-enrollment through Grand Canyon University (GCU).. SRHS provides bus transportation to 85% of students within a 7 mile radius. This 2018-19 data shows the proficiency levels of each of SRHS's primary feeder programs. It evidences that the school receives high-performing students ready to tackle rigorous classes alongside students needing moderate to critical support. SRHS responds to all levels of need through its supportive programs (ie freshman academy & intensified Algebra) & honors, AP & dual enrollment programming.

School	Letter Grade	Alg 1 HP/P	All Math 8 HP/P	ELA HP/P
Imagine Desert West	C	79%	29%	31%
Santa Maria	C	n/a	31%	27%
Western Valley	D	n/a	22%	24%

2. The target population of RCP resides within 36 square miles of the San Tan Valley area in Pinal County, AZ. The location of the school is roughly one mile north of the intersection of Hunt Highway and Gary Rd. The geographical range consists of the immediate area around the school site, and southeast, towards Coolidge, AZ. The community reports an average free-reduced population of 50%. Both replicating school and target communities have small ELL populations (less than 10%). Although some demographics vary between the two communities (30% Hispanic, 50% White, 12% Black, 3% Native, 1% Asian), both are diverse and contain stable, small ELL populations. When it opens, RCP will be the only dedicated, college-preparation secondary option for families in the San Tan Valley, as was the case when SRHS opened its doors. Like SRHS, RCP will be open to all students regardless of address, but San Tan Valley residents will, like SRHS, make up the vast majority of the population. RCP will establish and foster a dual-enrollment relationship with the Central Arizona College (CAC) similar to that of SRHS with GCU. Because of the reach of the Phoenix metro area, SRHS provides bus transportation within a seven mile radius. All students reside within 15 miles of the school. We expect a similar reach for enrollment at RCP.

School	Letter Grade	Alg 1 HP/P	All Math 8 HP/P	ELA HP/P	Anticipated Enroll#
J.O. Combs Middle	D	91%	32%	32%	50
Queen Creek Middle	B	98%	54%	47%	25
Payne Junior High	A	87%	65%	54%	50
Newell Barney MS	A	97%	71%	56%	25

At SRHS, our 2018-19 data demonstrates that incoming 8th graders entering as HP/P in both ELA and math are similar to those from students enrolling to the proposed locations from J.O. Combs & Queen Creek Middle. Students coming from these programs will likely not only benefit from our SRHS blend of rigorous classes & programs through the support at RCP via AVID. AVID will be critical in ensuring that students with rigorous academic aspirations, who do not yet have the skills, get the necessary support to reach them. Students entering from Payne and Newell Barney demonstrate much higher ELA and math proficiency, so they will likely access rigorous honors, AP, and dual enrollment offerings.

Performance of Local Schools:

The lack of a local, A rated choice in San Tan is similar to the start-up context of the replication school. All three local district schools:

Poston Butte High School, San Tan Foothills High School (Florence District), and Combs High School (J.O. Combs District) received a C letter grade. The fifteen local district elementary schools in San Tan Valley received the following letter grades (A-1, B-3, C-9, D-1, F-1). American Leadership Academy in Queen Creek, is the closest charter school option for San Tan Valley residents. As of the 2017-18 letter grades, they earned a B rating. The closest charter elementary to RCP, Eduprize, earned an A letter grade with proficiency scores in ELA and math above the state average. American Leadership Academy (Anthem) in Pinal County, also earned an A rating.

3. The San Tan Valley area is the largest populated area in Pinal County with over 90,700 residents. The population in San Tan Valley grew 2.6% from 2016 to 2017, with 15% growth since the 2000 census, and over 2,000% in the last 30 years. Several housing developments have and continue to grow throughout the region, including three new communities within a half mile to the south, north, and west of the proposed site. Although several district and charter elementary schools have accommodated the need for K-8 students, there are few high school options. Although the Florence and JO Combs districts serve high school students in the area, there are no other charter high schools operating within the San Tan Valley area. The closest charter high school is American Leadership Academy, located northwest of Pinal county in Queen Creek, AZ. RCP would be the only college prep charter high school in the San Tan Valley.
4. Enrollment at RCP will mirror the enrollment practices at SRHS and is open to all Arizona residents. SRHS does not limit enrollment based on a student’s race, color, religion, national origin, language spoken, or intellectual ability. Both SRHS and RCP have enrollment packets that include; student demographics, residency information, student compact, medical information, PHLOTE, and permission forms. We created and will abide by the following enrollment and lottery guidelines. Student re-enrollment counts and school capacity are used to project the number of available slots. The following information describes our lottery and waiting list policies:
 1. SRHS holds open enrollment, accepts applications until June 15th, and makes public announcement of enrollment deadlines. After the deadline closes, the school holds a lottery for its spots. Preferences are given to continuing students & siblings of continuing students.
 2. The lottery randomly selects applications for enrollment and generates the school's waiting list. During the lottery process, all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until capacity is reached and the remainder is placed on the waiting list.
 3. The waiting list ranks applications that were submitted during the enrollment period. These applicants will be identified by number and by grade. As spaces become available at the school, they will be offered to the applicants in order of placement on the waiting list. The schools will place those applications received by the deadline in order of their submission on a waiting list and then all other applications should be placed after them in order of their submission on that waiting list.
 4. Provide the enrollment timeframe that will be implemented and shared with the public.

Year	20-21	21-22	22-23	23-24
9	125	125	130	130
10	75	125	125	130
11	50	75	125	125
12	0	50	75	125

In January 2020, RCP will be establishing and staffing a temporary on-site office on the school’s property with high-profile signage to provide school information to community members. Staff will begin accepting applications at this time through this office and continue until the June 15th lottery. After the lottery, applications will continue to be accepted for waiting lists. Leadership will share enrollment timeframe information with the public a variety of ways. A school website will be launched in January 2020 and with a substantial social media campaign to follow. Additionally, a sequence of ads will be taken out in local papers. Public relations initiatives will be conducted through local media outlets and the city. School social and orientation events will be planned each month. A series of postcards will be sent to the homes of middle and high school-aged students.

Ridgeview College Preparatory High School Operations and Business Plan

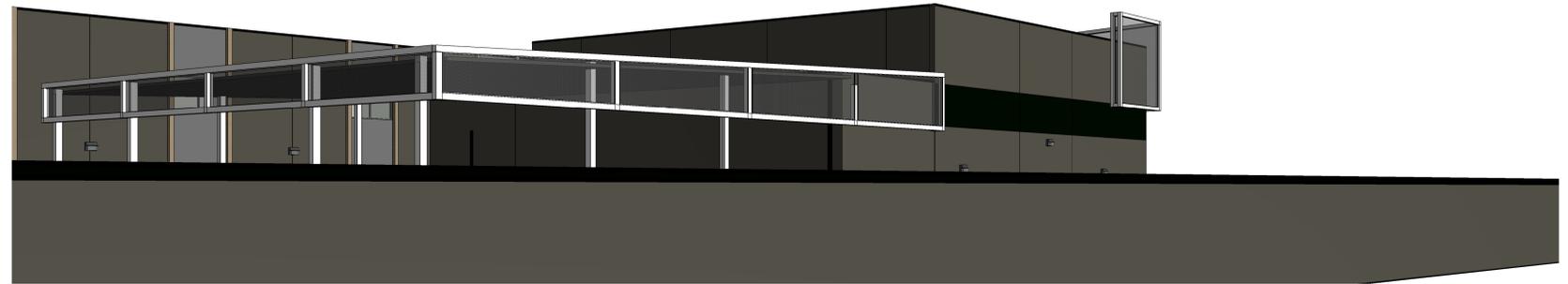
1. Over the next five years, ACSF plans to strategically grow from 10 high schools in 2019-20, to 11 in 2020-21. The desired outcome for ACSF includes gradually increasing the secondary students it serves from 3585, 3835, 3960, 4040, to 4095 students over the course of the next five years.

Year	RCP	# ACSF Schools, grades served
20/21	Open 9th-11th	10, serving 9-12 1, serving 9-11
21/22	Add 12th	11, serving 9-12
22/23		11, serving 9-12
23/24		11, serving 9-12
24/25		11, serving 9-12

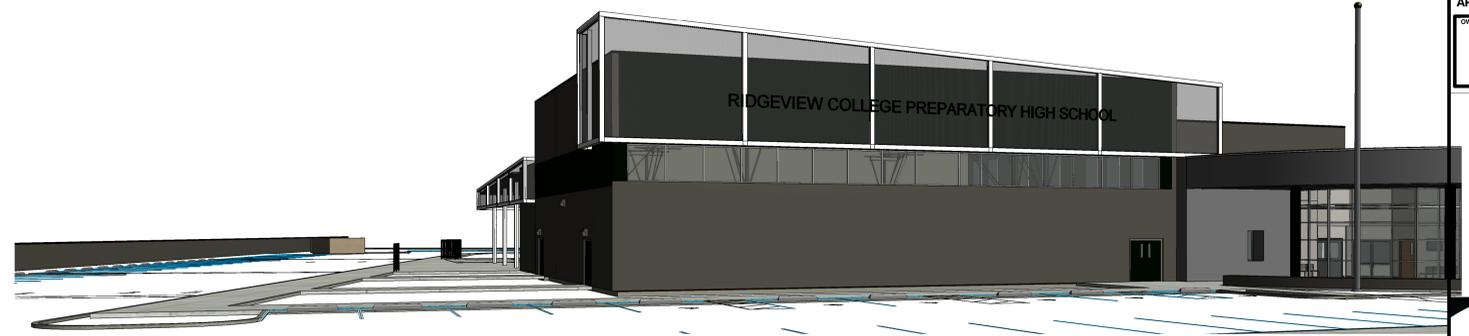
2. The management team has the capacity to support Finance, HR, Facilities, Risk Management, Technology, and Academics. Leona Arizona Management (EMO) offers a dedicated VP of School and Leadership Development, who will support the leadership at RCP in opening the school successfully. Additionally, the QSI department has a dedicated secondary director to support RCP in addition to its elementary director. One key lesson learned at GCP and MHP, two recently opened HS, was that enrolling seniors in the first year of the campus is fraught with difficulty in maintaining the campus vision, culture, and programs, so RCP will only enroll grades 9-11 in its first year. The previous two replication campuses that were approved did not open due to shifting of resources to address the facility concerns of two other school campuses. Both El Dorado High School and Glenview College Preparatory were unable to negotiate new lease terms on their facilities and subsequently needed to relocate. One of those new locations was a ground-up build, diverting both human and monetary resources from the two aforementioned projects. While one project in Maricopa was abandoned, the second in San Tan Valley continued after the completion of El Dorado and Glenview. Unfortunately, the timing the county required for permits pushed construction well past the anticipated opening. We have been working with the county since to ensure we are able to have all approvals in a timely manner to allow the construction to be completed on time.
3. RCP will have a planning period of 6 months in which to advertise, enroll students, and hire staff. Staff will be hired with a sufficient lead time so that, in addition to professional development at the site, an AVID team can train and be prepared to roll out a strong AVID program launch in year one. In addition, RCP will benefit from learning and training at our other college prep schools; Glenview College Prep, Mission Heights Prep, and South Ridge High Schools, in order to open with maximum success. Academically, these schools will be monitored from the EMO level which has increased its operational and academic capacity over the past two years. The EMO will provide the same level of academic, operational and financial monitoring that ensures all schools remain in compliance.



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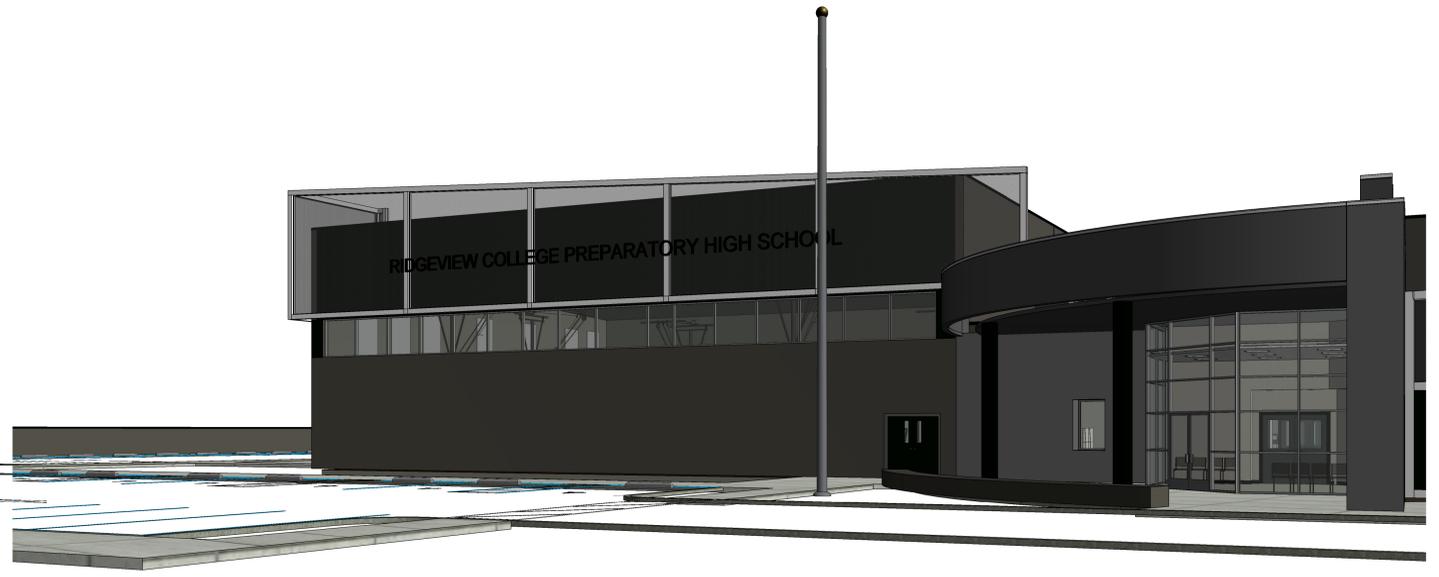
4 BACK PERSPECTIVE VIEW



1 FRONT PERSPECTIVE VIEW



2 LOBBY PERSPECTIVE VIEW



3 ADMIN PERSPECTIVE VIEW

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tucson, arizona 85716
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NEW SCHOOL CAMPUS FOR:

THE LEONA GROUP, LLC QUEEN CREEK CAMPUS
SKYLINE DR. & GARY RD.
SAN TAN VALLEY, AZ

SCHEMATIC DESIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. 18-010

DATE MAY 22, 2019

SCALE DRAWN BY Author

DRAWING TITLE PERSPECTIVE VIEWS

DRAWING NUMBER 3D 1



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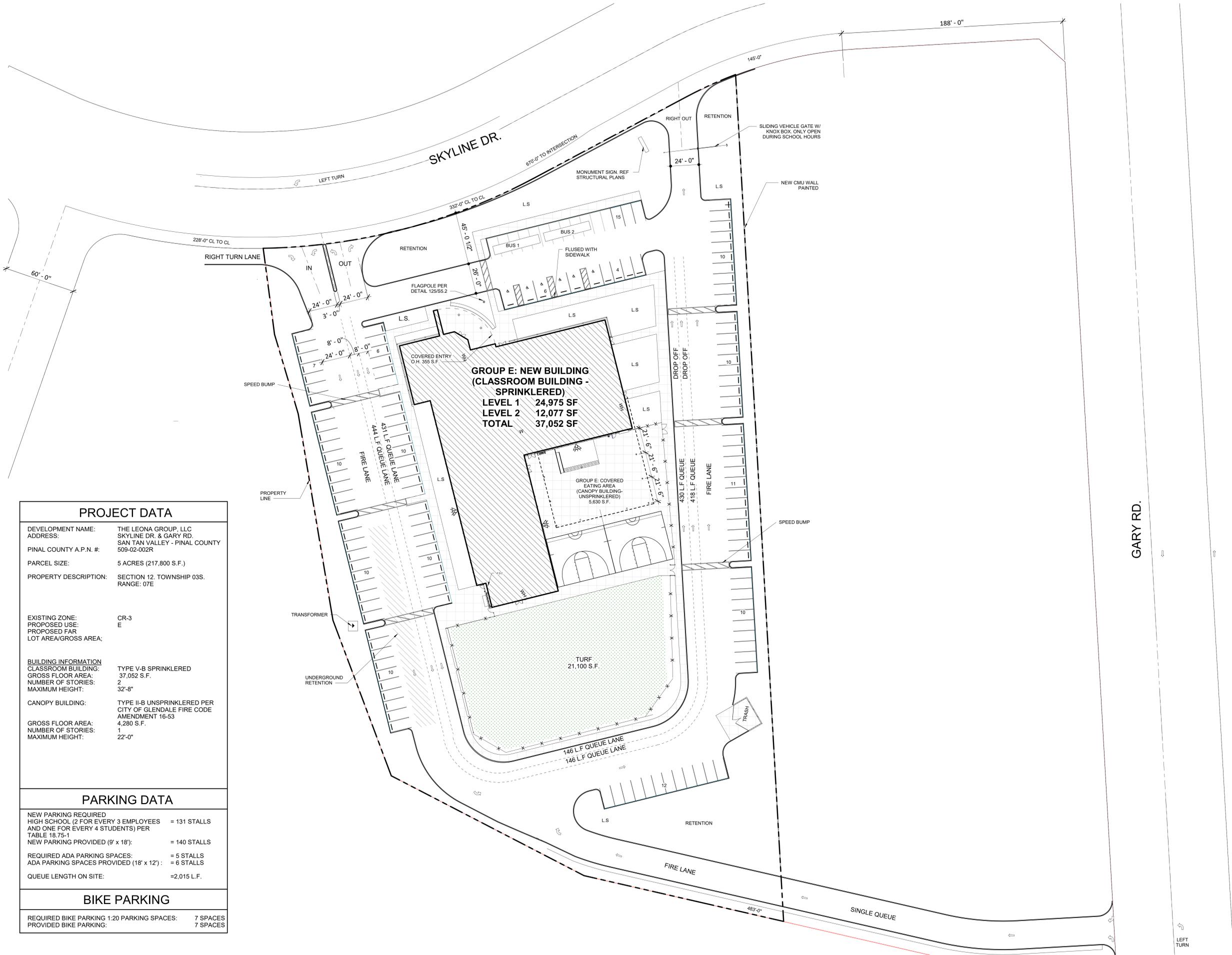
PROJECT NO. 18-010

DATE MAY 22, 2019

SCALE As indicated DRAWN BY TP/KA

DRAWING TITLE ARCHITECTURAL SITE PLAN

DRAWING NUMBER SP1.0



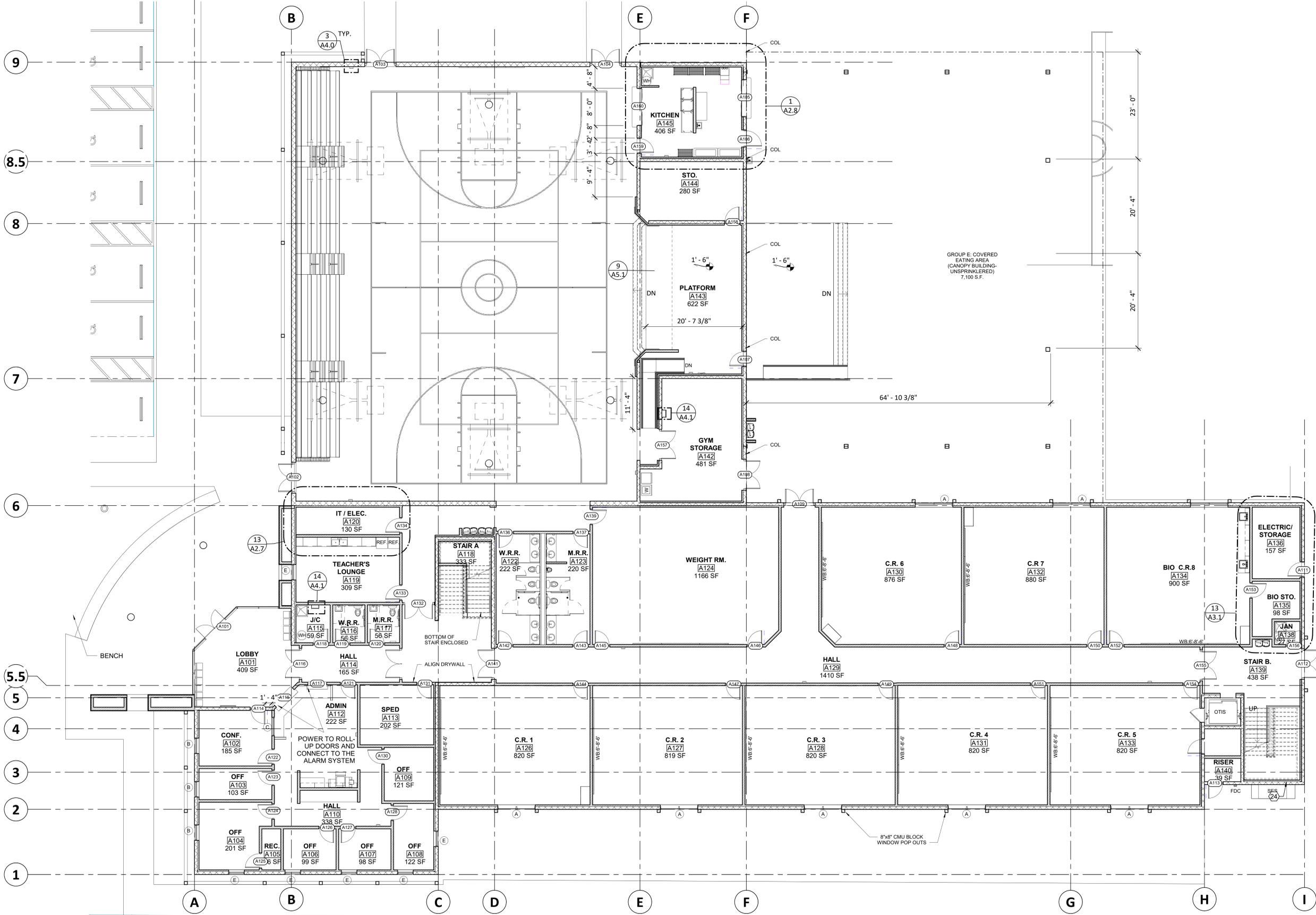
PROJECT DATA	
DEVELOPMENT NAME:	THE LEONA GROUP, LLC
ADDRESS:	SKYLINE DR. & GARY RD. SAN TAN VALLEY - PINAL COUNTY
PINAL COUNTY A.P.N. #:	509-02-002R
PARCEL SIZE:	5 ACRES (217,800 S.F.)
PROPERTY DESCRIPTION:	SECTION 12, TOWNSHIP 03S. RANGE: 07E
EXISTING ZONE:	CR-3
PROPOSED USE:	E
PROPOSED FAR:	
LOT AREA/GROSS AREA:	
BUILDING INFORMATION	
CLASSROOM BUILDING:	TYPE V-B SPRINKLERED
GROSS FLOOR AREA:	37,052 S.F.
NUMBER OF STORIES:	2
MAXIMUM HEIGHT:	32'-8"
CANOPY BUILDING:	TYPE II-B UNSPRINKLERED PER CITY OF GLENDALE FIRE CODE AMENDMENT 16-53
GROSS FLOOR AREA:	4,280 S.F.
NUMBER OF STORIES:	1
MAXIMUM HEIGHT:	22'-0"
PARKING DATA	
NEW PARKING REQUIRED HIGH SCHOOL (2 FOR EVERY 3 EMPLOYEES AND ONE FOR EVERY 4 STUDENTS) PER TABLE 18.75-1	= 131 STALLS
NEW PARKING PROVIDED (9' x 18'):	= 140 STALLS
REQUIRED ADA PARKING SPACES:	= 5 STALLS
ADA PARKING SPACES PROVIDED (18' x 12'):	= 6 STALLS
QUEUE LENGTH ON SITE:	= 2,015 L.F.
BIKE PARKING	
REQUIRED BIKE PARKING 1:20 PARKING SPACES:	7 SPACES
PROVIDED BIKE PARKING:	7 SPACES

1 PROPOSED SITE PLAN
1" = 30'-0"





The Leona Group, L.L.C.



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REVISION	DATE	DESCRIPTION	BY

PROJECT NO. 18-010

DATE MAY 22, 2019

SCALE 1/8" = 1'-0" DRAWN BY KA

DRAWING TITLE PROPOSED FIRST FLOOR PLAN

DRAWING NUMBER A1.0





The Leona Group, L.L.C.

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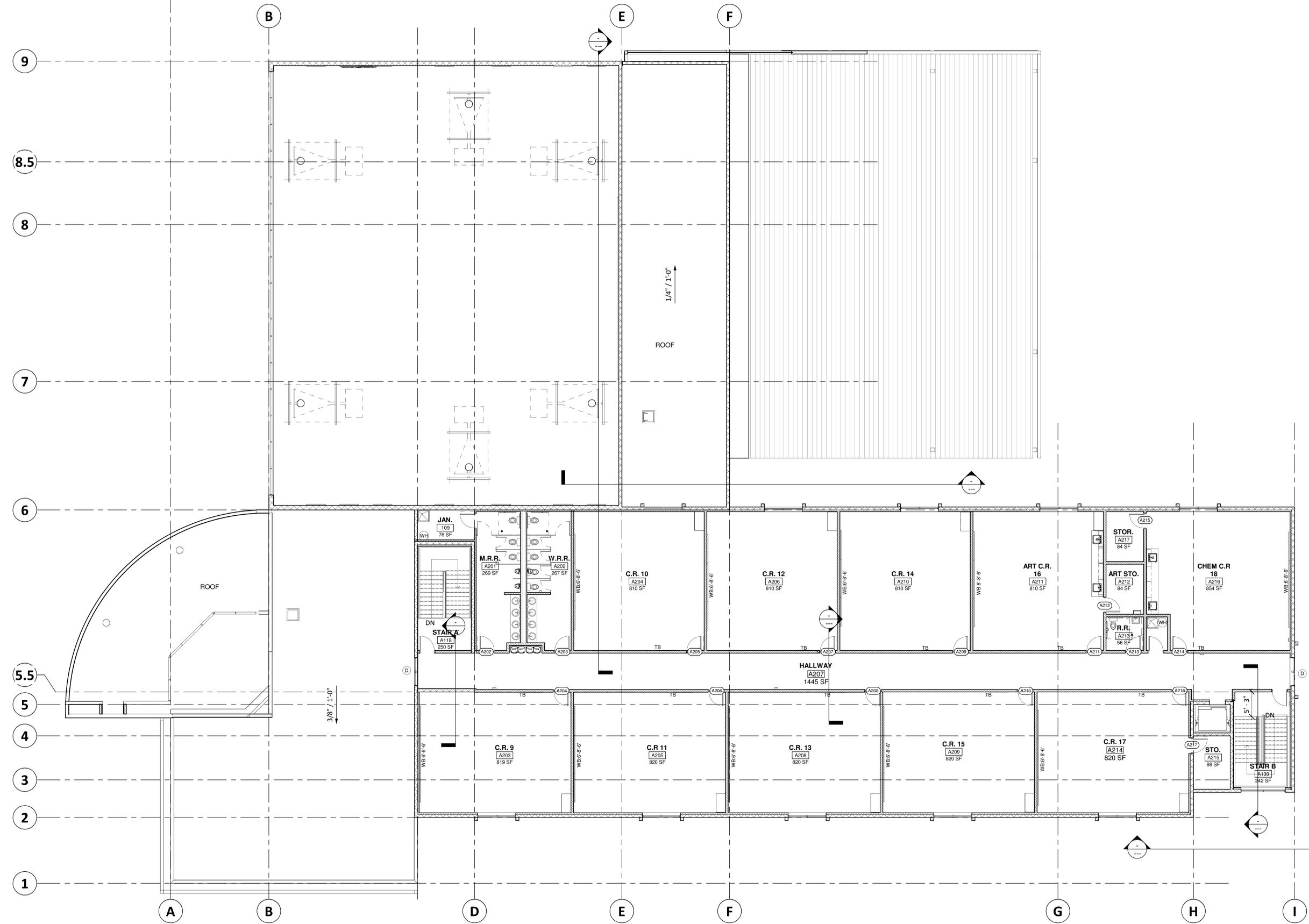
PROJECT NO. 18-010

DATE MAY 22, 2019

SCALE 1/8" = 1'-0" DRAWN BY KA

DRAWING TITLE PROPOSED SECOND FLOOR PLAN

DRAWING NUMBER A1.1



1 PROPOSED FLOOR PLAN LEVEL 2
1/8" = 1'-0"

CEILING PLAN GENERAL NOTES:

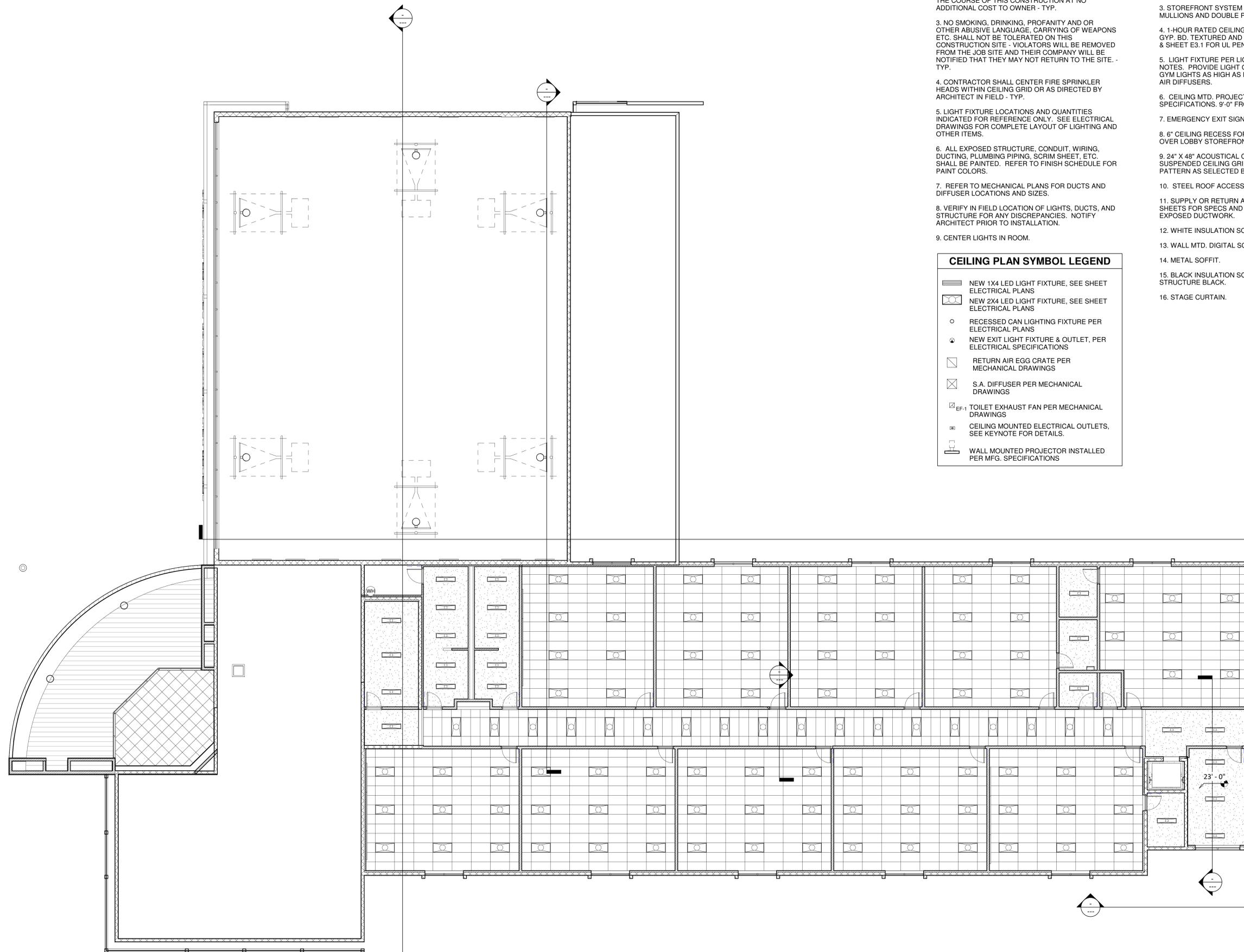
1. CONTRACTOR SHALL PROVIDE A 100% WATER-TIGHT BUILDING ENVELOPE PRIOR TO COMMENCING WITH ANY INTERIOR FINISHES - TYP.
2. CONTRACTORS SHALL REPAIR AND/OR REPLACE ANY AND ALL EXISTING FINISHES DAMAGED DURING THE COURSE OF THIS CONSTRUCTION AT NO ADDITIONAL COST TO OWNER - TYP.
3. NO SMOKING, DRINKING, PROFANITY AND OR OTHER ABUSIVE LANGUAGE, CARRYING OF WEAPONS ETC. SHALL NOT BE TOLERATED ON THIS CONSTRUCTION SITE - VIOLATORS WILL BE REMOVED FROM THE JOB SITE AND THEIR COMPANY WILL BE NOTIFIED THAT THEY MAY NOT RETURN TO THE SITE. - TYP.
4. CONTRACTOR SHALL CENTER FIRE SPRINKLER HEADS WITHIN CEILING GRID OR AS DIRECTED BY ARCHITECT IN FIELD - TYP.
5. LIGHT FIXTURE LOCATIONS AND QUANTITIES INDICATED FOR REFERENCE ONLY. SEE ELECTRICAL DRAWINGS FOR COMPLETE LAYOUT OF LIGHTING AND OTHER ITEMS.
6. ALL EXPOSED STRUCTURE, CONDUIT, WIRING, DUCTING, PLUMBING PIPING, SCRIM SHEET, ETC. SHALL BE PAINTED. REFER TO FINISH SCHEDULE FOR PAINT COLORS.
7. REFER TO MECHANICAL PLANS FOR DUCTS AND DIFFUSER LOCATIONS AND SIZES.
8. VERIFY IN FIELD LOCATION OF LIGHTS, DUCTS, AND STRUCTURE FOR ANY DISCREPANCIES. NOTIFY ARCHITECT PRIOR TO INSTALLATION.
9. CENTER LIGHTS IN ROOM.

CEILING PLAN SYMBOL LEGEND

-  NEW 1X4 LED LIGHT FIXTURE, SEE SHEET ELECTRICAL PLANS
-  NEW 2X4 LED LIGHT FIXTURE, SEE SHEET ELECTRICAL PLANS
-  RECESSED CAN LIGHTING FIXTURE PER ELECTRICAL PLANS
-  NEW EXIT LIGHT FIXTURE & OUTLET, PER ELECTRICAL SPECIFICATIONS
-  RETURN AIR EGG CRATE PER MECHANICAL DRAWINGS
-  S.A. DIFFUSER PER MECHANICAL DRAWINGS
-  TOILET EXHAUST FAN PER MECHANICAL DRAWINGS
-  CEILING MOUNTED ELECTRICAL OUTLETS, SEE KEYNOTE FOR DETAILS.
-  WALL MOUNTED PROJECTOR INSTALLED PER MFG. SPECIFICATIONS

REFLECTED CEILING PLAN KEYNOTES:

1. 24" X 48" ACOUSTICAL CEILING TILE IN SUSPENDED CEILING GRID - COLOR, MANUFACTURER, AND PATTERN AS SELECTED BY ARCHITECT / OWNER. - TYP.
2. 5/8" GYP. BD. CEILING TEXTURED AND PTD. OVER CEILING JOISTS OR SUSPENDED FROM JOISTS.
3. STOREFRONT SYSTEM WITH CLEAR ANODIZED ALUMINUM MULLIONS AND DOUBLE PANEL INSULATED TINTED GLASS.
4. 1-HOUR RATED CEILING. PROVIDE 2 LAYERS OF 5/8" TYPE 'X' GYP. BD. TEXTURED AND PTD. SEE SHEET A0.19 FOR DETAILS & SHEET E3.1 FOR UL PENETRATION DETAILS.
5. LIGHT FIXTURE PER LIGHTING PLAN. MOUNT LTS PER PLAN NOTES. PROVIDE LIGHT GUARD OVER GYM LIGHTS. MOUNT GYM LIGHTS AS HIGH AS POSSIBLE AND AT SAME LEVEL AS AIR DIFFUSERS.
6. CEILING MTD. PROJECTOR INSTALLED PER MFG. SPECIFICATIONS. 9'-0" FROM WALL
7. EMERGENCY EXIT SIGN PER ELECTRICAL DRAWINGS.
8. 6" CEILING RECESS FOR MOTORIZED ROLLER SHADES OVER LOBBY STOREFRONT.
9. 24" X 48" ACOUSTICAL CEILING VINYL FACED TILE SUSPENDED CEILING GRID - COLOR, MANUFACTURER, AND PATTERN AS SELECTED BY ARCHITECT / OWNER. - TYP.
10. STEEL ROOF ACCESS LADDER, PAINTED.
11. SUPPLY OR RETURN AIR DIFFUSERS, SEE MECHANICAL SHEETS FOR SPECS AND DETAILS. PRIME AND PAINT ALL EXPOSED DUCTWORK.
12. WHITE INSULATION SCRIM (LAMTEK WMP-VR).
13. WALL MTD. DIGITAL SCOREBOARD.
14. METAL SOFFIT.
15. BLACK INSULATION SCRIM (LAMTEK WMP-VR) PAINT ALL STRUCTURE BLACK.
16. STAGE CURTAIN.



1 LEVEL 2 REFLECTED CEILING PLAN
1/8" = 1'-0"



DESIGN APPROVAL

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DRAWING TITLE SECOND FLOOR REFLECTED CEILING PLAN

DRAWING NUMBER A1.6



The Leona Group, L.L.C.

CEILING PLAN GENERAL NOTES:

1. CONTRACTOR SHALL PROVIDE A 100% WATER-TIGHT BUILDING ENVELOPE PRIOR TO COMMENCING WITH ANY INTERIOR FINISHES - TYP.
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3. NO SMOKING, DRINKING, PROFANITY AND OR OTHER ABUSIVE LANGUAGE, CARRYING OF WEAPONS ETC. SHALL NOT BE TOLERATED ON THIS CONSTRUCTION SITE - VIOLATORS WILL BE REMOVED FROM THE JOB SITE AND THEIR COMPANY WILL BE NOTIFIED THAT THEY MAY NOT RETURN TO THE SITE. - TYP.
4. CONTRACTOR SHALL CENTER FIRE SPRINKLER HEADS WITHIN CEILING GRID OR AS DIRECTED BY ARCHITECT IN FIELD - TYP.
5. LIGHT FIXTURE LOCATIONS AND QUANTITIES INDICATED FOR REFERENCE ONLY. SEE ELECTRICAL DRAWINGS FOR COMPLETE LAYOUT OF LIGHTING AND OTHER ITEMS.
6. ALL EXPOSED STRUCTURE, CONDUIT, WIRING, DUCTING, PLUMBING PIPING, SCRIM SHEET, ETC. SHALL BE PAINTED. REFER TO FINISH SCHEDULE FOR PAINT COLORS.
7. REFER TO MECHANICAL PLANS FOR DUCTS AND DIFFUSER LOCATIONS AND SIZES.
8. VERIFY IN FIELD LOCATION OF LIGHTS, DUCTS, AND STRUCTURE FOR ANY DISCREPANCIES. NOTIFY ARCHITECT PRIOR TO INSTALLATION.
9. CENTER LIGHTS IN ROOM.

REFLECTED CEILING PLAN KEYNOTES:

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4. 1-HOUR RATED CEILING. PROVIDE 2 LAYERS OF 5/8" TYPE 'X' GYP. BD. TEXTURED AND PTD. SEE SHEET A0.19 FOR DETAILS & SHEET E3.1 FOR UL PENETRATION DETAILS.
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10. STEEL ROOF ACCESS LADDER, PAINTED.
11. SUPPLY OR RETURN AIR DIFFUSERS. SEE MECHANICAL SHEETS FOR SPECS AND DETAILS. PRIME AND PAINT ALL EXPOSED DUCTWORK.
12. WHITE INSULATION SCRIM (LAMTEC WMP-VR).
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15. BLACK INSULATION SCRIM (LAMTEC WMP-VR) PAINT ALL STRUCTURE BLACK.
16. STAGE CURTAIN.

CEILING PLAN SYMBOL LEGEND

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- NEW 2X4 LED LIGHT FIXTURE, SEE SHEET ELECTRICAL PLANS
- RECESSED CAN LIGHTING FIXTURE PER ELECTRICAL PLANS
- NEW EXIT LIGHT FIXTURE & OUTLET, PER ELECTRICAL SPECIFICATIONS
- RETURN AIR EGG CRATE PER MECHANICAL DRAWINGS
- S.A. DIFFUSER PER MECHANICAL DRAWINGS
- TOILET EXHAUST FAN PER MECHANICAL DRAWINGS
- CEILING MOUNTED ELECTRICAL OUTLETS, SEE KEYNOTE FOR DETAILS.
- WALL MOUNTED PROJECTOR INSTALLED PER MFG. SPECIFICATIONS

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SCHEMATIC DESIGN

REVISION	DATE	DESCRIPTION	BY

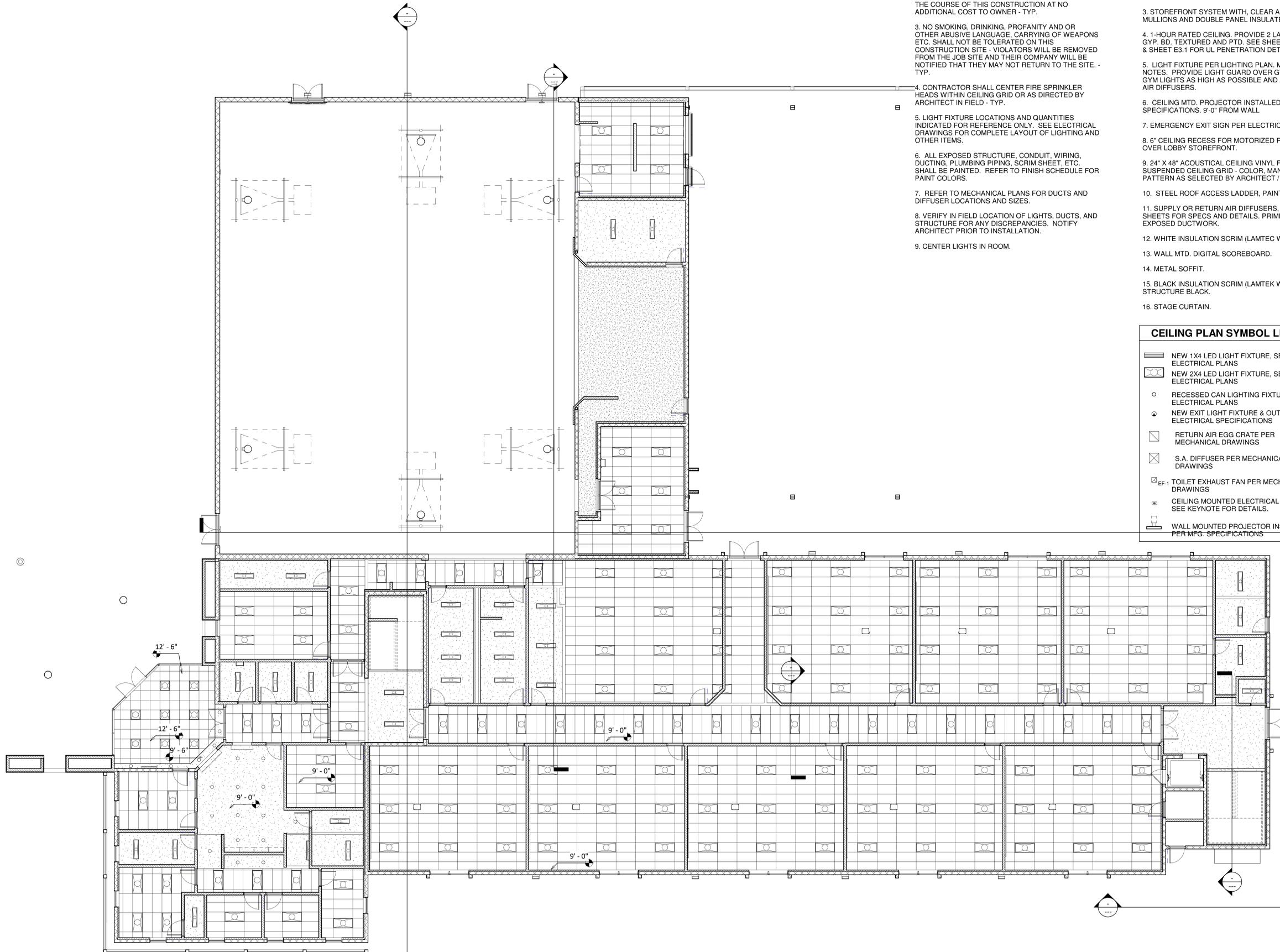
PROJECT NO. 18-010

DATE MAY 22, 2019

SCALE 1/8" = 1'-0" DRAWN BY KA

DRAWING TITLE FIRST FLOOR REFLECTED CEILING PLAN

DRAWING NUMBER A1.5



1 LEVEL 1 REFLECTED CEILING PLAN
1/8" = 1'-0"



The Leona Group, L.L.C.

DESIGN APPROVAL

OWNER CLIENT: DATE APPROVED:

PRELIMINARY NOT FOR CONSTRUCTION

carhuff+cueva architects, llc

3149 e prince rd #151 tucson, arizona 85716 phone 520.577.4560 www.cca-az.com

NEW SCHOOL CAMPUS FOR:

THE LEONA GROUP, LLC QUEEN CREEK CAMPUS SKYLINE DR. & GARY RD. SAN TAN VALLEY, AZ

SCHEMATIC DESIGN

REVISION DATE DESCRIPTION BY

PROJECT NO. 18-010

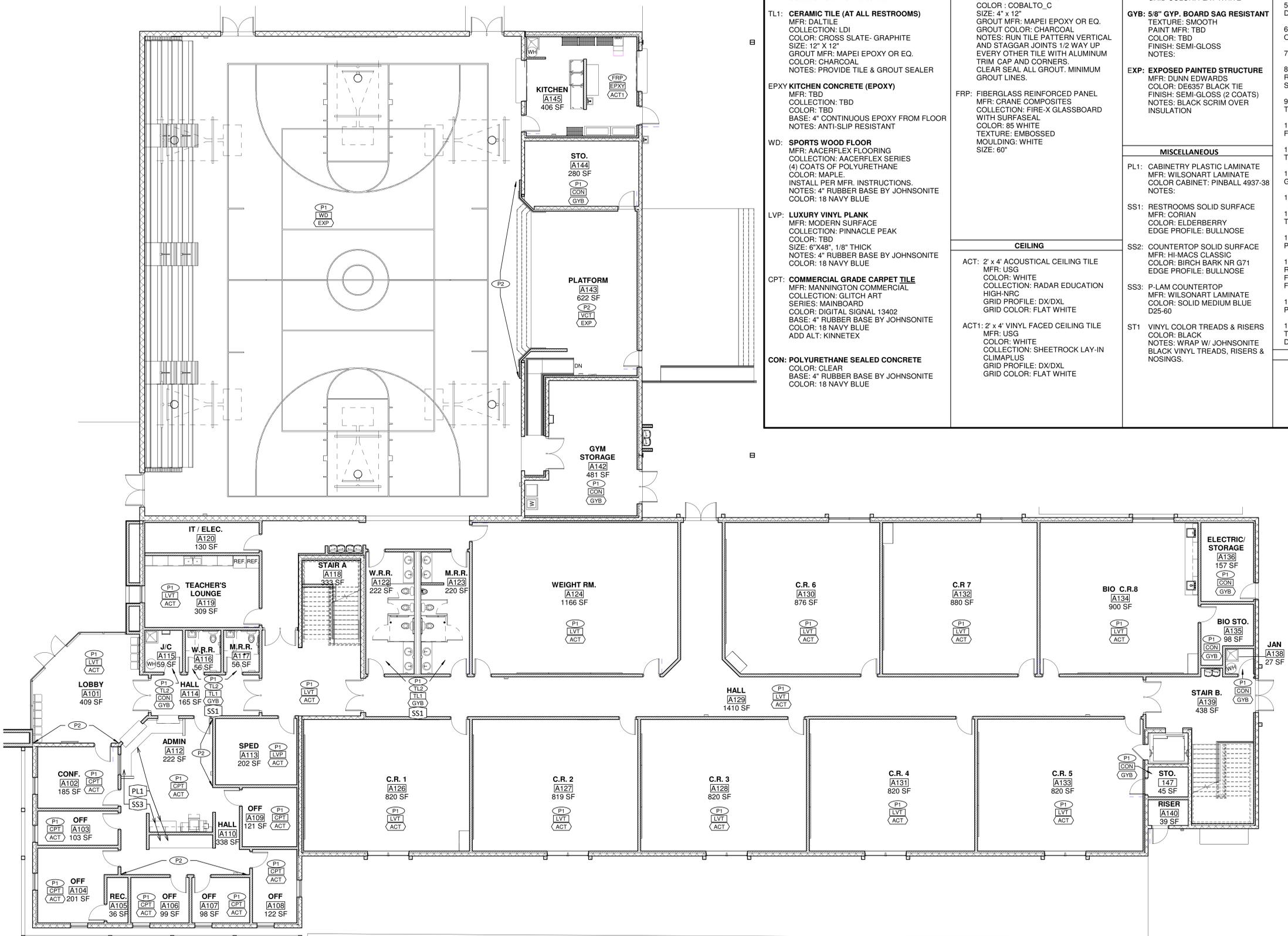
DATE MAY 22, 2019

SCALE As indicated DRAWN BY TP

DRAWING TITLE FIRST FLOOR FINISH PLAN

DRAWING NUMBER A1.8

FINISH SPECIFICATIONS			
FLOOR	WALL	CEILING	GENERAL NOTES
VCT: LVT: LUXURY VINYL TILE MFR: MANNINGTON COMMERCIAL COLLECTION: COLOR ANCHOR LVT SERIES: STRIDE COLOR 1: WINTER FLEECE C137 COLOR 2: COTTONTAIL C138 COLOR 3: LONDON FOG C139 SIZE: 12"x24" NOTES: 4" RUBBER BASE BY JOHNSONITE COLOR: 18 NAVY BLUE ADD ALT: LUXURY VINYL PLANK FLOORING MFR: GEMCORE COLLECTION: TOPAZ 20 MIL.	P1: FIELD PAINT MFR: DUNN EDWARDS COLOR: SHADY DEC774 FINISH: SEMI-GLOSS (2 COATS) P2: ACCENT PAINT MFR: DUNN EDWARDS COLOR: BLACK RIVER FALLS DEA189 FINISH: SEMI-GLOSS (2 COATS) TL2: CERAMIC WALL TILE (6'-0" WAINSCOT) WET WALLS ONLY MFR: MARAZZI COLLECTION: SISTEM C COLOR: COBALTO_C SIZE: 4" x 12" GROUT MFR: MAPEI EPOXY OR EQ. GROUT COLOR: CHARCOAL NOTES: RUN TILE PATTERN VERTICAL AND STAGGAR JOINTS 1/2 WAY UP EVERY OTHER TILE WITH ALUMINUM TRIM CAP AND CORNERS. CLEAR SEAL ALL GROUT. MINIMUM GROUT LINES. FRP: FIBERGLASS REINFORCED PANEL MFR: CRANE COMPOSITES COLLECTION: FIRE-X GLASSBOARD WITH SURFASEAL COLOR: 85 WHITE TEXTURE: EMBOSSED MOLDING: WHITE SIZE: 60"	ACT 2' x 2' ACOUSTICAL CEILING TILE MFR: USG COLOR: WHITE COLLECTION: RADAR EDUCATION HIGH-NRC GRID PROFILE: DX/DXL GRID COLOR: FLAT WHITE ACT1: 2' x 4' VINYL FACED CEILING TILE MFR: USG COLOR: WHITE COLLECTION: SHEETROCK LAY-IN CLIMAPLUS GRID PROFILE: DX/DXL GRID COLOR: FLAT WHITE GYB: 5/8" GYP. BOARD SAG RESISTANT MFR: USG TEXTURE: SMOOTH PAINT MFR: TBD COLOR: TBD FINISH: SEMI-GLOSS NOTES: EXP: EXPOSED PAINTED STRUCTURE MFR: DUNN EDWARDS COLOR: DE6357 BLACK TIE FINISH: SEMI-GLOSS (2 COATS) NOTES: BLACK SCRIM OVER INSULATION	1. ALL FLOORING MATERIALS TO MEET AT CENTER OF DOORWAY, U.N.O. 2. ALL FLOORING MATERIALS CONTINUE UNDER CASEWORK TO TOE KICK OR UNDER OPEN COUNTER TO WALL. 3. PAINT ALL DOOR FRAMES AND HANDRAILS, MFR: DUNN EDWARDS, COLOR: DEA189 - BLACK RIVER FALLS LRV6 SEMI-GLOSS. 4. 60" A.F.F. FRP WAINSCOT TO BE APPLIED ON MOP SINK'S SURROUNDING WALLS. +6" BEYOND PLUMBING FIXTURE EDGE. 5. PROVIDE FLOOR TRANSITION STRIPS WHERE DIFFERENT FINISHES MEET. 6. DARK GROUT ON FLOORS AND WALLS. CLEAR SEALER ON ALL TILE GROUT. VERIFY COLOR PER OWNER. 7. PAINT EXTERIOR COMPLETELY. 8. VINYL FLOOR COVERING AT ALL STAIR'S TREAD, RISER AND NOSING (INCLUDING STAGE AND BACK OF STAGE). 9. PAINT PERIMETER CMU WALL AND TRASH ENCLOSURE TO MATCH FENCE COLOR. 10. OWNER MUST APPROVE ALL PAINT COLORS, FLOORING, FONTS, GRAPHICS AND FINISHES. 11. PAINT INTERIOR WITH SEMI GLOSS PAINT AND TEXTURE TO BE ORANGE PEEL. 12. CORNER GUARDS (C.G.) ALL CORNERS. NO GLUED GUARDS. COLOR: TBD 13. ROOM NAME SIGNS LIKE GLENVIEW. 14. 45 DEGREE SCHLUTER METAL MOP STRIP TRANSITION WALL-FLOOR AT RESTROOMS. 15. TRANSITION STRIP 12" BEFORE THE FIRST STEP AT PLATFORM. 16. INTERIOR DOORS: DOORMERICA - AMERICAN SERIES. ROTARY WHITE BIRCH. COLOR: FLORIDA. PAINTED DOOR FRAMES, COLOR: DUNN EDWARDS DEA189 - BLACK RIVER FALLS LRV6. 17. CAULK ALL WALL CONTROL JOINTS BEFORE PAINTING, OR CAULK TO MATCH PAINT. 18. 45 DEGREE SCHLUTER METAL MOP STRIP TRANSITION WALL-FLOOR AT RESTROOMS AND DRINKING FOUNTAINS.
TL1: CERAMIC TILE (AT ALL RESTROOMS) MFR: DALTILE COLLECTION: LDI COLOR: CROSS SLATE- GRAPHITE SIZE: 12" X 12" GROUT MFR: MAPEI EPOXY OR EQ. COLOR: CHARCOAL NOTES: PROVIDE TILE & GROUT SEALER EPXY KITCHEN CONCRETE (EPOXY) MFR: TBD COLLECTION: TBD COLOR: TBD BASE: 4" CONTINUOUS EPOXY FROM FLOOR NOTES: ANTI-SLIP RESISTANT WD: SPORTS WOOD FLOOR MFR: ACERFLEX FLOORING COLLECTION: ACERFLEX SERIES (4) COATS OF POLYURETHANE COLOR: MAPLE. INSTALL PER MFR. INSTRUCTIONS. NOTES: 4" RUBBER BASE BY JOHNSONITE COLOR: 18 NAVY BLUE LVP: LUXURY VINYL PLANK MFR: MODERN SURFACE COLLECTION: PINNACLE PEAK COLOR: TBD SIZE: 6"x48", 1/8" THICK NOTES: 4" RUBBER BASE BY JOHNSONITE COLOR: 18 NAVY BLUE CPT: COMMERCIAL GRADE CARPET TILE MFR: MANNINGTON COMMERCIAL COLLECTION: GLITCH ART SERIES: MAINBOARD COLOR: DIGITAL SIGNAL 13402 BASE: 4" RUBBER BASE BY JOHNSONITE COLOR: 18 NAVY BLUE ADD ALT: KINNETEX CON: POLYURETHANE SEALED CONCRETE COLOR: CLEAR BASE: 4" RUBBER BASE BY JOHNSONITE COLOR: 18 NAVY BLUE	MISCELLANEOUS PL1: CABINETRY PLASTIC LAMINATE MFR: WILSONART LAMINATE COLOR CABINET: PINBALL 4937-38 NOTES: SS1: RESTROOMS SOLID SURFACE MFR: CORIAN COLOR: ELDERBERRY EDGE PROFILE: BULLNOSE SS2: COUNTERTOP SOLID SURFACE MFR: HI-MACS CLASSIC COLOR: BIRCH BARK NR G71 EDGE PROFILE: BULLNOSE SS3: P-LAM COUNTERTOP MFR: WILSONART LAMINATE COLOR: SOLID MEDIUM BLUE D25-60 ST1: VINYL COLOR TREADS & RISERS MFR: USG COLOR: BLACK NOTES: WRAP W/ JOHNSONITE BLACK VINYL TREADS, RISERS & NOSINGS.	LEGEND [xxx] FLOOR FINISH SYMBOL [xxx] WALL FINISH SYMBOL [xxx] CEILING FINISH SYMBOL [xxx] MISC. FINISH SYMBOL	



1 FINISH PLAN LEVEL 1
1/8" = 1'-0"



**MINUTES
BOARD OF DIRECTORS MEETING
AMERICAN CHARTER SCHOOLS FOUNDATION**

June 19, 2019

A regular meeting of the Board of Directors (the "Board") of the American Charter Schools Foundation, a Michigan corporation registered to do business in Arizona (the "Foundation"), was held at 7500 N. Dreamy Draw Drive, Suite 220, Phoenix, Arizona.

Attendance and Quorum

The following directors were present in person: Ted Frederick.

The following directors participated by means of teleconference whereby all persons participating in the meeting were able to hear one another: John Matthews and Linda Comer. Directors not present: Gina Conflitti and Matthew Proctor.

The following guests were present: Patrick Lawrence, Scott Shelley and Mary Berg.

Ms. Comer called the meeting to order at approximately 2:30 p.m. Arizona time and noted that a quorum was present.

Minutes

Minutes from the May 15, 2019 Board minutes were presented. A motion to approve the minutes was made by Mr. Frederick and duly seconded by Mr. Matthews. The motion passed (The following Directors voted in favor of the motion: Mr. Frederick, Ms. Comer, and Mr. Matthews).

Call to the Public

A call was made to the public to discuss items on the agenda. No one from the public was in attendance.

President's Report

Mr. Frederick suggested he render his report at the July board meeting, when more Directors were present.

Management Company Report

Ms. Comer suggested the management company report be conducted at the July board meeting.

Old Business

None

ACSF Minutes

June 19, 2019

Page 2

New Business

--A motion to approve the proposed budget for SY 2019-20 was made by Ms. Comer and duly seconded by Mr. Matthews. The motion passed (attached) (The following Directors voted in favor of the motion by roll call: Mr. Frederick, Ms. Comer and Mr. Matthews).

--A motion to approve the transfer of Silver Horizon High School Charter to Kaizen Education Foundation was made by Mr. Frederick and duly seconded by Mr. Matthews. The motion passed (The following Directors voted in favor of the motion: Mr. Frederick, Ms. Comer and Mr. Matthews).

Note: The reelection of Ms. Comer and Mr. Matthews was moved to the July meeting.

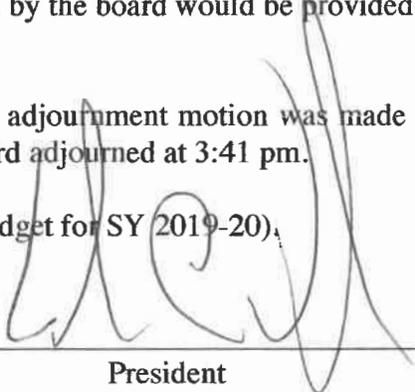
Board Comments

Mr. Frederick noted that information requested by the board would be provided at next meeting

Adjournment

There being no further business to discuss, an adjournment motion was made by Mr. Matthews and duly seconded by Mr. Frederick. The Board adjourned at 3:41 pm.

The next meeting is scheduled for July 10th (budget for SY 2019-20).



President



Arizona State Board for Charter Schools

Enrollment Matrix

Complete the table to provide the target enrollment, indicating the timeline for the proposed school

Directions:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the first three fiscal years the proposed school will be in operation.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.

Proposed School Name:			
American Charter Schools Foundation dba Ridgeview College Preparatory High School			
Number of Students			
Grade Level	Target - FY 21	Target - FY 22	Target - FY 23
Kindergarten			
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			
6 th Grade			
7 th Grade			
8 th Grade			
9 th Grade	125	125	130
10 th Grade	75	125	125
11 th Grade	50	75	125
12 th Grade	0	50	75
Total Enrollment	250	375	455

Clear Form



Arizona State Board for Charter Schools

Staffing Chart

Complete the table to provide the anticipated staffing for the proposed school.

Directions:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the first three fiscal years the school will be in operation.

Proposed School Name:			
American Charter Schools Foundation dba Ridgeview College Preparatory High School			
Number of Staff Members			
Position	Anticipated - FY21	Anticipated - FY 22	Anticipated - FY 23
Administration	5	7	7
Teachers/Instructional Staff			
Kindergarten			
1 st Grade			
2 nd Grade			
3 rd Grade			
4 th Grade			
5 th Grade			
6 th Grade			
7 th Grade			
8 th Grade			
9 th Grade	4	4	4
10 th Grade	2	4	4
11 th Grade	2	3	4
12 th Grade		2	4
Specialty Staff (Music, Art, PE, etc.)	1	1	3
Special Education	1	1	1
Paraprofessional		2	3
Additional Staff			
List title:	1	1	1
List title:	1	1	1
List title:			
Total Number of Staff Members	17	26	32



Mission

The mission of the American Charter Schools Foundation is to promote the charter school movement in the United States with the goal of improving the public school system by creating a more competitive environment, providing parents and students with freedom of choice, and striving for higher academic standards. To assist in the accomplishment of this goal, the Foundation will do any or all of the following:

- Apply for charter school applications
- Serve as a governing body for charter schools
- Provide startup funding and capital investment
- Acquire property for school sites and facilities
- Operate as an educational management company
- Provide supplemental educational services

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the 30th day of September 2019, by and between American Charter Schools Foundation, an Michigan non-profit corporation ("American Charter Schools Foundation") and Leona Arizona Management, LLC, an Arizona limited liability ("Leona Arizona Management").

RECITALS

A. American Charter Schools Foundation will be applying for the issuance of a replication charter (the "Charter") by the Arizona State Board for Charter Schools (the "Authorizer") to operate a non-profit charter school (the "Charter School") pursuant to the Charter in accordance with Sections 15-101 *et seq.* of the Arizona Revised Statutes (the "Code") at San Tan, Arizona under the name of Ridgeview College Preparatory High School.

B. American Charter Schools Foundation and Leona Arizona Management desire to create an enduring educational partnership, whereby American Charter Schools Foundation School and Leona Arizona Management will work together to develop an environment of educational excellence and innovation at the Charter School, based upon Leona Arizona Management's school design and capacity to implement and manage a comprehensive educational program ("Educational Program").

C. American Charter Schools Foundation has approved Leona Arizona Management's Educational Program, and agrees that it is in the best interest of American Charter Schools Foundation and the Charter School to enter into this Agreement with Leona Arizona Management.

THEREFORE, the parties mutually agree as follows:

1. Start-Up Phase and Assistive Services. American Charter Schools Foundation and Leona Arizona Management shall mutually agree upon all reasonable and necessary Start-Up Phase and Assistive Services that may be required or are advisable to enable American Charter Schools Foundation to successfully apply for and obtain the Charter from the Authorizer. The term "Start-Up Phase and Assistive Services" as agreed upon by the parties shall include but not be limited to Leona Arizona Management providing services regarding (collectively the "Start-Up Phase and Assistive Services"):

1.1 The submission and defense, in concert with American Charter Schools Foundation, the charter replication application before the Authorizer.

1.2 Assisting American Charter Schools Foundation in obtaining any needed facilities and working capital financing.

1.3 Coordination and management of American Charter Schools Foundation's identification, acquisition, development and leasing of facilities for the Charter School.

1.4 Evaluation of the qualifications and the submission (if qualified) of an Arizona charter school start up grant on behalf of American Charter Schools Foundation

1.5 Selection, hiring and working capital funding of a School Leader (as defined in Section 15.3 for the Charter School.

1.6 Other developmental pre-operational functions necessary to successfully open the Charter School in School Year (as defined in Section 10.1) 2020-2021.

2. Provision of Start-Up and Assistive Services. During the Start-Up Year (as defined in Section 10), Leona Arizona Management shall provide the Start-Up and Assistive Services in accordance with the mutually agreed upon plan developed by American Charter Schools Foundation and Leona Arizona Management and the requirements and standards established by the Authorizer and integrated into the Charter.

3. Educational Services. For the Term of this Agreement, Leona Arizona Management will provide to the Charter School the following educational services (the "Educational Services"):

3.1 Curriculum. The development and implementation of the curriculum used at the Charter School.

3.2 Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the School Leader(s), its teachers and support staff, all in accordance with this Agreement.

3.3 Instructional Tools. The selection of instructional tools, equipment and supplies, including textbooks, computers, software and multi-media teaching tools.

3.4 Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

3.5 Additional Educational Services. Any other services required by the Authorizer or the State of Arizona Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at the Charter School as agreed to from time to time between Leona Arizona Management and the Charter School ("Supplemental Programs").

4. Administrative Services. For the Term (as defined in Section 10), subject to the Charter and the approval of the Board of Trustees of the Charter School (the "Board"), Leona Arizona Management will provide to the Charter School the following administrative services (the "Administrative Services"):

4.1 Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 15.

4.2 Facility Operation and Maintenance. Coordination with entities with which

Leona Arizona Management contracts on behalf of the Charter School for the provision of operation and maintenance services for the Charter School's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

4.3 Technology and Professional Development. Coordination with entities with which Leona Arizona Management contracts on behalf of the Charter School for the provision of technology and professional development services for the Charter School, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

4.4 Business Administration. Administration of all business aspects of the Charter School;

4.5 Transportation and Food Services. Coordination with entities with which Leona Arizona Management contracts on behalf of the Charter School for the provision of transportation and food services for the students enrolled at the Charter School, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

4.6 Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld.

4.7 Budgeting, Budgeting Process, Financial and Other Reporting.

4.7.1 Beginning with respect to the 2020-2021 school year, the preparation of a proposed annual budget (the "Charter School Budget") for each school year, subject to the approval of the Board acting in its fiduciary capacity. The projected Charter School Budget will include, but not be limited to the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

4.7.2 Leona Arizona Management shall deliver a draft of the Charter School Budget for each school year to the Board not less than forty-five (45) days prior to the date on which the Charter School Budget for any school year must be submitted to Authorizer and or any other State governmental agency. The Board shall deliver any comments or objections to the Charter School Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President or Executive Director of American Charter Schools Foundation and the Chief Financial Officer of Leona Arizona Management shall reconcile any comments or objections made by the Board during the Budget Review Period. Leona Arizona Management and American Charter Schools Foundation shall agree to a final Charter School Budget for each such year not later than two (2) business days prior to the date on which the Charter School Budget must be submitted to the

Authorizer and/or any other State governmental agency.

4.7.3 Working in cooperation with the Board, the preparation of modifications or amendments to the Charter School Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Charter School Budget. In conjunction with this commitment Leona Arizona Management and American Charter Schools Foundation hereby agree that:

4.7.3.1 On the 40th day of instruction and the 100th day of instruction as required by the Authorizer or such other time as may be reasonably necessary or desirable in Leona Arizona Management's reasonable judgment, Leona Arizona Management shall provide the Board with an enrollment report stating the number of actual students enrolled at the Charter School and Leona Arizona Management's calculation of Average Daily Membership (as defined in the Code) in connection with the Charter School (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Charter School Budget and such lower enrollment number shall materially adversely impact the Charter School Budget for such School Year, Leona Arizona Management shall within ten (10) business days following such Enrollment Report (the "Enrollment Shortfall Reconciliation Period") provide a comprehensive plan that proposes immediate cuts in operating expenses to achieve a modified Charter School Budget that complies with the requirements of this Agreement and provides due consideration of the educational needs of the students who attend the Charter School (the "Modified Budget"). Prior to the expiration of the Enrollment Shortfall Reconciliation Period, Leona Arizona Management shall deliver the Modified Budget to the Board for approval.

4.7.3.2 Leona Arizona Management shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizer and or any other governmental agency prior to the commencement of the next following School Year within thirty (30) days following the date of the Enrollment Report which reflected a reduction in enrollment from the numbers projected in the Charter School Budget.

4.7.4 The preparation of detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Charter School by Leona Arizona Management, whether incurred on-site or off-site.

4.7.5 The preparation of other financial statements as required by and in compliance with the Charter, the Code and other applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the Board to perform annual audits of the Charter School's financial statements. The cost for preparation of the financial statements and audits will

be the responsibility of the Charter School and will be provided for in the Charter School Budget.

4.7.6 The preparation of such other reports on a periodic basis, relative to the finances and operation of the Charter School, as the same may be requested or required by the Arizona Department of Education, the Board or the Authorizer to ensure compliance with the terms of the Charter.

4.7.7 Assist American Charter Schools Foundation with the preparation and filing of any reports which may be requested or required by the Arizona Department of Education or the Authorizer.

4.7.8 Other information on a periodic basis reasonably necessary to enable the American Charter Schools Foundation to monitor Leona Arizona Management's performance under this and related agreements including the effectiveness and efficiency of its operations at the Charter School.

4.8 Maintenance of Financial and Student Records.

4.8.1 Leona Arizona Management will maintain accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by Leona Arizona Management and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the School Year to which such books, accounts and records relate. All financial records retained by Leona Arizona Management pertaining to the Charter School will be available to American Charter Schools Foundation, the Authorizer or the Arizona Department of Education for inspection and copying within two weeks of a written request to the extent practicable.

4.8.2 Leona Arizona Management will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations and retain such records, together with all additional Charter School student records prepared by or in the possession of Leona Arizona Management, and retain such records permanently on behalf of American Charter Schools Foundation or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to American Charter Schools Foundation and become the sole responsibility of the Board. Leona Arizona Management and American Charter Schools Foundation will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter.

4.8.3 American Charter Schools Foundation shall be entitled at any time upon reasonable written notice to Leona Arizona Management to audit the books and records of Leona Arizona Management pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of American Charter Schools

Foundation.

4.9 Admissions. Implementation of the Charter School's admission policy per Charter and Application.

4.10 Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter School's duties and obligations under the Code and other applicable laws and regulations.

4.11 Academic Progress Reports. Leona Arizona Management will provide to American Charter Schools Foundation on a periodic basis as necessary or appropriate for American Charter Schools Foundation to satisfy its obligations under the Charter, the Code and other applicable laws and regulations, a report detailing (i) the Charter School's students' academic performance, and (ii) Leona Arizona Management's performance of the Educational Services and Administrative Services.

4.12 Rules and Procedures. Leona Arizona Management will recommend rules, regulations and procedures applicable to the Charter School and its students and will enforce such rules, regulations and procedures adopted by American Charter Schools Foundation that are not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations.

4.13 Advances. Leona Arizona Management may, during the Term, elect to make advances of cash to American Charter Schools Foundation for the Charter School (an "Advance") for the purpose of meeting the short term working capital or cash flow needs of the Charter School to the extent consistent with the Charter School Budget. In addition there shall be a deemed Advance in the event of a Fee Deferral pursuant to Section 13.6.2. Each Advance shall bear interest at the then Prime Rate of interest announced by Wells Fargo Bank plus 2% per annum from the date of the Advance until date of repayment by American Charter Schools Foundation from the subsequent free cash flows of the Charter School or American Charter Schools Foundation other resources.

4.14 Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter School as agreed to, in writing, from time to time by Leona Arizona Management and the Board.

5. Provision of Educational Services and Administrative Services. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Charter School (the "Educational Program") as proposed by the Leona Arizona Management and adopted by the Board, all in compliance with the Charter and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Charter.

6. Modification of Educational Services and Administrative Services. Subject to this Agreement, the Charter, Authorizer oversight, the Code and other applicable laws and regulations, Leona Arizona Management may modify (i) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board, and if required by the Charter, by the Authorizer and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that American Charter Schools Foundation will have the right to approve all material changes.

7. Budgeting for Educational Services and Administrative Services. Leona Arizona Management will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Charter School Budget established pursuant to Section 4, and Leona Arizona Management will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget, except for Leona Arizona Management's commitment to provide a Fee Deferral as provided in Section 13.6.2.

8. Place of Performance; Provision of Offices. American Charter Schools Foundation will provide Leona Arizona Management with necessary and reasonable classroom and office space at the Facility to perform all Educational and Administrative services described in this Agreement. Leona Arizona Management will provide instructional, extra-curricular and co-curricular services at the Facility. Leona Arizona Management may provide other services elsewhere, unless prohibited by the Charter, the Code and other applicable laws and regulations.

9. Authority. By this Agreement, American Charter Schools Foundation provides Leona Arizona Management such authority and power as is reasonably necessary or proper for Leona Arizona Management to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

10. Term.

10.1 Term. Subject to extension pursuant to Section 10.2, this Agreement will be effective on the date hereof and shall remain in effect through the last day of the fifth (5th) School Year thereafter (the "Term"). For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter submitted to and approved by the Authorizer. The parties acknowledge that it is anticipated that School Year 2019-20 will be the start-up and developmental year for the Charter School ("Start-Up Year") and that School Year 2020-21 is planned to be the first year of operations of the Charter School ("Initial Operational School Year").

10.2 Extension of Term. The Term of this Agreement shall automatically extended for an additional five (5) School Years ("Automatic Extension(s)"), unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, as the same may have been extended by one or more Automatic Extensions or (ii) this Agreement is terminated pursuant to Section 16.

11. Further Assurance. American Charter Schools Foundation and Leona Arizona Management shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Leona Arizona Management shall have no obligation to agree to any changes which (a) materially increase Leona Arizona Management's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize Leona Arizona Management's receipt of the Management Fee, (d) would prevent Leona Arizona Management from meeting American Charter Schools Foundation and Leona Arizona Management's educational goals.

12. Relationship of the Parties.

12.1 Status of the Parties. The relationship between American Charter Schools Foundation and Leona Arizona Management is based on the terms of this Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor and not as a partner, joint venturer, agent or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

12.2 No Related Parties or Common Control. Leona Arizona Management will not have any role or relationship with American Charter Schools Foundation that, in effect, substantially limits American Charter Schools Foundation's ability to exercise its rights, including termination rights, under this Agreement. American Charter Schools Foundation and Leona Arizona Management will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

12.3 Other Schools. The parties acknowledge that this arrangement is not exclusive and that Leona Arizona Management will have the right to render similar services to other persons or entities including other public or private schools or institutions, including other schools owned and operated by American Charter Schools Foundation ("Other Schools"). Leona Arizona Management will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter School and Other Schools and only charge the Charter School for expenses incurred or consideration earned on behalf of the Charter School. All grants or donations received by the Charter School or by Leona Arizona Management for the specific benefit of the Charter School will be maintained in separate accounts and used solely for the Charter School. If Leona Arizona Management incurs authorized reimbursable expenses on behalf of the Charter School and Other Schools which are incapable of precise allocation between the Charter School and Other Schools, then Leona Arizona Management will allocate such expenses among all such Other Schools and the Charter School on a pro rata basis based upon the number of students enrolled at the Charter School and the Other Schools, or upon such other equitable basis as is mutually agreeable by the parties.

13. Consideration for Services.

13.1 Start-Up Year. During the Start-Up Year, American Charter Schools Foundation will not be required to pay Leona Arizona Management any fees for the Start-Up Phase and Assistive Services, other than to reimburse Leona Arizona Management for all commercially reasonable costs incurred and paid by Leona Arizona Management in providing the Start-Up Phase and Assistive Services.

13.2 Management Fee for the Initial School Year. During the Initial School Year, American Charter Schools Foundation will not be required to pay Leona Arizona Management any fees for the Educational Services and Administrative Services, other than to reimburse Leona Arizona Management for all commercially reasonable costs incurred and paid by Leona Arizona Management in providing the Educational Services and Administrative Services.

1.1 Management Fee. For the Term of this Agreement after the Start-Up Year and the Initial School Year (including the Term as extended pursuant to Section 10.2), American Charter Schools Foundation will pay to Leona Arizona Management an annual fee for each School Year payable in monthly installments. The annual fee schedule is as follows:

Start-Up Year	2019-2020	0% of revenue
Initial Year	2020-2021	0% of revenue
Year 2	2021-2022	6% of revenue
Year 3	2022-2023	8% of revenue
Year 4	2023-2024	10% of revenue

13.3 Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. Leona Arizona Management's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Charter School.

13.4 Payment of Costs. In addition to the Management Fee, American Charter Schools Foundation will reimburse Leona Arizona Management for all commercially reasonable costs incurred and paid by Leona Arizona Management in providing the Educational Services and Administrative Services to American Charter Schools Foundation for the Charter School.

13.5 Payments to Leona Arizona Management.

13.5.1 Leona Arizona Management will receive the monthly installment of its Management Fee, that are due after the Start-Up Year and the Initial School Year, in

advance on or about the fifteenth (15th) day of each month (but in no event later than the date that American Charter Schools Foundation receives payments from the State) beginning the month of July 2021.

13.5.2 Notwithstanding anything contained herein to the contrary, Leona Arizona Management agrees that, in fulfilling its obligation to provide the Education Services and Administrative Services under this Agreement, Leona Arizona Management will treat all monthly operational expenses of the Charter School, including but not limited to employee compensation, as a priority over the monthly installments of the Management Fee. In the event that the cash flows of the Charter School are insufficient to fully satisfy all of the monthly obligations of American Charter Schools Foundation to Leona Arizona Management under this Agreement, then any amount not timely paid (a "Fee Deferral") shall be deemed to be an Advance from Leona Arizona Management to American Charter Schools Foundation pursuant to Section 4.13.

14. Other Revenue Sources. American Charter Schools Foundation and Leona Arizona Management may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and the Charter of the Charter School, in the name of either Leona Arizona Management, American Charter Schools Foundation or the Charter School; provided, however, that (i) any solicitation of such grants by Leona Arizona Management in the name of American Charter Schools Foundation and/or the Charter School that are in excess of One Hundred Thousand Dollars (\$100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by Leona Arizona Management or American Charter Schools Foundation for the benefit of the Charter School from such other revenue sources shall be deemed to be Charter School funds, (iii) Leona Arizona Management shall not be required to administer any grants that are not specifically approved, in writing, by Leona Arizona Management, in advance, (iv) only to the extent specifically provided in a grant, Leona Arizona Management shall be entitled to receive, in addition to all any other amounts which are payable to Leona Arizona Management under this Agreement, a grant administration fee, and (v) both American Charter Schools Foundation and Leona Arizona Management shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. Nothing in this Section 14 will be construed to prohibit Leona Arizona Management from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that Leona Arizona Management shall not use American Charter Schools Foundation's and/or the Charter School's name in such solicitation without the consent of American Charter Schools Foundation.

15. Personnel and Training.

15.1 Personnel Responsibility. Subject to the limitations of this Agreement, the Charter, the Code and other applicable laws and regulations, Leona Arizona Management will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement.

15.2 Employment Status. Except as specified in this Agreement or as required by the Code or the Charter, the School Leader, teachers and support staff selected by Leona Arizona Management for the Charter School pursuant to this Agreement will not be employees of American Charter Schools Foundation or employees of any employee leasing company with which American Charter Schools Foundation has entered into employee leasing agreement ("Employee Leasing Company"). Leona Arizona Management will be responsible for conducting or causing to be conducted by the Employee Leasing Company all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at the Charter School to the extent required under the Code and other applicable laws and regulations. Upon request, Leona Arizona Management will provide or cause to be provided to American Charter Schools Foundation documentary evidence of such background checks.

15.3 School Leader. American Charter Schools Foundation and Leona Arizona Management acknowledge and agree that the accountability of Leona Arizona Management to American Charter Schools Foundation and the Charter School is an essential foundation of this Agreement, and because the responsibility of the administrator of the Charter School (the "School Leader") is critical to the success of the Charter School, Leona Arizona Management will have the authority, consistent with the Code and other applicable laws and regulations, to select and supervise the School Leader and hold the School Leader accountable for the success of the Charter School. The employment contract with the School Leader, and the duties and compensation of the School Leader shall be determined by Leona Arizona Management. The School Leader and Leona Arizona Management, in turn, will have similar authority to select and hold accountable the teachers in the Charter School.

15.4 Teachers. Leona Arizona Management will provide the Charter School with such teachers as are required to provide the Educational Services and Administrative Services. Leona Arizona Management and the School Leader will determine the number and assignments of such teachers. Such teachers may work at the Charter School on a full or part time basis. Each teacher assigned to the Charter School will be qualified in his or her grade levels and subjects, hold a valid teaching certificate issued by the Arizona Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. Upon written request, Leona Arizona Management will provide American Charter Schools Foundation with documentary evidence of Leona Arizona Management's compliance with this Section 15.4.

15.5 Support Staff. Leona Arizona Management will provide the Charter School with such support staff as is required to provide the Educational Services, Administrative Services and

any associated Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at the Charter School on a full or part time basis.

15.6 Training. Leona Arizona Management will provide training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Charter and consistent with Leona Arizona Management's past practices. Non-instructional personnel will receive such training as Leona Arizona Management determines to be reasonable and necessary under the circumstances.

16. Termination of Agreement.

16.1 By Leona Arizona Management. Leona Arizona Management may terminate this Agreement prior to the end of the Term specified in Section 10 in the event that American Charter Schools Foundation and/or the Charter School fails to remedy a material breach of this Agreement within 60 days after written notice from Leona Arizona Management. A material breach includes, but is not limited to (i) American Charter Schools Foundation's failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by American Charter Schools Foundation of an Educational Program for the Charter School in substantial variance from the material recommendations of Leona Arizona Management, (iii) American Charter Schools Foundation's failure to approve a Charter School Budget, which is (a) fully compliant with the requirements of this Agreement and (b) substantially consistent with the recommendation of Leona Arizona Management, or (iv) an act or omission that causes Leona Arizona Management to be unable to perform its material obligations under this Agreement. Termination by Leona Arizona Management will not relieve American Charter Schools Foundation of any obligations for payments outstanding to Leona Arizona Management as of the date of termination or liability for financial damages suffered by Leona Arizona Management as a consequence of American Charter Schools Foundation's breach (or of Leona Arizona Management's termination as a result thereof) of this Agreement.

16.2 By American Charter Schools Foundation. American Charter Schools Foundation may terminate this Agreement prior to the end of the Term specified in Section 10 in the event that Leona Arizona Management fails to remedy a material breach of this Agreement within 60 days after written notice from American Charter Schools Foundation. A material breach by Leona Arizona Management includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to Charter School funds or for other expenses incurred with respect to the Charter School at Leona Arizona Management's direction, (ii) Leona Arizona Management's failure to substantially follow the material policies, procedures, rules, regulations or curriculum required by the Charter, this Agreement, the Code and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter such that the Charter will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission of gross negligence that causes the Charter School to materially breach the Charter or any of the Charter School's other material contractual

obligations in anyway, or (vi) filing of bankruptcy by Leona Arizona Management. Termination by the Charter School will not relieve American Charter Schools Foundation of any obligations for payments outstanding to Leona Arizona Management as of the date of the termination, nor will it relieve Leona Arizona Management for liability for financial damages suffered by the American Charter Schools Foundation as a consequence of Leona Arizona Management's breach (or of American Charter Schools Foundation's termination as a result thereof) of this Agreement

16.3 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Section 21. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

16.4 Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, any real or personal property leased by Leona Arizona Management to American Charter Schools Foundation or the Charter School will remain the real and personal property and leases of Leona Arizona Management, and all personal property purchased by Leona Arizona Management with the funds provided to Leona Arizona Management by American Charter Schools Foundation will be the personal property of American Charter Schools Foundation.

16.5 Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, American Charter Schools Foundation shall (i) reimburse Leona Arizona Management for all expenses owed pursuant to Section 13.5, (ii) repay all advances or loans from Leona Arizona Management, whether or not then due, and (iii) post a letter of credit or bond in favor of Leona Arizona Management guaranteeing (A) any future payments due under any equipment or facilities lease from, or guaranteed, cosigned, or collateralized by Leona Arizona Management or an affiliate thereof and (B) American Charter Schools Foundation's performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by Leona Arizona Management or an affiliate thereof.

16.6 Termination of Licenses. Upon termination or expiration of this Agreement by either party for any reason, any licenses to use (express or implied) the Leona Arizona Management's curriculum and Education Program shall automatically terminate, and American Charter Schools Foundation shall immediately cease any use of thereof.

16.7 Return of Materials. Within five business days of any termination or expiration of the Management Agreement by either party for any reason, American Charter Schools Foundation shall (i) assemble in a safe place (a) all materials relating to Leona Arizona Management's curriculum and Education Program of any kind or character, whether in hard copy or electronic format or otherwise, and any copies thereof and (b) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the President or the Executive Director of American Charter Schools Foundation shall certify in writing to Leona

Arizona Management that American Charter Schools Foundation and the Charter School has ceased to use the Leona Arizona Management's curriculum and Education Program materials and all such administrative manuals and materials. At Leona Arizona Management's direction, American Charter Schools Foundation will promptly send at its expense all such materials to Leona Arizona Management or permit representatives of Leona Arizona Management to pick up all such materials at the School.

16.8 Acknowledgement of Damages. In the case of a wrongful termination of by American Charter Schools Foundation of this Agreement, Leona Arizona Management will suffer substantial damages since the Management Fees cover Leona Arizona Management's corporate overhead and profit element, and the wrongful termination may not result in a substantial reduction in Leona Arizona Management's overhead.

17. Proprietary Information and Ownership. Notwithstanding anything contained herein to the contrary, third party curriculum or other educational materials purchased by Leona Arizona Management with funds Leona Arizona Management receives pursuant to this Agreement will be the property of American Charter Schools Foundation. Notwithstanding the foregoing, American Charter Schools Foundation acknowledges that Leona Arizona Management owns the intellectual property rights and interests in Leona Arizona Management's curriculum and Education Program being licensed and/or utilized at the Charter School during the Term of this Agreement. American Charter Schools Foundation acknowledges and agrees that it has no intellectual or property interest or claims in Leona Arizona Management's curriculum and Education Program and has no right to use Leona Arizona Management's curriculum and Education Program unless expressly agreed to in writing by Leona Arizona Management.

18. Indemnification.

18.1 Indemnification of Leona Arizona Management. American Charter Schools Foundation will indemnify, defend and save and hold Leona Arizona Management and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by American Charter Schools Foundation with any agreements, covenants, warranties or undertakings of American Charter Schools Foundation contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of American Charter Schools Foundation contained in or made pursuant to this Agreement. In addition, American Charter Schools Foundation will reimburse Leona Arizona Management for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 18.1 may be met by the purchase of insurance pursuant to Section 19.

18.2 Indemnification of American Charter Schools Foundation. Leona Arizona Management will indemnify, defend and save and hold American Charter Schools Foundation and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by Leona Arizona Management

with any agreements, covenants, warranties or undertakings of Leona Arizona Management contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the Leona Arizona Management contained in or made pursuant to this Agreement. In addition, Leona Arizona Management will reimburse American Charter Schools Foundation for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 18.2 may be met by the purchase of insurance pursuant to Section 19.

19. Insurance.

19.1 Insurance Coverage. American Charter Schools Foundation will maintain general liability insurance and umbrella insurance coverage in the amounts required (i) by the Charter or (ii) by sound business practices. Such policies shall name Leona Arizona Management and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. American Charter Schools Foundation will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

19.2 Property and Casualty Insurance. Each party will maintain property and casualty insurance covering all real and personal property owned by that party and which are used or useful in the operations of the Charter School.

19.3 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering their respective employees, including the maintenance of such insurance with respect to the School Leader, teachers and support staff of the Charter School, the cost of which shall be provided for in the Charter School Budget.

19.4 Coordination and Cooperation. To the extent requested by American Charter Schools Foundation, Leona Arizona Management shall undertake to coordinate the acquisition and maintenance of the insurance requirements of American Charter Schools Foundation under this Agreement and the parties will cooperate with each other to assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 19. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

20. Warranties and Representations.

20.1 Representations and Warranties of Leona Arizona Management. Leona Arizona Management hereby represents and warrants to American Charter Schools Foundation:

20.1.1 Leona Arizona Management is a duly organized limited liability company in good standing and is authorized to conduct business in the State of Arizona.

20.1.2 To the best of its knowledge, Leona Arizona Management has the authority under the Code and other applicable laws and regulations to execute, deliver,

perform this Agreement, and to incur the obligations provided for under this Agreement.

20.1.3 Leona Arizona Management's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

20.2 Representations and Warranties of American Charter Schools Foundation.
American Charter Schools Foundation hereby represents and warrants to Leona Arizona Management:

20.2.1 American Charter Schools Foundation is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Michigan and is authorized to do business in the State of Arizona.

20.2.2 American Charter Schools Foundation has applied for and received recognition as a tax exempt entity under Section 501(c)(3) of the 1986 Code.

20.2.3 The Charter (i) authorizes American Charter Schools Foundation to operate the Charter School and receive revenues under the Code from the State and from federal, State and other resources; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests American Charter Schools Foundation with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

20.2.4 American Charter Schools Foundation has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

20.2.5 American Charter Schools Foundation's actions and those of the Board have been duly and validly authorized.

20.2.6 To the best of its knowledge, American Charter Schools Foundation is not in breach of the terms of the Charter and will use its best efforts to insure that it will not breach the Charter in the future.

20.2.7 To the best of its knowledge, the Charter School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter School's required performance under this Agreement.

20.2.8 The Educational Program has been reviewed and approved by resolution by the Board.

20.2.9 American Charter Schools Foundation and the Board will use its best

efforts to insure that the Educational Program complies with and will continue to comply with the Charter, the Code and other applicable laws and regulations.

20.2.10 American Charter Schools Foundation has no intellectual or property rights or claims in Leona Arizona Management's curriculum and Education Program and will make no such claims in the future.

20.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

21. Alternative Dispute Resolution Procedures.

21.1 Dispute Resolution. All claims, disputes, and other matters in controversy ("Disputes") between the parties hereto arising directly or indirectly out of or related to this Agreement, or the breach thereof, whether contractual or non-contractual, and whether during the Term or after the termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 21.

21.2 Mediation. No party shall commence an arbitration proceeding pursuant to the provisions of Section 21.3 unless such party shall first give a written notice (a "Dispute Notice") to the other party hereto setting forth the nature of the Dispute. The parties shall attempt in good faith to resolve the Dispute by mediation under the Commercial Mediation Rules of the American Arbitration Association ("AAA") in effect on the date of the Dispute Notice. If the parties cannot agree on the selection of a mediator within 20 days after delivery of the Dispute Notice, the mediator will be selected by the AAA. If the Dispute has not been resolved by mediation within 60 days after deliver of the Dispute Notice then the Dispute shall be determined by arbitration in accordance with the provisions of Section 21.3.

21.3 Arbitration. Any Dispute that is not settled through mediation as provided in Section 21.2, shall be resolved by final and binding arbitration in Phoenix, Arizona, governed by the Federal Arbitration Act, 9 U.S.C. §1 et seq, and administered by the AAA under its Commercial Arbitration Rules in effect on the date of the Dispute Notice, except that persons eligible to be selected as arbitrators shall be limited to lawyers with excellent academic and professional credentials (i) who are or have been a partner in a highly respected law firm or a law professor for at least 10 years specializing in either general commercial litigation or general corporate and commercial matters with experience in the field of joint ventures and limited liability company agreements and (ii) who have both training and experience as arbitrators. All such Disputes shall be conducted by a single arbitrator, unless the Dispute involves more than \$250,000 in the aggregate in which case the arbitration shall be conducted by a panel of three arbitrators. Each party shall be entitled to strike on a peremptory basis, for any reason or no reason, any or all of the names of potential arbitrators for the list submitted to the parties by the AAA as being qualified in accordance with the criteria set forth herein. In the event the parties cannot agree on a mutually acceptable single arbitrator from the one or more lists by the AAA, the AAA shall designate three persons who, in its opinion, meet the criteria set forth herein,

which designees may not include persons named on any list previously submitted by the AAA. Each party shall be entitled to strike one of such three designees on a preemptory basis, and shall indicate its order of preference with respect to the remaining designees, and the selection of the arbitrator(s) shall be made from such designee(s) which have not been so stricken by any party in accordance with their indicated order of mutual preference. The arbitrator(s) shall base their award on applicable law and judicial precedent and, unless the parties agree otherwise, shall include in such award the findings of fact and conclusions of law upon which the award is based. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof.

21.4 Costs and Attorneys' Fees. If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

21.5 Tolling of Statute of Limitations. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 21 are pending. The parties will take such action, if any, required to effectuate such tolling.

22. Miscellaneous.

22.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between American Charter Schools Foundation and Leona Arizona Management regarding the Charter School.

22.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

22.3 Governing Law. The laws of the State of Arizona will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

22.4 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties regarding the Charter School.

22.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

22.6 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below

(and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To American Charter Schools Foundation: To Leona Arizona Management

American Charter Schools Foundation
7500 N. Dreamy Draw Dr, Suite 220
Phoenix, Arizona 85020
Attention: Theodore Frederick
Tel: 602-909-8091
Fax: 602-277-4900

Leona Arizona Management, L.L.C.
7500 N. Dreamy Draw Dr, Suite 220
Phoenix, Arizona 85014
Attention: William Coats
Tel: 602-953-2933
Fax: 602-953-0831

22.7 Assignment. This Agreement will not be assigned by Leona Arizona Management without the prior consent in writing of American Charter Schools Foundation or by American Charter Schools Foundation without the prior consent in writing of Leona Arizona Management, provided that Leona Arizona Management may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of Leona Arizona Management's business and may delegate the performance of, but not responsibility for, any duties and obligations of Leona Arizona Management hereunder to any independent contractors, experts or professional advisors, subject to American Charter Schools Foundation approval, which approval can not be unreasonably withheld.

22.8 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both American Charter Schools Foundation and of Leona Arizona Management.

22.9 Waiver. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

22.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been co-maintained in this Agreement. To the extent that any of the services to be provided by Leona Arizona Management are found to be an invalid delegation of authority by American Charter Schools Foundation, such services will be construed to be limited to the extent necessary to make the services valid and binding.

22.11 Successors and Assigns. Except as limited by Section 22.7, this Agreement will

be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

22.12 No Third Party Rights. This Agreement is made for the sole benefit of American Charter Schools Foundation and Leona Arizona Management, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

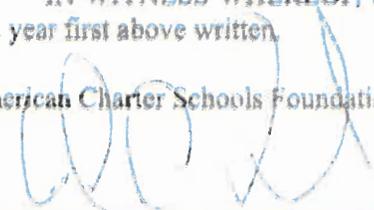
22.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

22.14 Binding Effect: Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

American Charter Schools Foundation

Leona Arizona Management, L.L.C.

By: 

Theodore Frederick
Its President

By: 

William Coats
Its Chief Executive Officer

BYLAWS

AMERICAN CHARTER SCHOOLS FOUNDATION



**As Amended
September 14, 2011**

**AMENDED AND RESTATED
BYLAWS
OF
AMERICAN CHARTER SCHOOLS FOUNDATION**

ARTICLE I-NAME

The name of the corporation shall be **AMERICAN CHARTER SCHOOLS FOUNDATION**. The corporation shall have the right to register, copyright, or trademark the name in the State of Michigan.

ARTICLE II-OFFICES

The principal office of the Corporation shall be located in the City of Phoenix, Maricopa County, Arizona. The Corporation may also maintain offices at such other places within or outside the United States as the Corporate Board may, from time to time, determine.

ARTICLE III-NOT FOR PROFIT CORPORATION

The corporation is established as a not-for-profit corporation exclusively for charitable, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue code or the corresponding section of any future federal tax code and also including the ownership and operation of charter schools, either individually or by use of a subsidiary, within or outside of the State of Michigan. The Corporation shall not directly or indirectly perform any act or transact any business that will jeopardize its status as a public school in the State of Arizona or any other state in which Corporation is qualified to conduct business and/or operates a public school or to jeopardize any tax-exempt status of the Corporation under the not-for-profit corporation laws of the State of Michigan and any Internal Revenue laws, including the tax-exempt status of a corporation under Section 501(c)(3) of the Internal Revenue Code and its regulations as any of those laws and regulations may exist or may hereafter be amended. No part of the assets or net earnings of the Corporation, current or accumulated, shall inure to the benefit of any private individual except for any and all contracts that may be entered into with any individuals as provided and afforded by these Bylaws and appropriate resolutions of the Corporate Board.

ARTICLE IV-EDUCATIONAL PURPOSES

The Corporation was initially organized in 1998 exclusively for educational, charitable, literacy and scientific research. The Corporation will also own and operate, in its own name or through subsidiaries, charter schools in the United States pursuant to the laws of such states. The Corporation shall provide a learning environment that will

present academic, social, and personal skills children need to become life-long learners and productive members of society, and provide additional academic choices for parents. In this connection, the Corporation may organize to hold ownership of charter contracts and education facilities related thereto, or be a member of limited liability companies organized under the laws of the State of Michigan in which limited liability companies the Corporation shall be the sole member and shall have complete control over the operation of each such limited liability company.

ARTICLE V-CORPORATE BOARD

Section 5.1 – Name, Numbers, Election and Term of Office:

- (a) The Corporate Board of the Corporation shall be known and described as the Corporate Board of the Corporation. Each director who serves on the Corporate Board shall be known and described as a Director.
- (b) The number of Directors of the Corporation shall be no less than five (5) and not more than seven (7), provided that such number may be changed by an amendment to these Bylaws, duly adopted by the Corporate Board, subject to any restriction of laws as to the minimum number of Directors. The Directors shall be composed of members who are selected by the Directors of the Corporate Board who are members of the academic and business community who shall facilitate the objectives of the Corporation.
- (c) The Directors shall hold office for a period of two (2) years, and until his or her successor is elected and qualified, or until his or her prior death, resignation or removal.

Section 5.2 – Qualifications:

- (a) Each member of the Corporate Board must be over the age of eighteen;
- (b) Each member must be able to pass a background check as requested by the Department of Education and any appropriate sponsoring board of the Corporation, which will include a valid fingerprint clearance card issued pursuant to Arizona Revised Statutes (“A.R.S.”) § 41-1788, et seq., or such other laws of any state in which the Corporation is qualified to conduct business, showing that there exists no criminal record which could adversely affect the Corporation or its operation as a public school.
- (c) Each member of the Corporate Board must establish that each such Director possesses significant experience and qualifications to further the Corporate Board’s commitment to the educational purposes of the Corporation as set forth herein including, without limitation, educational, managerial and fund-raising skills.

Section 5.3 – Powers and Duties:

The Corporate Board shall be responsible for the authorization, oversight and, when required, ratification of the acts of the Administration/School Directors and the performance of any and all other acts required to be performed by the Corporate Board by state or federal statute and the Charter Contract entered into by its sponsoring board pursuant to A.R.S. §15-181 et seq. or such other laws of any state in which the Corporation is qualified to conduct business,

Section 5.4 - Expressed Limitations on Power to Act:

The Corporate Board shall preserve the non profit status of the Corporation by the observance of prudent fiscal and monetary controls as set forth herein. The Corporation, by and through the Corporate Board, shall not:

- (a) Lend any part of its income or corpus without the receipt of adequate security and a reasonable rate of interest;
- (b) Pay any compensation in excess of a reasonable allowance for salaries or other compensation for personal services that are actually rendered;
- (c) Make any part of its services available on a preferential basis;
- (d) Make any substantial purchase of any property for more than adequate consideration in money or for other consideration for a value that can be established in terms of money's worth; and
- (e) Sell any substantial part of its property for less than an adequate consideration in money or for other consideration or value that can be established in terms of money's worth.

Section 5.5 – Manner of Acting – Corporate Board:

- (a) Except as otherwise provided in these Bylaws, at all meetings of the Corporate Board, each member of the Board present in person, telephonically or via the internet shall have one vote.
- (b) Except as otherwise provided by statute, the Articles of Incorporation, or these Bylaws, the action of a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Corporate Board. Any act authorized, in writing, by all of the Directors entitled to vote thereon and filed with the minutes of the Corporation shall be the act of the Corporate Board with the same force and effect as if the same had been passed by a unanimous vote at a duly called meeting of the Corporate Board.

Section 5.6 – Director Deadlock –Corporate Board:

In the event of a deadlock, the Directors shall appoint a mutually agreed upon neutral third party to aid the Directors in facilitating the decision-making process.

In the event deadlock persists, the Directors shall refer to the Michigan Alternative Dispute Resolution Association and request the appointment of a mediator who shall facilitate discussions and encourage pursuing solutions. If mediation fails and deadlock persists, the Directors shall agree upon a neutral third-party arbitrator who shall have the authority to issue binding decisions on issues at deadlock.

Section 5.7 – Vacancies – Corporate Board:

Any vacancy in the Corporate Board occurring by reason of an increase in the number of Directors shall be filled by a majority vote of the votes cast at a regular or special meeting by the Directors, present in person, telephonically, or via the internet, that are entitled to vote in the election. Vacancies occurring by reason of the death, resignation, disqualification, removal, an inability to act, or otherwise of any Director shall be filled by a majority vote of the votes cast at a regular or special meeting by the Directors, present in person, telephonically, or via the internet that are entitled to vote in the election as a means to fill the unexpired portion of the term of any such vacancy. In an election where the number of Directors qualified to vote is less than two (2) in number, the unexpired portion of any term shall be filled by a vote of a majority of the remaining Directors, though less than any specified quorum, at any regular or special meeting of the Corporate Board called for that purpose.

Section 5.8 – Resignation – Corporate Board:

Any Director may resign at any time by giving written notice to the Corporate Board, the Chairman of the Corporate Board or the Secretary of the Corporate Board. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt of such notice by the Corporate Board or such officer, and the acceptance of such resignation shall not be necessary to make it effective.

A Director shall be deemed to have resigned if that Director misses three consecutive properly-noticed meetings without advising at least one of the other Directors, either before the meeting or no later than 24 hours after the meeting, as to the reason for the Director's absence, or if the Director moves out-of-state without formally resigning. A Director who is deemed to have resigned shall be replaced as provided in these Bylaws.

Section 5.9 – Removal – Corporate Board:

Any Director may be removed with or without cause at any time by a two-thirds (2/3) vote of the Directors at a special meeting convened for that purpose. In the event any Director shall be removed in accordance with this Section 5.9, any and all debts owing to such Director resulting from loans made to the Corporation or expenses of the Corporation which shall have been paid by such Director shall become immediately due and payable by the Corporation. Notwithstanding the

foregoing, the remaining Directors then serving on the Corporate Board may elect to provide an unsecured promissory note evidencing the amounts due and payable to such Director who shall have been removed in accordance with this Section 5.9

Section 5.10 – Salary – Corporate Board:

No salary shall be paid to Directors of the Corporation for their services, but by resolution of the Corporate Board, a fixed reasonable sum for expenses of attendance, if any, may be allowed for attendance at such regular or special meeting of the Board; provided, however, nothing herein contained shall be construed or interpreted to prevent any person serving as a Director of the Corporation from also serving as an officer or employee of the Corporation and receiving a salary or other compensation for that position.

Section 5.11 – Contracts – Corporate Board:

(a) No contract or other transaction between the Corporation and any other corporation shall be impaired, affected, and/or invalidated nor shall any Director be liable in any way by reason of the fact that any one or more of the Directors of the Corporation may be interested in any such other corporation or may serve as a director or officer of any such other corporation or corporations or other relevant material facts that are disclosed in writing to the Corporate Board including, without limitation, the nature of such Director's involvement with such other corporation or corporations including, without limitation, such Director's ability to influence the action of such other corporation or corporations, and any tangible or intangible benefit or profit that may accrue to such Director as a result of any contract or transaction between the Corporation and any other corporation or corporations. In addition, the contract or transaction must be fair and reasonable to the Corporation when it is authorized, approved and ratified in accordance with the following paragraph.

(b) Any Director, personally and individually, may be a party to or may be interested in any contract or transaction of this Corporation, and no Director shall be liable in any way by reason of such interest, provided that the fact of an interest be disclosed or made known to the Corporate Board in writing, provided that the Corporate Board shall authorize, approve or ratify such contract or transaction by the vote (not counting the vote of any such Director) of a majority of a quorum, and notwithstanding the presence of any such Director at the meeting at which such action is taken. Such director or Directors may be counted in determining the presence of a quorum at the meeting, but may not participate in the discussion nor vote on the contract or transaction at issue. This Section shall not be construed to impair or invalidate or any way affect any contract or other transaction which would otherwise be valid under the law (common, statutory or otherwise) applicable thereto. In addition to the conflict of interest provisions set forth in this section, when the Corporate Board is meeting with regard to a charter school authorized by Article IV above, the Directors are also subject to the

provisions of A.R.S. § 38-501 et seq. or such other laws of any state in which the Corporation is qualified to conduct business.

Section 5.12 – Committees – Corporate Board:

The Corporate Board, by resolution adopted by a majority of the entire Board present at a duly-authorized meeting, may from time to time designate from among its members an executive committee, and may also designate from among its members and non-members such other committees as the Corporate Board may deem desirable, each consisting of three (3) or more Board members, with such powers and authority (to the extent permitted by law) as may be provided in such a resolution. Each such committee shall serve at the pleasure of the Board and, if required, shall comply with applicable Arizona Open Meeting Laws, A.R.S. § 38-431 et seq. or such other laws of any state in which the Corporation is qualified to conduct business.

ARTICLE VI – MEETINGS OF THE CORPORATE BOARD

Section 6.1 – Annual Meetings:

The annual meeting of the Corporate Board of the Corporation shall be held at a time designated by the Directors, for the purpose of electing the Directors, voting on a budget and transacting such other business as may properly come before the meeting.

Section 6.2 – Special Meetings:

Special meetings of the Directors may be called at any time by the Corporate Board, by the Chairman of the Board, or the Secretary at the written request of two (2) members of the Corporate Board, or as otherwise required under the provisions of appropriate laws.

Section 6.3 – Place of Meetings:

All meetings of the Corporate Board shall be held at the principal office of the Corporation, or at such other places as shall be designated in the notice or waiver of notice of such a meeting or meetings.

Section 6.4 – Notice of Meetings:

Notice of all meetings, including annual, monthly and special meetings shall specifically set forth an agenda for such meeting.

(a) Except as otherwise provided by statute, written notice of each meeting of the Corporate Board, whether annual or special, shall state the time and location of such meeting, shall be served either personally, by mail, by e-mail or facsimile

the receipt of which shall occur not less than twenty four (24) hours prior to such meeting. Notice of a special meeting shall also state the purpose or purposes for which such meeting is called and shall indicate that it is being issued by or at the direction of the Director or officers calling such meeting. If mailed, e-mailed or faxed, such notice shall be directed to each Director at his address as it appears on the records of the Corporate Board of the Corporation, unless the Director shall have previously filed with the Secretary of the Corporation a written request that any notices sent by the Corporate Board that are intended for any such Director also be mailed to some other address in which case any such notice shall be mailed to the address designated in such request. When the Corporate Board is meeting with regard to a charter school authorized by Article IV, above, the Board is also subject to the provisions of Michigan's Open Meeting Law, including the notice provisions set forth therein.

(b) Notices sent by mail shall be deemed to have been received upon the date that is two days following the date that the letter is mailed. Notices that are sent by e-mail or by facsimile shall be deemed to be received on the date that the notice was e-mailed or the date that the facsimile issues.

(c) A Director who attends any meeting of the Corporate Board shall be deemed to have waived any lack of notice of that meeting, unless the Director registers protest at the beginning of the meeting. Notice of any adjourned meeting shall not be required.

(d) Meetings may be conducted telephonically or via the internet, so long as all required parties are informed of any other participants' non-physical attendance, and provision is made for the attendance of the public in accordance with Michigan's Open Meeting Law.

Section 6.5 – Chairperson of the Meetings:

At all meetings of the Corporate Board, there shall be a Chairperson. The Corporate Board may elect one of the Directors to serve as Chairperson of all meetings which shall be held during the term of two years. A Vice Chairperson may also be elected by the Directors for a term of two years. In the event the Corporate Board shall not elect one Director to serve as Chairperson for a period of two years or in the event such elected Chairperson shall not be present at a meeting, the Vice Chairperson shall preside as a Chairperson for such meeting and any adjournments.

Section 6.6 – Quorum:

(a) Except as otherwise provided herein or by statute, at all meetings of the Corporate Board, the presence at the commencement of such meetings of a majority of the total number of the Directors entitled to vote shall constitute a quorum. The brief absence of any Director from a meeting after the meeting's commencement shall have no effect on the existence of a quorum, but a permanent withdrawal or absence of any Director necessary for a quorum will destroy the quorum and require the meeting to be adjourned.

(b) Despite the absence of a quorum at any annual meeting or special meeting of the Corporate Board, the Directors who are present may adjourn the meeting by a majority vote. At any adjourned meeting at which a quorum is present, any business may be transacted at the meeting as originally called.

Section 6.7 – Voting:

(a) Except as otherwise provided by statute, the Articles of Incorporation or these Bylaws, any corporate action other than the election or removal of Directors or Officers and voting on amendments to the Articles of Incorporation or Bylaws, shall be effective upon a majority vote at a properly-noticed meeting.

(b) Except as provided by Section 11.3 and any other section of these Bylaws or the Articles of Incorporation, each Director is entitled to one vote which may be cast in person, by proxy, telephonically, or via e-mail.

Section 6.8 – Conduct of Meeting:

A duly adopted agenda for each meeting shall be prepared by the Secretary or other designated Director or officer. The meeting shall be conducted in accordance with the agenda. The Chairman of the meeting shall have the right to limit discussion on any particular item and shall have the right to provide time limits for any party wishing to speak on any appropriate point. Meetings shall be conducted in accordance with respect and harmony at all times and to maintain a positive yet responsive environment. When the Corporate Board is meeting with regard to a charter school authorized by Article IV, above, the Board is also subject to the provisions of Michigan's Open Meeting Law, including the notice provisions set forth therein.

**ARTICLE VII – ADVISORY COUNCILS
AND
GOVERNING BOARDS**

Section 7.1 – Advisory Councils:

For each charter school owned directly or by a wholly-owned subsidiary of the Corporation, the Corporate Board may create an Advisory Council in a membership-number to be determined by the Corporate Board. The members of the Advisory Council shall consist of people from the education, business, and marketing communities. The Advisory Council will consult with and advise the Corporate Board on that charter school's business, operations, community relations and any other germane issues, and may assist in any additional fund-raising efforts for that charter school. All opinions and recommendations of the Advisory Council shall be advisory to the Corporate Board. The Corporate Board shall not be obligated to act upon any such recommendation. None of the members of the Advisory Council shall have the right to vote at meetings of the

Corporate Board unless a particular Advisory Council member is also a Director of the Corporate Board, in which case, any votes cast by that Director shall be in the capacity as a Director, and not in the capacity of a member of the Advisory Council

Section 7.2 – Governing Boards:

For each charter school owned directly or by a wholly-owned subsidiary of the Corporation, the Corporate Board may create a Governing Board in a membership-number to be determined by the Corporate Board. The members of the Governing Board may consist of the same members as the Governing Board and may include parents of students at the charter school, and persons from the education, business, and marketing communities in which such charter school is located. The Governing Board will consult with and advise the Corporate Board on important educational, student, extra-curricular, teaching, administration, and other matters and issues facing that charter school, and may assist in any additional fund-raising efforts for that charter school. All opinions and recommendations of the Governing Board shall be advisory to the Corporate Board. The Corporate Board shall not be obligated to act upon any such recommendation. Any and all members of a Governing Board shall have no rights to vote at the meetings of the Corporate Board unless a particular Governing Board member is also a Director of the Corporate Board, in which case, any votes cast by that Director shall be in the capacity as a Director, and not in the capacity of a member of the Governing Board.

ARTICLE VIII – OFFICERS

Section 8.1 Name, Numbers, Election and Term of Office:

- (a) The officers of the Corporation shall consist of the Chairperson, a Vice Chairperson, a Secretary, a Treasurer, and any such other officers as the Board of Directors may, from time to time, determine. Officers of the Corporation need not be Directors of the Corporation. Any two or more officers may be held by the same person except that the Chairperson cannot also occupy the office of Vice Chairperson and the Chairperson cannot also occupy the office of Secretary.
- (b) All of the officers of the Corporation shall be elected by the Corporate Board at the regular annual meeting of the Corporate Board or at any other meeting established for this purpose.
- (c) Each officer shall hold office until the annual meeting of the Corporate Board next succeeding his election and until his or her successor shall have been elected and qualified or until his or her death, resignation, or removal.

Section 8.2 – Resignation:

Any officer may resign at any time by giving written notice of such resignation to the Corporate Board, the President, or the Secretary. Unless it is otherwise

specified in such written notice, such resignation shall take effect upon receipt thereof by the Board or Directors or by such officer of the Corporation. The acceptance of such resignation shall not be necessary to make it effective.

Section 8.3 – Removal:

Any officer may be removed with or without cause by a two-thirds (2/3) vote of the votes cast by the Corporate Board at a special meeting of the Corporate Board called for that specific purpose. A successor shall be elected by a majority vote of the Corporate Board at any time. A temporary successor may be appointed by the Corporate Board if they so desire.

Section 8.4 – Vacancies:

A vacancy in any office by reason of death, resignation, the inability to act, or for any other cause whatsoever may at any time be filled for the unexpired portion of the term by a two-thirds (2/3) vote of the votes cast by the Corporate Board at a special meeting of the Corporate Board called for that purpose.

Section 8.5 – Duties of Officers:

The Officers of the Corporation shall, unless otherwise provided by the Corporate Board, each have such powers and duties as generally pertain to their respective offices as well as such additional powers and duties as may be set forth in these Bylaws or may, from time to time, be specifically conferred or imposed by the Corporate Board.

Section 8.6 – Sureties and Bonds:

If the Corporate Board shall so require, any officer, employee, or agent of the Corporation shall execute to the Corporation a bond in such sum and with such surety or sureties as the Corporate Board may direct, bonding the faithful performance of such officer, employee, or agent's duties to the Corporation including, without limitation, responsibility for negligence and for accounting for all property, funds or securities of the Corporation which may have come into such officer, employee, or agent's possession. The requirements of this paragraph shall be in compliance with applicable laws.

ARTICLE IX – CORPORATE SEAL

The seal of the Corporation, if any, shall be in a form approved by the Corporate Board.

ARTICLE X – FISCAL YEAR

The fiscal year of the Corporation shall be fixed by the Corporate Board from time to time, subject to applicable law. The fiscal year shall end on June 30th of each year.

ARTICLE XI – AMENDMENTS

Section 11.1 – Power of Corporate Board:

The Corporate Board shall have the power to amend the Bylaws, except as provided herein, at any duly called meeting for the purpose. No amendment of the Corporate Board may adversely affect the purpose of the corporation, amend Article III dealing with the tax-exempt status of the Corporation under Section 501(c)(3) of the Internal Revenue Code, amend this Article XI, confer upon the Corporate Board benefits that would defeat or adversely affect the tax-exempt status of the Corporation under Section 501(c)(3) of the Internal Revenue Code, or amend Section 5.4 in any way to defeat or adversely affect the tax exempt status of the Corporation.

Section 11.2 – Limitations on the Corporate Board:

The Corporate Board shall have no power to change any provision of the Bylaws regarding the election or removal of Directors or the filling of vacancies without the unanimous consent of all the Corporate Board.

Section 11.3 – Voting:

Except as otherwise provided by statute, the Articles of Incorporation or these Bylaws, the Bylaws of the Corporation shall be subject to alteration or repeal, and new Bylaws may be approved, by a two-thirds (2/3) vote of the votes cast at such a meeting to be held by the Directors, present in person or by proxy, that are so entitled to vote, provided that the notice or waiver of such notice of the meeting shall have summarized or set forth in full therein the proposed change. Entitlement to vote in any such meeting to adopt, alter, repeal or amend such Bylaws shall be limited to Directors that have served at least six months prior to any such meeting.

ARTICLE XII – INDEMNITY

(a) Any person made a party to any action, suit, or proceeding by reason of the fact that he, his testator, or intestate representative is or was a Director, officer, or employee of the Corporation, or of any corporation in which he served as such at the request of the Corporation, shall be indemnified by the Corporation against reasonable expenses, including such attorneys' fees actually and necessarily incurred by him in connection with the defense of such action, suit, or proceeding, or in connection with any appeal therein, except in relation to matters

as to which it shall be adjudged in such action, suit, or proceeding or in connection with any appeal therein that such officer, Director or employee is liable for negligence or misconduct in the performance of his duties.

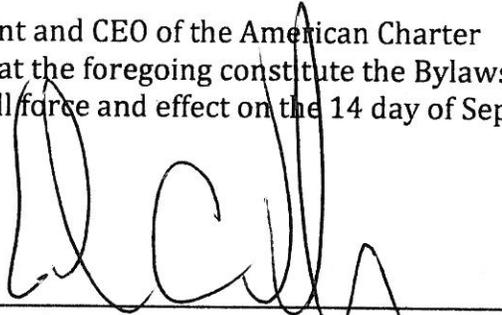
(b) The foregoing right of indemnification shall not be deemed to be exclusive of any other rights to which any officer, Director or employee may be entitled apart from the provisions of this section.

(c) The amount of indemnity to which any officer, Director, or employee may be entitled shall be fixed by the Corporate Board, except that when there is not a disinterested majority of the Corporate Board available, the amount shall be fixed by arbitration pursuant to the then existing rules of the American Arbitration Association.

ARTICLE XIII – TAX-EXEMPT CORPORATE STATUS

Neither the Corporation, nor any of its Directors, officers, or employee shall carry on propaganda or otherwise attempt to influence legislation nor shall any of its funds be used to support or oppose any political issue or candidate or do any other acts which could endanger its qualification as a non-profit corporation in the State of Michigan or its tax exempt status as a 501(c)(3) corporation under the Internal Revenue Code, nor shall the Corporation, or any of its Directors, officers or employees engage in any conduct that would violate A.R.S. § 15-511 or such other laws of any state in which the Corporation is qualified to conduct business.

I, Theodore C. Frederick, as President and CEO of the American Charter Schools Foundation, hereby certify that the foregoing constitute the Bylaws of The Corporation as adopted and in full force and effect on the 14 day of September, 2011.



Theodore C. Frederick, President & CEO



**KATIE
HOBBS**
Secretary of State
State of Arizona

1700 W Washington St. Ste. 220
Attn: Business Services
Phoenix, AZ 85007
Any questions: 602-542-6187

Application ID Barcode
105741822



Received: 9/5/2019

Trade Name Application

1. Trade Name designation

Filing Number 9122921

Date First Used 9/5/2019

Description American Charter Schools Foundation Ridgeview College Preparatory High School

2. Owner Name(s) and Entity Type(s)

American Charter Schools FoundationFoundation, a Foundation

3. Nature of Business for Trade Name

Charter Public High School

4. Contact Information

Business Address 7500 N Dreamy Draw Dr
Suite Ste 220
Phoenix, AZ 85020

Mailing Address 7500 N Dreamy Draw Dr
Suite Ste 220
Phoenix, AZ 85020

5. Phone & Email

Work Phone: 602-943-4456

Email:
ted.frederick@acsfoundatio
n.org

6. Applicant's

Authorized by Theodore C FREDERICK of American
Charter Schools FoundationFoundation

STATE OF ARIZONA



Office of the
CORPORATION COMMISSION

CERTIFICATE OF GOOD STANDING

To all to whom these presents shall come, greeting:

I, Jodi A. Jerich, Executive Director of the Arizona Corporation Commission, do hereby certify that

*****AMERICAN CHARTER SCHOOLS FOUNDATION*****

a foreign nonprofit corporation organized under the laws of Michigan did obtain authority to conduct affairs in the State of Arizona on the 25th day of June 2007.

I further certify that according to the records of the Arizona Corporation Commission, as of the date set forth hereunder, the said corporation has not had its authority revoked for failure to comply with the provisions of the Arizona Nonprofit Corporation Act; and that its most recent Annual Report, subject to the provisions of A.R.S. sections 10-3122, 10-3123, 10-3125, & 10-11622, has been delivered to the Arizona

This certificate relates only to the legal authority of the above named entity as of the date issued. This certificate is not to be construed as an endorsement, recommendation, or notice of approval of the entity's condition or business activities and practices.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Arizona Corporation Commission. Done at Phoenix, the Capital, this 13th day of December, 2016, A. D.



Jodi A. Jerich

Jodi A. Jerich, Executive Director

By: _____ 1554911

APPENDIX B
ASSOCIATED SCHOOLS

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	Kaizen Education Foundation			Kaizen Education Foundation dba Advance U			Kaizen Education Foundation dba Colegio Petite Arizona		
School Name	Gilbert Arts Academy			Advance U			Colegio Petite Arizona		
Date Open	July 2008			August 2013			August 2016		
Location	Gilbert			Phoenix			Nogales		
Grades Served	K - 6			K - 3			K - 5		
Accountability Profile	Traditional			Traditional			Traditional		
FY 19 Letter Grade	A			NR			C		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	49%	51%	58%	*	*	*	13%	6%	*
AzMERIT Math (42% ⁺)	41%	58%	56%	*	*	*	29%	8%	*
AIMS Science (52% ⁺)	81%	75%	67%	N/A	N/A	N/A	N/A	8%	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	Kaizen Education Foundation dba Discover U			Kaizen Education Foundation dba El Dorado High School			Kaizen Education Foundation dba El Dorado High School		
School Name	Discover U			El Dorado High School			Glenview College Preparatory High School		
Date Open	August 2013			October 1997			August 2013		
Location	Youngtown			Chandler			Glendale		
Grades Served	K - 6			9 - 12			9 - 12		
School Type	Traditional			Alternative			Traditional		
FY 19 Letter Grade	F			B			B		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	27%	19%	21%	<2%	13%	*	12%	28%	18%
AzMERIT Math (42% ⁺)	13%	19%	*	<2%	6%	*	28%	30%	27%
AIMS Science (52% ⁺)	35%	26%	*	3%	12%	*	5%	16%	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	Kaizen Education Foundation dba Havasu Preparatory Academy			Kaizen Education Foundation dba Liberty Arts Academy			Kaizen Education Foundation dba Maya High School		
School Name	Havasu Preparatory Academy Public Charter Elementary School			Liberty Arts Academy			Maya High School		
Date Open	August 2011			August 2008			October 1997		
Location	Lake Havasu City			Mesa			Phoenix		
Grades Served	K - 8			K - 8			9 - 12		
School Type	Traditional			Traditional			Alternative		
FY 19 Letter Grade	A			D			B		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	54%	60%	66%	31%	36%	26%	5%	7%	5%
AzMERIT Math (42% ⁺)	57%	60%	64%	19%	28%	16%	9%	6%	8%
AIMS Science (52% ⁺)	88%	86%	75%	34%	48%	40%	3%	2%	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	Kaizen Education Foundation dba Mission Heights Preparatory High School			Kaizen Education Foundation dba Skyview High School			Kaizen Education Foundation dba South Pointe Elementary School		
School Name	Mission Heights Preparatory Public Charter High School			Skyview High School			South Pointe Public Charter Elementary School		
Date Open	August 2011			October 1997			August 2000		
Location	Casa Grande			Buckeye			Phoenix		
Grades Served	9 - 12			9 - 12			K - 5		
School Type	Traditional			Alternative			Alternative		
FY 19 Letter Grade	C			B			NR		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	31%	35%	38%	3%	13%	*	18%	10%	14%
AzMERIT Math (42% ⁺)	36%	38%	30%	4%	16%	*	25%	6%	10%
AIMS Science (52% ⁺)	39%	34%	40%	*	13%	*	34%	19%	26%

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	Kaizen Education Foundation dba South Pointe Junior High School			Kaizen Education Foundation dba Summit High School			Kaizen Education Foundation dba Tempe Accelerated High School		
School Name	South Pointe Junior High School			Summit High School			Quest High School		
Date Open	September 2001			October 1997			October 1997		
Location	Phoenix			Phoenix			Phoenix		
Grades Served	6 - 8			9 - 12			9 - 12		
School Type	Alternative			Alternative			Alternative		
FY 19 Letter Grade	NR			B			C		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	14%	10%	7%	5%	10%	*	5%	10%	*
AzMERIT Math (42% ⁺)	3%	3%	*	3%	7%	*	2%	2%	*
AIMS Science (52% ⁺)	21%	12%	*	3%	2%	*	*	*	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary School			Kaizen Education Foundation dba Vista Grove Preparatory Academy Middle School			American Charter School Foundation d.b.a. Alta Vista High School		
School Name	Vista Grove Preparatory Academy Elementary School			Vista Grove Preparatory Academy Middle School			Alta Vista High School		
Date Open	July 2008			July 2002			September 2003		
Location	Mesa			Mesa			Tucson		
Grades Served	K - 6			7 - 9			9 - 12		
School Type	Alternative			Alternative			Alternative		
FY 19 Letter Grade	NR			NR			A		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42%+)	19%	18%	20%	18%	18%	*	15%	18%	15%
AzMERIT Math (42%+)	20%	30%	22%	11%	6%	*	15%	23%	25%
AIMS Science (52%+)	41%	24%	38%	*	22%	*	11%	16%	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	American Charter School Foundation d.b.a. Apache Trail High School			American Charter School Foundation d.b.a. Crestview College Preparatory High School			American Charter School Foundation d.b.a. Desert Hills High School		
School Name	Apache Trail High School			Crestview College Preparatory High School			Desert Hills High School		
Date Open	July 2002			July 2002			October 1997		
Location	Apache Junction			Phoenix			Gilbert		
Grades Served	9 - 12			7 - 12			9 - 12		
School Type	Alternative			Alternative			Alternative		
FY 19 Letter Grade	B			B			B		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42%+)	8%	10%	*	8%	8%	11%	11%	10%	13%
AzMERIT Math (42%+)	3%	7%	*	5%	5%	7%	7%	7%	11%
AIMS Science (52%+)	3%	8%	*	17%	9%	*	15%	10%	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	American Charter School Foundation d.b.a. Estrella High School			American Charter School Foundation d.b.a. Peoria Accelerated High School			American Charter School Foundation d.b.a. South Pointe High School		
School Name	Estrella High School			Peoria Accelerated High School			South Pointe High School		
Date Open	October 1997			July 2002			July 2003		
Location	Avondale			Peoria			Phoenix		
Grades Served	9 - 12			9 - 12			9 - 12		
School Type	Alternative			Alternative			Alternative		
FY 19 Letter Grade	B			B			B		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	3%	10%	*	9%	12%	6%	13%	12%	15%
AzMERIT Math (42% ⁺)	4%	8%	*	8%	10%	6%	15%	13%	18%
AIMS Science (52% ⁺)	3%	2%	*	5%	4%	*	3%	<2%	*

Schools operated by the same charter holder but under different charter contracts.									
Charter Holder Name	American Charter School Foundation d.b.a. South Ridge High School			American Charter School Foundation d.b.a. Sun Valley High School			American Charter School Foundation d.b.a. West Phoenix High School		
School Name	South Ridge High School			Sun Valley High School			West Phoenix High School		
Date Open	July 2006			July 2002			July 2002		
Location	Phoenix			Mesa			Phoenix		
Grades Served	9 - 12			9 - 12			9 - 12		
School Type	Traditional			Alternative			Alternative		
FY 19 Letter Grade	B			B			B		
	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19	FY 17	FY 18	FY 19
AzMERIT ELA (42% ⁺)	30%	31%	26%	5%	17%	13%	6%	10%	16%
AzMERIT Math (42% ⁺)	29%	34%	43%	5%	12%	18%	7%	11%	16%
AIMS Science (52% ⁺)	29%	16%	16%	5%	*	*	4%	8%	*

⁺FY 19 State Average Passing

*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.

APPENDIX C

ADE School Report Card Data



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Department of Education

Accountability: A-F Letter Grades

Welcome Mary Berg!

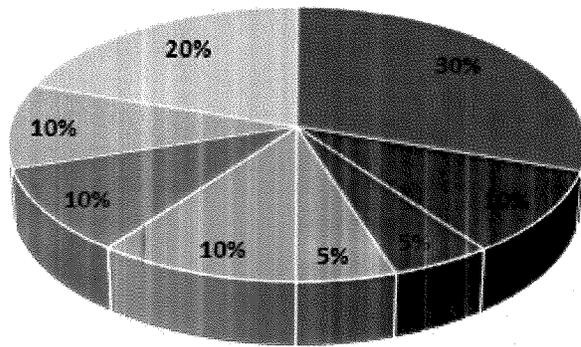
American Charter Schools Foundation
d.b.a. South Ridge High School

Home (/FY2019/) / A-F Summary

Assigned 2019 A-F Letter Grade = B
South Ridge High School (88335)

Category		Weight	Points
Proficiency		30%	15.33
Subgroup Improvement	Subgroup Proficiency Improvement	10%	6.00
	Subgroup Graduation Rate Improvement	5%	5.00
	Subgroup Dropout Rate Improvement	5%	5.00
EL Proficiency and Growth		10%	10.00
Graduation Rate	4-, 5-, 6-, 7-year Graduation Rate [†]	10%	10.00
	4- year Graduation Rate Improvement	10%	10.00
College and Career Ready - Self-Report Score		20%	19.00
All Students Total Points			80.33
Total Points Eligible			100.00
Percentage Earned			80.33%
Total Bonus Points			1.00
Total Points Earned			81.33
Percent Tested			95.65%
Assigned A-F Letter Grade			B

Traditional 9-12 Model



- Proficiency
- Subgroup Proficiency Improvement
- Subgroup Graduation Rate Improvement
- Subgroup Dropout Rate Improvement
- EL Proficiency and Growth
- 4-, 5-, 6-, 7-year Graduation Rate
- 4-year Graduation Rate
- College and Career Ready - Self-Report Score

Proficiency	30%	View Data (/FY2019/Proficiency)
Test		%
ELA Grade 9		42.57%
ELA Grade 10		41.95%
ELA Grade 11		45.78%
Algebra I		64.90%
Algebra II		65.19%
Geometry		48.23%
MSAA ELA		
MSAA Math		
Menu ACT ELA		
Menu SAT ELA		
Menu ACT Math		
Menu SAT Math		
Percent Proficient All Students		51.12%
Total Proficiency Points		15.33

Subgroup Improvement		20%	View Data (/FY2019/Growth)
	Number of Eligible Subgroups	Number of Subgroups that Maintained or Improved	Points Earned
Subgroup Proficiency Improvement	10.00	6.00	6.00
Subgroup Graduation Rate Improvement	2.00	2.00	5.00
Subgroup Dropout Rate Improvement	6.00	6.00	5.00

EL Proficiency and Growth	10%	View Data (/FY2019/EL)
Total EL Proficiency Points		5.00
Total EL Growth Points		5.00
EL Proficiency and Growth Points		10.00

4-, 5-, 6-, 7-year Graduation Rate			10%
Current Year	%	Weight	Points Earned
4	94.92%	5	4.75
5	95.65%	4	3.83
6	96.84%	2.5	2.42
7	96.81%	.50	0.48
4-, 5-, 6-, 7-year Graduation Rate Points			10.00

4-year Graduation Rate		10%
Prior Year	%	Points Earned
4	94.57%	10.00
4-year Graduation Rate Points		10.00

College and Career Ready - Self-Report Score		20%
Metric	Weight	Points Earned
Self-Report CCR Points	20	19.00
College and Career Ready - Self-Report Total Points		19.00

College and Career Ready data was self-reported by the LEA/school. For specific details on how these points were earned, you must contact a local administrator. ADE did not calculate the points for this component of the letter grade.

2018 A-F Letter Grade				B
	School %	80% of State Average	State Average	Points
Special Education Bonus Points	4.81%	8.28%	10.35%	0.00
Science Assessment Bonus Points	17.95%		37.71%	0.00

The three-point value for the Science Assessment Bonus Points can be found in the Business Rules.

Total Score				
A	B	C	D	F
83.83-100%	70.02-83.82%	56.21-70.01%	42.40-56.20%	<42.39%

Note: NA indicates there were fewer than 10 FAY students in the calculation and therefore the school is not eligible for the points.

2019 A-F Letter Grade				B
------------------------------	--	--	--	----------

Per SBE decision on April 15, 2019, 9-12 schools will receive the higher of either their overall 2018 or overall 2019 A-F Letter Grade, which will be indicated at the top as their Assigned 2019 A-F Letter Grade. All reported data is from fiscal year 2019.

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Accountability: A-F Letter Grades

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American Charter Schools Foundation
d.b.a. South Ridge High School

Home (/FY2019/) / A-F Summary (/FY2019//CategorySummary) / Proficiency

Assigned 2019 A-F Letter Grade = B
South Ridge High School (88335)

AZMERIT

ELA - AZMERIT					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
ELA 9	113	31	23	5	42.57%
ELA 10	82	17	19	4	41.95%
ELA 11	90	17	18	10	45.78%

Mathematics - AZMERIT					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Algebra I	96	18	32	15	64.90%
Algebra II	79	16	25	13	65.19%
Geometry	79	15	20	7	48.23%

Menu

ELA - Menu					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
ACT					
SAT					

Mathematics - Menu					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
ACT					
SAT					

MSAA

ELA - MSAA					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 11					

Mathematics - MSAA					
	Number Tested	Number PP	Number P	Number HP	Percent Proficient
Grade 11					

Key	
MP	Minimally Proficient
PP	Partially Proficient
P	Proficient
HP	Highly Proficient

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Accountability: A-F Letter Grades

Welcome Mary Berg!

American Charter Schools Foundation
d.b.a. South Ridge High School

Home (/FY2019/) / A-F Summary (/FY2019//CategorySummary) / Subgroup Improvement

Assigned 2019 A-F Letter Grade = B
South Ridge High School (88335)

Subgroup Proficiency Improvement

Subgroup Improvement ELA			
	Current Year Percentage	Prior Year Percentage	Maintained\ Improved
White	46.00%	24.44%	1
African American	43.89%	52.73%	0
Hispanic	42.91%	44.36%	0
Asian	0.00%	0.00%	
Native American	0.00%	0.00%	
Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
EL and FEP 1-4	21.18%	18.85%	1
SPED	15.00%	3.33%	1
Economically Disadvantaged	42.86%	44.39%	0
Parent in Military			
Homeless	0.00%	0.00%	

Subgroup Improvement Math

	Current Year Percentage	Prior Year Percentage	Maintained\ Improved
White	0.00%	40.00%	
African American	43.33%	53.91%	0
Hispanic	60.09%	51.42%	1
Asian	0.00%	0.00%	
Native American	0.00%	0.00%	
Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
EL and FEP 1-4	41.43%	35.85%	1
SPED	0.00%	17.14%	
Economically Disadvantaged	58.79%	51.51%	1
Parent in Military			
Homeless	0.00%	0.00%	

Subgroup Graduation Rate Improvement			
	Current Year Percentage	Prior Year Percentage	Maintained\ Improved
White			
African American	100.0%		
Hispanic	95.00%	93.33%	1
Asian			
Native American			
Pacific Islander			
Two or More Races			
EL and FEP 1-4			
SPED			
Economically Disadvantaged	98.04%	92.96%	1
Parent in Military			
Homeless			

Subgroup Dropout Rate Improvement			
	Current Year Percentage	Prior Year Percentage	Maintained\ Improved
White	0.00%	0.00%	1
African American	0.00%	2.27%	1
Hispanic	0.46%	1.00%	1
Asian		0.00%	
Native American			
Pacific Islander			
Two or More Races			
EL and FEP 1-4	0.00%	3.23%	1
SPED	0.00%	0.00%	1
Economically Disadvantaged	0.48%	1.27%	1
Parent in Military			
Homeless			

Key	
MP	Minimally Proficient
PP	Partially Proficient
P	Proficient
HP	Highly Proficient

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Accountability: A-F Letter Grades

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American Charter Schools Foundation
d.b.a. South Ridge High School

Home (/FY2019/) / A-F Summary (/FY2019//CategorySummary) / English Language

Assigned 2019 A-F Letter Grade = B
South Ridge High School (88335)

Total Number of EL FAY Students	26
Percent Proficient of FAY EL Students	
Number of Proficient Students	6
Total Number Tested	26
Transformed Percent Proficient	32.37%
Transformed Statewide Percent Proficient	23.54%
Percent Growth of FAY EL Students	
Number of Students Improving 1 Proficiency Level	10
Number of Students Improving 2 Proficiency Levels	0
Number of Students Improving 3 Proficiency Levels	0
Total Number Tested	26
Transformed Percent Growth	49.42%
Transformed Statewide Percent Growth	43.70%

Transformed data will not reflect the percent by simply taking the number divided by the total. Those numbers have been transformed due to the need for normalization. Please see 2019 Traditional Business Rules for details concerning this statistical procedure.

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AGENDA ITEM EXECUTIVE SUMMARY: Charter Renewal Application – Concordia Charter School

Request

Concordia Charter School (“Charter Holder”) submitted a charter renewal application on July 23, 2019 to continue operation of Concordia Charter School.

See Appendix A: Renewal Application

Charter Holder Profile

The Charter Holder was granted a charter in 2005.

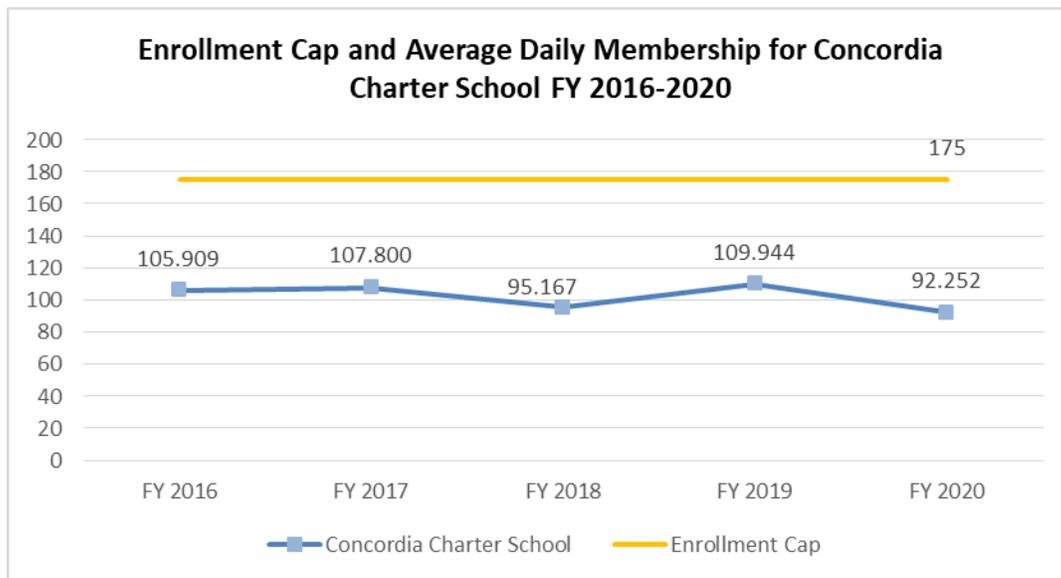
See Appendix B: Renewal Summary Review.

Governance

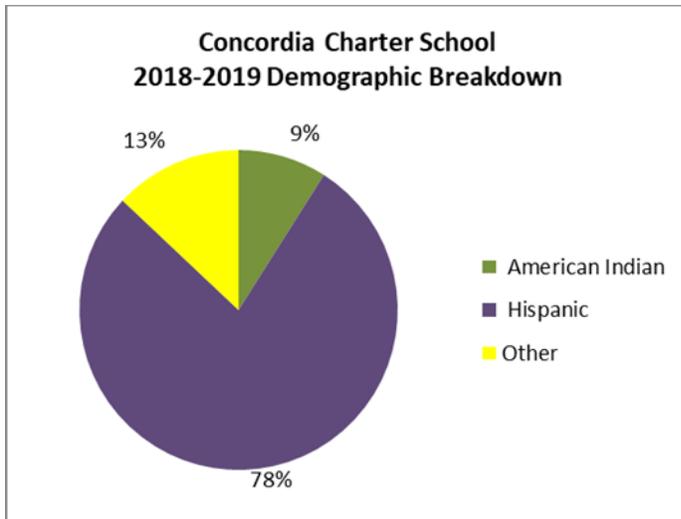
Corporate Board Members	
	Deborah Havens
	Janice Krygier
	Sue Jeffrey
	Margaret Roush-Meier
	Kathleen Rogers

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2016–FY 2020.



2018-2019 Subgroup Data	
Free and Reduced Lunch	74%
English Language Learners	34%
Special Education	12%



Operational Performance

During the Academic Systems Review, specific areas of the charter contract are reviewed to ensure a charter holder is in compliance. If Board staff identifies contractual non-compliance issues at the site visit, each issue is reflected on the charter holder’s Operational Performance Dashboard, with required submissions to come into compliance

At the site visit, Board staff reviewed the Charter Holder’s enrollment documents and student/family handbook and found several issues that required revision. A revised enrollment packet and handbook were submitted to Board staff on December 19, 2019, bringing these issues into compliance.

Additionally, Board identified a discrepancy in the Charter Holder’s mission statement on ASBCS and the mission statement on the Charter Holder’s website and in the student/family handbook. The Charter Holder revised the website and handbook to align with ASBCS on December 19, 2019, bringing this item into compliance.

The Charter Holder currently meets the Board’s Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

Financial Performance

The Charter Holder is in Good Standing and Meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board.

Academic Performance

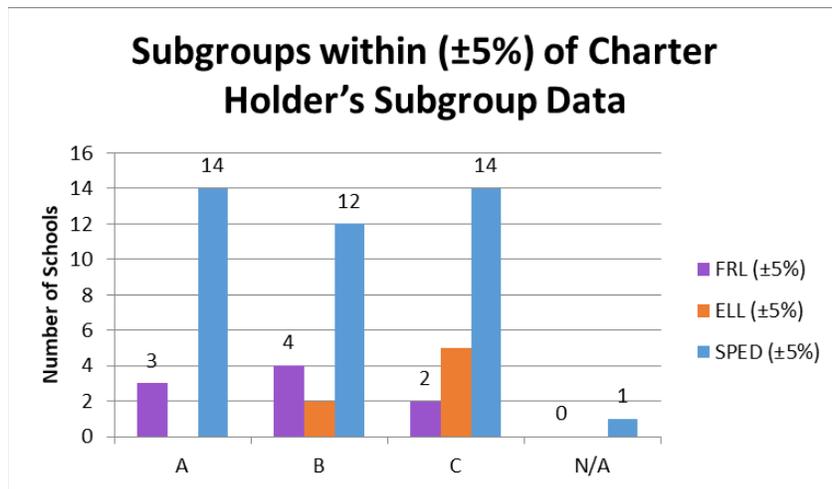
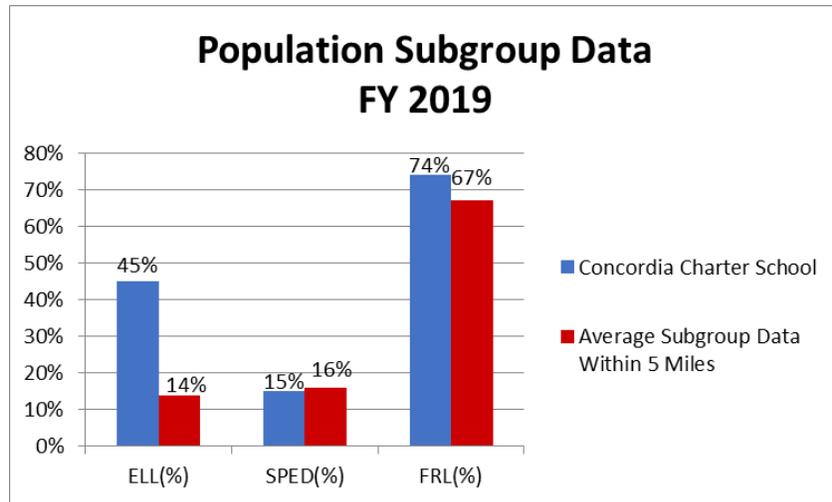
School Name	Concordia Charter School		
Date Open	July 2007		
Location	Mesa		
Grades Served	K-6		
FY 2019 Letter Grade	C		
	FY 2017	FY 2018	FY 2019
ELA AzMERIT (42% ⁺)	30%	22%	20%
Math AzMERIT (42% ⁺)	17%	34%	30%
Science AIMS (52% ⁺)	82%	39%	*

⁺FY 19 State Average Passing

**If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.*

Other Available Options

Information includes the Charter Holder's Subgroup data compared to the data of entities within a five-mile radius of the current and proposed locations.



Additional School Choices Serving Grades K-6 within 5 Miles of Concordia Charter School

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than State Average		
			ELA (>42%)	Math (>42%)	Science (>52%)
20	A	6	19	19	20
16	B	3	8	6	9
23	C	3	1	4	3
1	D	0	0	0	0
2	F	2	0	0	0
1	N/A	1	0	0	0

Comparison of Nearby Schools Within 5 Miles of Concordia Charter School

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than Concordia Charter School		
			AzMERIT ELA (>20%)	AzMERIT Math (>30%)	AIMS Science (*)
20	A	6	20	20	*
16	B	3	16	12	*
23	C	3	22	12	*
1	D	0	1	1	*
2	F	2	0	0	*
1	N/A	1	0	0	*
Total Number of Schools Performing Better than Concordia Charter School (Percentage of Total)					
63		15 (24%)	59 (94%)	45 (71%)	*

**Science Data is not available for Concordia Charter School; therefore, no comparison can be made in this subject*

Comparison of Nearby Schools Within 2 Miles of Concordia Charter School

Total Schools	FY 19 Letter Grade	Total Charter Schools	FY 2019 State Assessment Data Greater than Concordia Charter School		
			AzMERIT ELA (>20%)	AzMERIT Math (>30%)	AIMS Science (*)
2	A	1	2	2	*
3	B	1	2	2	*
8	C	1	6	3	*
1	N/A	1	0	0	*
Total Number of Schools Performing Better than Concordia Charter School (Percentage of Total)					
14		4 (29%)	10 (71%)	7 (50%)	*

**Science Data is not available for Concordia Charter School; therefore, no comparison can be made in this subject*

Academic Systems Review

Board staff conducted an Academic Systems Review (“ASR”) at the school operated by the Charter Holder to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guide the staffs’ visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The ASR site visit was conducted by Rachel Hannah, Assistant Director of Charter Support & Accountability; Shannon Black, Education Program Manager; and Cassie O’Quin, Education Program Manager on December 16, 2019.

Detailed information regarding the Academic Systems Review is provided in *Appendix C: Academic Systems Review Report*.





Arizona State
Board for
Charter Schools



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Renewal Application

Downloads

[Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

Margaret Roush-Meier 07/23/2019



Arizona State Board for Charter Schools



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Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	01/07/2020	Report Type:	Renewal Summary Review
---------------------	------------	---------------------	------------------------

Charter Contract Information

[Hide Section](#)

Charter Corporate Name:	Concordia Charter School		
Charter CTDS:	07-85-30-000	Charter Entity ID:	89556
Charter Status:	Open	Contract Effective Date:	01/24/2006
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> • Concordia Charter School: 180
Charter Grade Configuration:	K-8	Contract Expiration Date:	01/23/2021
FY Charter Opened:	2008	Charter Signed:	01/24/2006
Charter Granted:	01/10/2005	Charter Enrollment Cap	175
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	142 N. Date St. Mesa, AZ 85201	Website:	http://www.concordiacharter.org
Phone:	480-461-0555	Fax:	480-461-0556
Mission Statement:	The mission of Concordia Charter School (CCS) is to provide families with a choice for high quality educational opportunities for their children in a caring, nurturing environment.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Ms. Margaret Roush-Meier	mroushmeier@concordiacharter.org	–

Academic Performance - Concordia Charter School

[Hide Section](#)

School Name:	Concordia Charter School	School CTDS:	07-85-30-101
School Entity ID:	89557	Charter Entity ID:	89556
School Status:	Open	School Open Date:	07/01/2007
Physical Address:	142 North Date St. Mesa, AZ 85201	Website:	–
Phone:	602-564-7380	Fax:	602-564-7381
Grade Levels Served:	K-6	FY ??? 100th Day ADM:	–

Academic Performance Per Fiscal Year

[Hide Section](#)

Concordia Charter School										
		2012 Small Elementary School (K-5)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
	1a. SGP	Math	37	50	25	35	50	25	33	25

	Reading	56	75	25	27	25	25	53	75	25
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	36 / 51.2	50	7.5	20.5 / 65.9	25	7.5	25.6 / 63.9	25	7.5
	Reading	51 / 66.1	50	7.5	69.2 / 77	50	7.5	65.1 / 77.7	50	7.5
2b. Composite School Comparison	Math	-8.6	50	7.5	-31	25	7.5	-21.7	25	7.5
	Reading	-7.8	50	7.5	7.7	75	7.5	3.1	75	7.5
2c. Subgroup ELL	Math	17 / 30.2	50	3.75	5.9 / 45.8	25	3.75	10.5 / 37.4	25	3.75
	Reading	42 / 37.7	75	3.75	52.9 / 53.2	50	3.75	47.4 / 49.6	50	3.75
2c. Subgroup FRL	Math	31 / 43.3	50	3.75	14.7 / 57	25	3.75	25.6 / 53.8	25	3.75
	Reading	51 / 61.7	50	3.75	67.6 / 69.3	50	3.75	65.1 / 69.6	50	3.75
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	D	25	5	D	25	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.19	100		38.75	100		45	100	

Academic Performance Framework [Hide Section](#)

Concordia Charter School

	FY 2017		FY 2018	
	Traditional		Traditional	
	Elementary K-6		Elementary K-6	
	Measure	Rating	Measure	Rating
1a. A-F Letter Grade	B	Above	A	Exceeds
1b. School Improvement	No	Meets	No	Meets
OVERALL RATING	Above Standard		Exceeds Standard	

Academic Performance - Eastern Sky Community Charter School [Hide Section](#)

School Name:	Eastern Sky Community Charter School	School CTDS:	07-85-30-102
School Entity ID:	89601	Charter Entity ID:	89556
School Status:	Closed	School Open Date:	07/01/2007
Physical Address:	455 1st Avenue Holbrook, AZ 86025	Website:	—
Phone:	928-225-1537	Fax:	928-536-5718
Grade Levels Served:	K-8	FY ??? 100th Day ADM:	—

Academic Performance Per Fiscal Year [Hide Section](#)

There are no Academic Performance Dashboards for this school.

Academic Performance - Concordia Charter School - Navajo Mission [Hide Section](#)

School Name:	Concordia Charter School - Navajo Mission	School CTDS:	07-85-30-103
School Entity ID:	90776	Charter Entity ID:	89556
School Status:	Closed	School Open Date:	08/23/2010
Physical Address:	¼ mile E of Hwy 191 and N of Navajo 12 Round Rock Chapter House Round Rock, AZ 86547	Website:	—

Phone: 9282077959

Fax: 928-659-4255

Grade Levels Served: K-3

FY ??? 100th Day ADM: -

Academic Performance Per Fiscal Year

[Hide Section](#)

Concordia Charter School - Navajo Mission

		2012 Small Elementary School (K-6)			2014 Small Elementary School (K to 3)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1. Growth								
1a. SGP	Math	19	25	25	19	25	25	
	Reading	39	50	25	39.5	50	25	
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	
2. Proficiency								
2a. Percent Passing	Math	13 / 50	50	7.5	23.1 / 52.1	25	7.5	
	Reading	9 / 66.4	50	7.5	15.4 / 70.7	25	7.5	
2b. Composite School Comparison	Math	-36.5	25	7.5	-31.7	25	7.5	
	Reading	-60.1	25	7.5	-59	25	7.5	
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	12 / 42.1	50	7.5	20.8 / 46.4	50	7.5	
	Reading	7 / 61.3	50	7.5	12.5 / 63.8	25	7.5	
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	
3. State Accountability								
3a. State Accountability		D	25	5	D	25	5	
Overall Rating		Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		38.75			100	33.12		

Financial Performance

[Hide Section](#)

Charter Corporate Name: Concordia Charter School

Charter CTDS: 07-85-30-000

Charter Entity ID: 89556

Charter Status: Open

Contract Effective Date: 01/24/2006

Financial Performance

[Hide Section](#)

Concordia Charter School

Click on any of the triangles below to see more information

Key: Meets Standard Approaches Standard Below Standard

[Expand All](#)

Going Concern 

Default 

Available Reserve 

Revenues Exceed Expenses 

Facility & Debt Costs Covered 

Stable or Increasing # of Students

7

GOOD STANDING: MEETS THE BOARD'S FINANCIAL PERFORMANCE EXPECTATIONS

Operational Performance

[Hide Section](#)

Charter Corporate Name: Concordia Charter School

Charter CTDS: 07-85-30-000 **Charter Entity ID:** 89556

Charter Status: Open **Contract Effective Date:** 01/24/2006

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A "***" means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2016	2017	2018	2019	2020
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	No issue identified	No issue identified	Charter Mission (more info)
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	Meets	Meets	--
Timely Submission	Yes	Yes	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	No issue identified	No issue identified	Enrollment Practices #1 (more info)
2.c. Is the charter holder maintaining a safe environment consistent with state and	Meets	Meets	Meets	Meets	--

local requirements?					
Facility/Insurance Documentation	No issue identified	No issue identified	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	Meets Operational Expectations	Meets Operational Expectations	Meets Operational Expectations	--

Last Updated: 2019-12-19 09:08:02

Appendix C.
Academic Systems Review Final
Report

Renewal Visit Final Report

CHARTER INFORMATION

Charter Holder Name	Concordia Charter School	School Name	Concordia Charter School
Charter Holder Entity ID	89556	Site Visit Date	December 16, 2019
Academic Systems Review due to: Charter Renewal		Final Report Date	December 31, 2019

In accordance with A.R.S. §15-183(I)(3), all charter authorizers are required to review charters at five-year intervals, including at the time of renewal. As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review. At the visit, Board staff met with Margaret Roush-Meier and Brooke Jerde.

School Background

School Name	Month/ Year Open	Location	ADM*	Grade Levels Served
Concordia Charter School	September 2007	Mesa	97.558	K-6

*ADM as of December 16, 2019

Contractual Compliance Review

Compliance Item	Findings	Required Submission
School Calendar	The school’s calendar was reviewed. The number of instructional days on the school calendar is consistent with the minimum number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901. The school is in compliance.	NO FOLLOW-UP REQUIRED
Instructional Hours	The minimum required instructional hours are met for all grade levels, per A.R.S. §15-901. The school is in compliance.	NO FOLLOW-UP REQUIRED



Instructional Staff Education and Experience	Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents. The school is in compliance.	NO FOLLOW-UP REQUIRED
Open Meeting Law	Pursuant to A.R.S. §§38-431.01-09, notifications, minutes, and agendas from the last 12 months were reviewed for compliance with Open Meeting Law requirements. Compliance with the requirement of online posting is checked. The school is in compliance.	NO FOLLOW-UP REQUIRED
Corporate Board Alignment	Board membership is reviewed for alignment between ASBCS and the Arizona Corporation Commission. The school is in compliance.	NO FOLLOW-UP REQUIRED
Enrollment and Attendance Policies	<p>The enrollment policies were reviewed and found NOT to be in compliance pursuant to A.R.S. §15-184.</p> <p>On page 7 of the Student / Family Handbook it reads, “Anyone interested in attending is required to complete an enrollment registration form, provide a copy of the student’s Immunization Record (shot record) and a certified copy of the student’s birth certificate.</p> <ul style="list-style-type: none"> • In addition to a birth certificate, families may provide one of the following: <ul style="list-style-type: none"> a. A certified copy of the pupil's birth certificate. b. Other reliable proof of the pupil's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate. c. A letter from the authorized representative of an agency having custody of the pupil pursuant to Title 8, Chapter 2 certifying that the pupil has been placed in the custody of the agency as prescribed by law. <p>The enrollment policy does not indicate that a pupil enrolling in the school has the option to provide other documentation, as prescribed by statute.</p>	An updated student/family handbook and enrollment packet were timely submitted to Board staff. This area was brought into compliance on December 19, 2019.



- A.R.S. §15-872(E) states that a pupil may be admitted to or allowed to attend a school if the pupil has received at least one dose of each of the required immunizations prescribed pursuant to A.R.S §36-672 and has established a schedule for the completion of required immunizations.
Documentary proof is not required for a pupil to be admitted to school if one of the following occurs:
 - The parent or guardian of the pupil submits a signed statement to the school administrator stating that the parent or guardian has received information about immunizations provided by the department of health services and understands the risks and benefits of immunizations and the potential risks of non-immunization and that due to personal beliefs, the parent or guardian does not consent to the immunization of the pupil.
 - The school administrator receives written certification that is signed by the parent or guardian and by a physician or a registered nurse practitioner that states that one or more of the required immunizations may be detrimental to the pupil's health and that indicates the specific nature and probable duration of the medical condition or circumstance that precludes immunization.
 - Homeless pupils have until the fifth calendar day after enrollment to provide proof of immunization.

On page 7 of the Student / Family Handbook it reads, "If the birth certificate is not received within 10 days of the student's first day of attendance, Concordia is mandated by state law ARS §15-828(D) to report to the local law enforcement agency (police and/or child protective services) that the student may be a missing, abducted or exploited child.."

ARS §15-828 states “that school or school district shall notify the person enrolling the pupil in writing that within thirty days the person must provide one of the following:

- a. A certified copy of the pupil's birth certificate.
- b. Other reliable proof of the pupil's identity and age, including the pupil's baptismal certificate, an application for a social security number or original school registration records and an affidavit explaining the inability to provide a copy of the birth certificate.
- c. A letter from the authorized representative of an agency having custody of the pupil pursuant to Title 8, Chapter 2 certifying that the pupil has been placed in the custody of the agency as prescribed by law.

On the failure of a person enrolling a pupil or instructing a child at home to comply with subsection A or B of this section, the school, school district or county school superintendent shall notify that person in writing that, unless the person complies within ten days, the case shall be referred to the local law enforcement agency for investigation. If compliance is not obtained within the ten day period, the school, school district or county school superintendent shall refer the case to the local law enforcement agency.”

On page 16 of the Student/Family Handbook it states “Three tardies will be counted as one absence.”

ARS §15-901(A)(i-iv) defines daily attendance. There is no statutory support for counting accumulated tardies as absences.

Page 5 of the Enrollment Packet requests detailed information about parent educational history and student prenatal and early development history.

	<p>Requiring detailed prenatal and/or parental history cannot be a condition of enrollment.</p> <p>On page 14 of the Student/Family Handbook it states “Attendance at Science camp is not optional. It is the expectation that ALL 6th grade students attend Science Camp.</p> <p>The cost of the camp is covered by the school. To help defray the cost of the camp, 6th grade students will be expected to participate in some afterschool fundraising activities. This is generally a one afternoon per week event.”</p> <p>Neither field trips nor fundraising activities can be required.</p>	
	Recorded in Measure 2.b.: Enrollment Processes	
Mission Statement	<p>The Charter Holder’s mission on ASBCS Online was not in alignment with the operating mission on the Charter Holder’s website.</p>	Documentation demonstrating updates to the Charter Holder’s website was timely submitted to Board staff. This area was brought into compliance on December 19, 2019.
	Recorded in 1.a.: Mission	
Facility Documentation	<p>Facility documentation was reviewed to ensure that the school has a valid Certificate of Occupancy and Fire Marshal’s Inspection Report. The school is in compliance.</p>	NO FOLLOW-UP REQUIRED



Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction as described in the Program of Instruction and by school leadership is to provide the best education to students from low-income and first generation immigrant families. The school uses Core Knowledge Language Arts and Saxon Math curriculum, as well as an individualized remediation or enrichment program called WIN (“What I Need”), tailored to individual student needs.

During classroom observations, Board staff observed students engaged in whole group, small group, and individual instruction. Students were observed working with subject matter curriculum in Core Knowledge Language Arts and Saxon Math. Additionally, board staff observed students working independently during WIN on either Fast ForWord or Reading Horizons for reading intervention or enrichment.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned, recorded, and deemed as either “Meets” or “Does Not Meet” as sufficient evidence of implementation of the criteria.

To view scanned documents, see Appendix A-E. Academic Systems Review Site Visit Inventory I.-V.

Document Name	Description
<i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i>	
<i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i>	
ELA Curriculum Map (all grades)	Curriculum Map
Standards Correlated to Lesson Plans – by Teacher	Standards Correlation Document
ELA Alignment Charts for Units (K-5)	Standards Alignment Document
Domain Alignment Chart for CKLA (K-5)	Standards Alignment Document
Expeditionary Learning Grade 6 Curriculum Map	Curriculum Map
Provided documents serve as evidence of implementation: Meets	
<i>ii. Evidence of content and skills to be taught for each grade level and/or content area.</i>	
ELA Curriculum Map (all grades)	Curriculum Map



Standards Correlated to Lesson Plans – by Teacher	Standards Correlation Document
ELA Alignment Charts for Units (K-5)	Standards Alignment Document
Domain Alignment Chart for CKLA (K-5)	Standards Alignment Document
Expeditionary Learning Grade 6 Curriculum Map	Curriculum Map
Provided documents serve as evidence of implementation: Meets	

<i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i>	
<i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i>	
Curriculum Review Agendas	Meeting Agendas/ Minutes
Curriculum Review Checklists	Curriculum Review Document
Provided documents serve as evidence of implementation: Meets	
<i>ii. Evidence that the curriculum is reviewed to ensure it is meeting the needs of the population served.</i>	
Curriculum Review Agendas	Meeting Agendas/ Minutes
Curriculum Review Checklists	Curriculum Review Document
Provided documents serve as evidence of implementation: Meets	
<i>iii. Evidence of a plan of action based on findings</i>	
Curriculum Review Agendas	Meeting Agendas/ Minutes
Curriculum Review Checklists	Curriculum Review Document
Provided documents serve as evidence of implementation: Meets	

III. A teacher evaluation system monitoring the integration of state standards into instruction.	
<i>i. Evidence that classroom observations are conducted regularly to confirm instruction is aligned to standards.</i>	
Classroom Walkthroughs and Informal Observations (8/26, 9/10, 12/10)	Walkthrough Form
Walkthrough Tracking Card	Walkthrough Tracking Card
Verbal Discussion	Administration indicated that standards are checked through the process of lesson plan checks. Lesson plans are checked every Monday by administration. Additionally, standards correlation documents are reviewed and administration checks in with teachers to ensure they are on track with standards alignment.
Provided documents serve as evidence of implementation: Does Not Meet	
<i>ii. Evidence of observations with feedback provided to teachers.</i>	
Classroom Walkthroughs and Informal Observations (8/26, 9/10, 12/10)	Walkthrough Form
Walkthrough Tracking Card	Walkthrough Tracking Card
Provided documents serve as evidence of implementation: Meets	
<i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i>	
Teacher Growth Plan	Teacher Goal Setting Document
Teacher Performance 3-6 and SPED	Teacher Formal Evaluation
Provided documents serve as evidence of implementation: Meets	

IV. An assessment plan to track, analyze, and monitor student academic performance.	
<i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i>	
1 st Grade Math Skills Growth Tracker (Provided for all grades)	Monthly Skills Tracker
Class Instructional Planning Report – 1 st grade (Provided for all grades)	Benchmark Reports
Math Lesson Plan aligned to Planning Report (Provided for all grades)	Lesson Plans
3 rd Grade Reading Skills Growth Tracker (Provided for all grades)	Monthly Skills Tracker
Class Instructional Planning Report – 3 rd Grade (Provided for all grades)	Benchmark Reports
ELA Lesson Plan aligned to Planning Report (Provided for all grades)	Lesson Plans
Student Diagnostic Report (Reading)	Benchmark Reports

Student Diagnostic Report (Math)	Benchmark Reports
Provided documents serve as evidence of implementation: Meets	
<i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i>	
1 st Grade Math Skills Growth Tracker	Monthly Skills Tracker
Class Instructional Planning Report – 1 st grade	Benchmark Reports
Math Lesson Plan aligned to Planning Report	Lesson Plans
3 rd Grade Reading Skills Growth Tracker	Monthly Skills Tracker
Class Instructional Planning Report – 3 rd Grade	Benchmark Reports
ELA Lesson Plan aligned to Planning Report	Lesson Plans
Student Diagnostic Report (Reading)	Benchmark Reports
Student Diagnostic Report (Math)	Benchmark Reports
WIN Program (verbal discussion)	Administration indicated during discussion that the WIN program allows for 40 minutes per day of remediation or acceleration using the researched neuroscience program Fast ForWord and Reading Horizons. Board staff observed students engaging in personalized instruction during WIN time and tracking their progress independently.
Provided documents serve as evidence of implementation of the above criteria: Meets	

<i>V. A professional development plan that aligns with the program of instruction and best practices.</i>	
<i>i. Evidence that professional development addresses student achievement and outcomes.</i>	
PD Agendas (7/19, 9/9, 11/20)	Meeting Agendas/ Minutes
Responsive Classroom Power Point	Document/ PowerPoint
Verbal Discussion with Administrator	In discussion about Professional Development, administrator indicated that for CKLA and Renaissance training, she pulls up the websites and goes through information with teaching staff so that they are completing the steps on their own.
Training Certificates	Training Certificates
Provided documents serve as evidence of implementation: Meets	
<i>ii. Evidence that professional development addresses implementation of the school's program of instruction.</i>	
PD Agendas (7/19, 9/9, 11/20)	Meeting Agendas/ Minutes
Responsive Classroom Power Point	Document/ PowerPoint

Verbal Discussion with Administrator	In discussion about Professional Development, administrator indicated that for CKLA and Renaissance training, she pulls up the websites and goes through information with teaching staff so that they are completing the steps on their own.
Training Certificates	Training Certificates
Provided documents serve as evidence of implementation: Meets	

Appendix A.

Academic Systems Review Site Visit Inventory

I. Core Curriculum Inventory

7/22/2019	Week 1 - First week of school Time to work on dicipline, routines and procedures	
7/23/2019	Week 1 - First week of school Time to work on dicipline, routines and procedures	
7/24/2019	Week 1 - First week of school Time to work on dicipline, routines and procedures	
7/25/2019	Week 1 - First week of school Time to work on dicipline, routines and procedures	
7/26/2019	Week 1 - First week of school Time to work on dicipline, routines and procedures	
7/29/2019	Module 1 - Unit 1 - Lesson 1 Engaging the Reader: Close Reading Part 1 of "Shrouded in Myth"	Lesson 1 - Adding Whole Numbers and Money - Subtracting Whole Numbers and Money - Fact Families, Part 1
7/30/2019	Module 1 - Unit 1 - Lesson 2 Building Background Knowledge: Close Reading Part 2 of "Shrouded in Myth"	Lesson 2 - Multiplying Whole Numbers and Money - Dividing Whole Numbers and Money - Fact Families, Part 2

7/31/2019	Module 1 - Unit 1 - Lesson 3 Meeting the Main Character: Launching The Lightning Thief (Chapter 1)	Lesson 3 - Missing Numbers in Addition - Missing Numbers in Subtraction
8/1/2019	Module 1 - Unit 1 - Lesson 4 Inferring about Character: Getting to Know Percy (Chapters 1 and 2)	Lesson 4 - Missing Numbers in Multiplication - Missing Numbers in Division
8/2/2019	Module 1 - Unit 1 - Lesson 5 Inferring about Character: Close Reading of The Lightning Thief (Chapter 3)	Lesson 5 - Orders of Operations, Part 1
8/5/2019	Module 1 - Unit 1 - Lesson 6 Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)	Lesson 6 - Fractional Parts
8/6/2019	Module 1 - Unit 1 - Lesson 7 Mid-Unit 1 Assessment: Making Inferences about Percy	Lesson 7 - Lines, Segments, and Rays - Linear Measure
8/7/2019	Module 1 - Unit 1 - Lesson 8 Things Close Readers Do (added to) The Hero's Journey, Part 1: What Is a Hero?	Lesson 8 - Perimeter
8/8/2019	Module 1 - Unit 1 - Lesson 9 Building Background Knowledge about the Hero's Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in "The Hero's Journey"	Lesson 9 - The Number Line: Ordering and Comparing
8/9/2019	Module 1 - Unit 1 - Lesson 10 Selecting Evidence and Partner Writing: Aligning "The Hero's Journey" and The Lightning Thief	Lesson 10 - Sequences - Scales

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Sixth Grade Curriculum Map

Saxon Math

8/12/2019	Module 1 - Unit 1 - Lesson 11 Selecting Evidence: "The Hero's Journey" and The Lightning Thief (Chapter 6)	Cumulative Assessment 1 - Test 1 - Test Day Activity 1
8/13/2019	Module 1 - Unit 1 - Lesson 12 Writing with Evidence: Percy and the Hero's Journey (Chapter 7)	Investigation 1 - Frequency Tables - Histograms - Surveys
8/14/2019	Module 1 - Unit 1 - Lesson 13 End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"	Lesson 11 - Problems About Combining - Problems About Separating
8/15/2019	Module 1 - Unit 2 - Lesson 1 Reading Closely to Build Background Knowledge: "Myths and Legends"	Lesson 12 - Place Value Through Trillions - Multistep Problems
8/16/2019	NO SCHOOL - AUGUST BREAK	NO SCHOOL - AUGUST BREAK
8/19/2019	Module 1 - Unit 2 - Lesson 2 Building Background Knowledge: The Myth of Cronus	Lesson 13 - Problems About Comparing - Elapsed-Time Problems
8/20/2019	Module 1 - Unit 2 - Lesson 3 Using Details to Determine Theme: The Myth of Cronus	Lesson 14 - The Number Line: Negative Numbers

Sixth Grade Curriculum Map

EngageNY

Saxon Math

8/21/2019	Module 1 - Unit 2 - Lesson 4 What Makes a Myth a Myth? Comparing Cronus and “Shrouded in Myth”	Lesson 15 - Problems About Equal Groups
8/22/2019	Module 1 - Unit 2 - Lesson 5 Building Vocabulary: Working with Words about the Key Elements of Mythology	Cumulative Assessment - Test 2 - Test Day Activity 2
8/23/2019	Module 1 - Unit 2 - Lesson 6 6 Using Details to Determine Theme: The Myth of Cronus	Lesson 16 - Rounding Whole Numbers - Estimating
8/26/2019	Module 1 - Unit 2 - Lesson 7 Analyzing the Model Analytical Mini-Essay: “Elements of Mythology and Theme of Cronus”	Lesson 17 - The Number Line: Fractions and Mixed Numbers
8/27/2019	Module 1 - Unit 2 - Lesson 8 Exploring Allusions to Myths in The Lightning Thief: Close Reading Part 1 of “Prometheus”	Lesson 18 - Average - Line Graph
8/28/2019	Module 1 - Unit 2 - Lesson 9 Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme	Lesson 19 - Factors - Prime Numbers

8/29/2019	Module 1 - Unit 2 - Lesson 10 Drafting an Analytical MiniEssay: Using Partner Talk and Graphic Organizers to Guide Thinking	Lesson 20 - Greatest Common Factor (GCF)
8/30/2019	Module 1 - Unit 2 - Lesson 11 Mid-Unit 2 Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Theme	Cumulative Assessment - Test 3 - Test Day Activity 3
9/2/2019	NO SCHOOL - LABOR DAY	NO SCHOOL - LABOR DAY
9/3/2019	Module 1 - Unit 2 - Lesson 12 Determining Theme: Reading Myths in "Expert Groups"	Investigation 2 - Investigating Fractions with Manipulatives
9/4/2019	Module 1 - Unit 2 - Lesson 13 Connecting the Theme of the Expert Group Myth to a Theme in The Lightning Thief and to Life Lessons	Lesson 21 - Divisibility
9/5/2019	Module 1 - Unit 2 - Lesson 14 Building Writing Skills: Receiving Feedback and Varying Sentence Structures	Lesson 22 - "Equal Groups" Stories with Fractions

EngageNY

Sixth Grade Curriculum Map

Saxon Math

9/6/2019	Module 1 - Unit 2 - Lesson 15 Planning for Writing: Revisiting "Key Elements of Mythology" and Determining a Theme in the Myth of Cronus	Lesson 23 - Ratio
9/9/2019	Module 1 - Unit 2 - Lesson 16 Planning for Writing: Studying Model Writing and Determining a Theme in The Lightning Thief	Lesson 24 - Adding and Subtracting Fractions That Have Common Denominators
9/10/2019	Module 1 - Unit 2 - Lesson 17 Planning for Writing: Introduction and Conclusion of a Literary Analysis	Lesson 25 - Writing Division Answers as Mixed Numbers - Multiples
9/11/2019	Module 1 - Unit 2 - Lesson 18 Launching the End of Unit Assessment: Drafting Literary Analysis	Cumulative Assessment - Test 4 - Test Day Activity 4
9/12/2019	Module 1 - Unit 2 - Lesson 19 Peer Critique and Pronoun MiniLesson: Revising Draft Literary Analysis	Lesson 26 - Using Manipulatives to Reduce Fractions - Adding and Subtracting Mixed Numbers
9/13/2019	Module 1 - Unit 2 - Lesson 20 End of Unit Assessment, Part 2: Final Draft of Literary Analysis	Lesson 27 - Measure of a Circle

Sixth Grade Curriculum Map

EngageNY

Saxon Math

9/16/2019	<p>Module 1 - Unit 3 - Lesson 1</p> <p>“The Hero’s Journey”: Using a Graphic Organizer to Deconstruct Percy Jackson’s Hero’s Journey and Plan a New Hero’s Journey Narrative</p>	<p>Lesson 28</p> <ul style="list-style-type: none"> - Angles
9/17/2019	<p>Module 1 - Unit 3 - Lesson 2</p> <p>“The Hero’s Journey”: Analyzing a Model Narrative and Continuing to Plan a New Hero’s Journey Narrative</p>	<p>Lesson 29</p> <ul style="list-style-type: none"> - Multiplying Fractions - Reducing Fractions by Dividing by Common Factors
9/18/2019	<p>Module 1 - Unit 3 - Lesson 3</p> <p>Mid-Unit Assessment and Establishing a Context for My Hero’s Journey Narrative</p>	<p>Lesson 30</p> <ul style="list-style-type: none"> - Least Common Multiple (LCM) - Reciprocals
9/19/2019	<p>Module 1 - Unit 3 - Lesson 4</p> <p>Writing: Getting Feedback, Setting Goals, and Drafting</p>	<p>Cumulative Assessment</p> <ul style="list-style-type: none"> - Test 5 - Test Day Activity 5
9/20/2019	<p>Module 1 - Unit 3 - Lesson 5</p> <p>Writing to Show, Not Tell: Dialogue, Sensory Words, and Strong Action Verbs</p>	<p>Investigation 3</p> <ul style="list-style-type: none"> - Measuring and Drawing Angles with a Protractor
9/23/2019	<p>Module 1 - Unit 3 - Lesson 6</p> <p>Writing: Analyzing the Conclusion of “The Golden Key” and Drafting a Compelling Conclusion for the Hero’s Journey Narrative</p>	<p>Lesson 31</p> <ul style="list-style-type: none"> - Areas of Rectangles

EngageNY

Sixth Grade Curriculum Map

Saxon Math

9/24/2019	Module 1 - Unit 3 - Lesson 7 End of Unit Assessment—Final Draft of Hero’s Journey Narrative	Lesson 32 - Expanded Notation - More on Elapsed Time
9/25/2019	NO ENGAGE NY - REVIEW OR CATCH UP	Lesson 33 - Writing Percents as Fractions, Part 1
9/26/2019	NO ENGAGE NY - REVIEW OR CATCH UP	NO SAXON - REVIEW OR CATCH UP
9/27/2019	NO ENGAGE NY - REVIEW OR CATCH UP	NO SAXON - REVIEW OR CATCH UP
9/30/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/1/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK

EngageNY

Sixth Grade Curriculum Map

Saxon Math

10/2/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/3/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/4/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/7/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/8/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/9/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK

10/10/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/11/2019	NO SCHOOL - FALL BREAK	NO SCHOOL - FALL BREAK
10/14/2019	Module 2A - Unit 1 - Lesson 1 Bud, Not Buddy: Launching the Novel and Understanding Its Context (Chapter 1)	Lesson 34 - Decimal Place Value
10/15/2019	Module 2A - Unit 1 - Lesson 2 Figurative Language and Word Choice: A Closer Look at Bud, Not Buddy (Chapter 2)	Lesson 35 Writing Decimal Numbers as Fractions - Part 1 Reading and Writing Decimal Numbers
10/16/2019	Module 2A - Unit 1 - Lesson 3 Analyzing Figurative Language and How the Author's Word Choice Affects Tone and Meaning (Chapter 3)	Cumulative Assessment - Test 6 - Test Day Activity 6
10/17/2019	Module 2A - Unit 1 - Lesson 4 Interpreting Figurative Language and Answering Selected Response Questions (Chapter 4)	Lesson 36 Subtracting Fractions and Mixed Numbers from Whole Numbers

EngageNY

Sixth Grade Curriculum Map

Saxon Math

10/18/2019	<p>Module 2A - Unit 1 - Lesson 5</p> <p>Mid-Unit 1 Assessment: Figurative Language and Word Choice in Bud, Not Buddy (Chapter 5)</p>	<p>Lesson 37</p> <p>Adding and Subtracting Decimal Numbers</p>
10/21/2019	<p>Module 2A - Unit 1 - Lesson 6</p> <p>Getting the Gist: Steve Jobs Commencement Address (Focus on Paragraphs 6-8, and connecting to Chapter 6)</p>	<p>Lesson 38</p> <p>Adding and Subtracting Decimal Numbers and Whole Numbers Squares and Square Roots</p>
10/22/2019	<p>Module 2A - Unit 1 - Lesson 7</p> <p>Text-Dependent Questions and Choosing Details to Support a Claim: Digging Deeper into Paragraphs 6– 8 of Steve Jobs' Commencement Address (and connecting to Chapter 7)</p>	<p>Lesson 39</p> <p>- Multiplying Decimal Numbers</p>
10/23/2019	<p>Module 2A - Unit 1 - Lesson 8</p> <p>Getting the Gist and Determining Word Meaning: Paragraphs 12– 14 of Steve Jobs' Commencement Address (and connecting to Chapter 8)</p>	<p>Lesson 40</p> <p>- Using Zero as a Placeholder - Circle Graphs</p>
10/24/2019	<p>Module 2A - Unit 1 - Lesson 9</p> <p>Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 12–14 of Steve Jobs' Commencement Address (and connecting to Chapter 9)</p>	<p>Cumulative Assessment</p> <p>- Test 7 - Test Day Activity 7</p>
10/25/2019	<p>Module 2A - Unit 1 - Lesson 10</p> <p>Getting the Gist and Determining Word Meaning: Paragraphs 20– 22 of Steve Jobs' Commencement Address (and connecting to Chapter 10)</p>	<p>Investigation 4</p> <p>- Data Collection and Survey</p>

Sixth Grade Curriculum Map

EngageNY

Saxon Math

10/28/2019	<p>Module 2A - Unit 1 - Lesson 11</p> <p>Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 20–22 of Steve Jobs' Commencement Address (and connecting to Chapter 11)</p>	<p>Lesson 41</p> <ul style="list-style-type: none"> - Finding a Percent of a Number
10/29/2019	<p>Module 2A - Unit 1 - Lesson 12</p> <p>2 End of Unit 1 Assessment: Analyzing an Excerpt from Barack Obama's Back-to-School Speech</p>	<p>Lesson 42</p> <ul style="list-style-type: none"> - Renaming Fractions by Multiplying by 1
10/30/2019	<p>Module 2A - Unit 2 - Lesson 1</p> <p>How Does the Author Convey Themes in Bud, Not Buddy?</p>	<p>Lesson 43</p> <ul style="list-style-type: none"> - Equivalent Division Problems - Missing-Number Problems with Fractions and Decimals
10/31/2019	<p>Module 2A - Unit 2 - Lesson 2</p> <p>Introducing "If" and Noting Notices and Wonders of the First Stanza</p>	<p>Lesson 44</p> <ul style="list-style-type: none"> - Simplifying Decimal Numbers - Comparing Decimal Numbers
11/1/2019	<p>Module 2A - Unit 2 - Lesson 3</p> <p>Looking Closely at Stanza 1—Identifying Rules to Live By Communicated in "If"</p>	<p>Lesson 45</p> <ul style="list-style-type: none"> - Dividing a Decimal Number by a Whole Number
11/4/2019	<p>Module 2A - Unit 2 - Lesson 4</p> <p>Notices and Wonders of the Second Stanza of "If"</p>	<p>Cumulative Assessment</p> <ul style="list-style-type: none"> - Test 8 - Test Day Activity 8

EngageNY

Sixth Grade Curriculum Map

Saxon Math

11/5/2019	Module 2A - Unit 2 - Lesson 5 Looking Closely at Stanza 2—Identifying Rules to Live By Communicated in “If”	Lesson 46 - Writing Decimal Numbers in Expanded Notation - Mentally Multiplying Decimal Numbers by 10 and by 100
11/6/2019	Module 2A - Unit 2 - Lesson 6 Notices, Wonders, and Vocabulary of the Third Stanza of “If”	Lesson 47 - Circumference - Pi
11/7/2019	Module 2A - Unit 2 - Lesson 7 Looking Closely at Stanza 3—Identifying Rules to Live By Communicated in “If”	Lesson 48 - Subtracting Mixed Numbers with Regrouping, Part 1
11/8/2019	Module 2A - Unit 2 - Lesson 8 Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of “If”	Lesson 49 - Dividing by a Decimal Number
11/11/2019	NO SCHOOL - VETERAN'S DAY	NO SCHOOL - VETERAN'S DAY
11/12/2019	Module 2A - Unit 2 - Lesson 9 Qualities of a Strong Literary Argument Essay	Lesson 50 - Decimal Number Line (Tenths) - Dividing by a Fraction

EngageNY

Sixth Grade Curriculum Map

Saxon Math

11/13/2019	Module 2A - Unit 2 - Lesson 10 Revisiting Bud's Rules: Survive or Thrive?	Cumulative Assessment 9
11/14/2019	Module 2A - Unit 2 - Lesson 11 Pitching Your Claim with Best Evidence	Investigation 5 - Displaying Data
11/15/2019	Module 2A - Unit 2 - Lesson 12 Selecting Evidence to Logically Support Claims	Lesson 51 - Rounding Decimal Numbers
11/18/2019	Module 2A - Unit 2 - Lesson 13 Writing: Drafting Body Paragraphs and Revising for Language	Lesson 52 - Mentally Dividing Decimal Numbers by 10 and by 100
11/19/2019	Module 2A - Unit 2 - Lesson 14 Planning for Writing: Introduction and Conclusion of a Literary Argument Essay	Lesson 53 - Decimal Charts - Simplifying Fractions
11/20/2019	Module 2A - Unit 2 - Lesson 15 Asking Probing Questions and Choosing a Research Topic	Lesson 54 - Reducing by Grouping Factors Equal to 1 - Dividing Fractions

EngageNY

Sixth Grade Curriculum Map

Saxon Math

11/21/2019	<p>Module 2A - Unit 2 - Lesson 16</p> <p>Introducing Research Folders and Generating a Research Question</p>	<p>Lesson 55</p> <p>- Common Denominators, Part 1</p>
11/22/2019	<p>Module 2A - Unit 2 - Lesson 17</p> <p>End of Unit 2 Assessment: Final Draft of Literary Argument Essay</p>	<p>Cumulative Assessment</p> <p>- Test 10</p> <p>- Test Day Activity 10</p>
11/25/2019	<p>Module 2A - Unit 3 - Lesson 1</p> <p>Researching Part 1: Reading for Gist and Gathering Evidence Using the Researcher's Notebook</p>	<p>Lesson 56</p> <p>- Common Denominators, Part 2</p>
11/26/2019	<p>Module 2A - Unit 3 - Lesson 2</p> <p>Researching Part 2: Reading for Gist and Gathering Evidence Using the Research Guide</p>	<p>Lesson 57</p> <p>- Adding and Subtracting Fractions: Three Steps</p>
11/27/2019	<p>NO ENGAGE NY - REVIEW, CATCH UP, OR HOLIDAY ACTIVITIES</p>	<p>NO SAXON - REVIEW, CATCH UP, OR HOLIDAY ACTIVITIES</p>
11/28/2019	<p>NO SCHOOL - THANKSGIVING BREAK</p>	<p>NO SCHOOL - THANKSGIVING BREAK</p>

11/29/2019	NO SCHOOL - THANKSGIVING BREAK	NO SCHOOL - THANKSGIVING BREAK
12/2/2019	Module 2A - Unit 3 - Lesson 3 Mid-Unit 3 Assessment, Part 1: Summarizing, Analyzing and Discussing Research	Lesson 58 - Probability and Chance
12/3/2019	Module 2A - Unit 3 - Lesson 4 Mid-Unit 3 Assessment, Part 2: Summarizing, Analyzing and Discussing Research	Lesson 59 - Adding Mixed Numbers
12/4/2019	Module 2A - Unit 3 - Lesson 5 Analyzing the Structure and Content of an Essay to Inform	Lesson 60 - Polygons
12/5/2019	Module 2A - Unit 3 - Lesson 6 End of Unit 3 Assessment, Part 1: Drafting Body Paragraphs of an Essay to Inform	Cumulative Assessment - Test 11 - Test Day Activity 11
12/6/2019	Module 2A - Unit 3 - Lesson 7 End of Unit 3 Assessment, Part 2: Drafting Introduction and Conclusion of an Evidence-Based Essay	Investigation 6 - Attributes of Geometric Solids

12/9/2019	Module 2A - Unit 3 - Lesson 8 Performance Task Preparation: Peer Critique and MiniLesson Addressing Common Errors: Revising Draft Evidence-Based Essay	Lesson 61 - Adding Three or More Fractions
12/10/2019	Module 2A - Unit 3 - Lesson 9 Final Performance Task Final Draft of Evidence-Based Essay	Lesson 62 - Writing Mixed Numbers as Improper Fractions
12/11/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	Lesson 63 - Subtracting Mixed Numbers with Regrouping - Part 2
12/12/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	Lesson 64 - Classifying Quadrilaterals
12/13/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	Lesson 65 - Prime Factorization - Division by Prime - Factor Tree
12/16/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	Cumulative Assessment - Test 12 - Test Day Activity 12

EngageNY

Sixth Grade Curriculum Map

Saxon Math

12/17/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	Lesson 66 - Multiply Mixed Numbers
12/18/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	Lesson 67 - Using Prime Factorization to Reduce Fractions
12/19/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	NO SAXON - CATCH UP, REVIEW, OR HOLIDAY ACTIVITIES
12/20/2019	NO UNIT - CATCH UP, REVIEW OR HOLIDAY ACTIVITIES	NO SAXON - CATCH UP, REVIEW, OR HOLIDAY ACTIVITIES
12/23/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
12/24/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK

12/25/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
12/26/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
12/27/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
12/30/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
12/31/2019	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
1/1/2020	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK

1/2/2020	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
1/3/2020	NO SCHOOL - CHRISTMAS BREAK	NO SCHOOL - CHRISTMAS BREAK
1/6/2020	Module 3A - Unit 1 - Lesson 1 Learning from the Narrator's Point of View: Introducing Dragonwings	Lesson 68 - Dividing Mixed Numbers
1/7/2020	Module 3A - Unit 1 - Lesson 2 Analyzing Point of View and Figurative Language: Chapter 1	Lesson 69 - Lengths of Segments - Complementary and Supplementary Angles
1/8/2020	Module 3A - Unit 1 - Lesson 3 Analyzing Point of View and Figurative Language: Chapter 2	Lesson 70 - Reducing Fractions Before Multiplying
1/9/2020	Module 3A - Unit 1 - Lesson 4 Analyzing Point of View and Figurative Language: Chapter 3	Cumulative Assessment - Test 13 - Test Day Activity 13

1/10/2020	<p>Module 3A - Unit 1 - Lesson 5</p> <p>Mid-Unit Assessment: Developing the Narrator's Point of View, Figurative Language, and Connecting Passages across the Novel Dragonwings</p>	<p>Investigation 7</p> <ul style="list-style-type: none"> - The Coordinate Plane
1/13/2020	<p>Module 3A - Unit 1 - Lesson 6</p> <p>Introducing The Lost Garden and Finding Evidence of Laurence Yep's Perspective on What It's Like to Fit into Another Culture on Pages 66–67 of Dragonwings</p>	<p>Lesson 71</p> <ul style="list-style-type: none"> - Parallelograms
1/14/2020	<p>Module 3A - Unit 1 - Lesson 7</p> <p>Inferring Laurence Yep's Perspective on the Police from the Crime in the Neighborhood Excerpt of The Lost Garden</p>	<p>Lesson 72</p> <ul style="list-style-type: none"> - Fractions Chart - Multiplying Three Fractions
1/15/2020	<p>Module 3A - Unit 1 - Lesson 8</p> <p>Finding Evidence of Laurence Yep's Perspective of the Police in Dragonwings</p>	<p>Lesson 73</p> <ul style="list-style-type: none"> - Exponents - Writing Decimal Numbers as Fractions, Part 2
1/16/2020	<p>Module 3A - Unit 1 - Lesson 9</p> <p>Inferring Laurence Yep's Perspective of Being Chinese from the "Being Chinese" Excerpt of The Lost Garden</p>	<p>Lesson 74</p> <ul style="list-style-type: none"> - Writing Fractions as Decimal Numbers
1/17/2020	<p>Module 3A - Unit 1 - Lesson 10</p> <p>End of Unit Assessment: Finding Evidence of Laurence Yep's Perspective on Being Chinese in Dragonwings and Determining Connotative Language</p>	<p>Lesson 75</p> <ul style="list-style-type: none"> - Writing Fractions and Decimals as Percents, Part 1

1/20/2020	NO SCHOOL - MKL DAY	NO SCHOOL - MKL DAY
1/21/2020	Module 3A - Unit 2 - Lesson 1 Launching the Performance Task: The 1906 San Francisco Earthquake and Fire	Cumulative Assessment - Test 14 - Test Day Activity 14
1/22/2020	Module 3A - Unit 2 - Lesson 2 Introducing "Comprehending the Calamity"	Lesson 76 - Comparing Fractions by Converting to Decimal Form
1/23/2020	Module 3A - Unit 2 - Lesson 3 Analyzing Author's Point of View: Earthquake Excerpt of "Comprehending the Calamity"	Lesson 77 - Finding Unstated Information in Fraction Problems
1/24/2020	Module 3A - Unit 2 - Lesson 4 Finding the Gist of the Immediate Aftermath Excerpt of "Comprehending the Calamity"	Lesson 78 - Capacity
1/27/2020	Module 3A - Unit 2 - Lesson 5 Analyzing Author's Point of View: Immediate Aftermath Excerpt of "Comprehending the Calamity"	Lesson 79 - Area of a Triangle

1/28/2020	Module 3A - Unit 2 - Lesson 6 Mid-Unit 2 Assessment: Analyzing the Author's Point of View: Relief Camps	Lesson 80 - Using Scale Factors to Solve Ratio Problems
1/29/2020	Module 3A - Unit 2 - Lesson 7 Qualities of a Strong Literary Analysis Essay	Cumulative Assessment - Test 15 - Test Day Activity 15
1/30/2020	Module 3A - Unit 2 - Lesson 8 Reading for Gist and Analyzing Point of View: Moon Shadow	Investigation 8 - Geometric Construction of Bisectors
1/31/2020	Module 3A - Unit 2 - Lesson 9 Making a Claim: Emma Burke's Point of View of the Immediate Aftermath of the Earthquake	Lesson 81 - Arithmetic with Units of Measure
2/3/2020	Module 3A - Unit 2 - Lesson 10 Making a Claim: Moon Shadow's Point of View of the Immediate Aftermath	Lesson 82 - Volume of a Rectangular Prism
2/4/2020	Module 3A - Unit 2 - Lesson 11 Planning for Writing: Introduction and Conclusion of a Literary Analysis Essay	Lesson 83 - Proportions

Sixth Grade Curriculum Map

EngageNY

Saxon Math

2/5/2020	Module 3A - Unit 2 - Lesson 12 Analyzing the Purpose of a Newspaper Article	Lesson 84 - Order of Operations, Part 2
2/6/2020	Module 3A - Unit 2 - Lesson 13 Researching Facts	Lesson 85 - Using Cross Products to Solve Proportions
2/7/2020	Module 3A - Unit 2 - Lesson 14 End of Unit 2 Assessment: Final Literary Analysis	Cumulative Assessment - Test 16 - Test Day Activity 16
2/10/2020	Module 3A - Unit 3 - Lesson 1 Writing Interview Questions	Lesson 86 - Area of a Circle
2/11/2020	Module 3A - Unit 3 - Lesson 2 Researching: Eyewitness Accounts, Part 1	Lesson 87 - Finding Missing Factors
2/12/2020	Module 3A - Unit 3 - Lesson 3 Researching: Eyewitness Accounts, Part 2	Lesson 88 - Using Proportions to Solve Ratio Problems

2/13/2020	Module 3A - Unit 3 - Lesson 4 Mid-Unit 3 Assessment Part 1: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fires	Lesson 89 - Estimating Square Roots
2/14/2020	NO SCHOOL - PRESIDENT'S DAY	NO SCHOOL - PRESIDENT'S DAY
2/17/2020	NO SCHOOL - PRESIDENT'S DAY	NO SCHOOL - PRESIDENT'S DAY
2/18/2020	Module 3A - Unit 3 - Lesson 5 Mid-Unit 3 Assessment Part 2: Explaining How New Information Connects to the Topic	Lesson 90 - Measuring Turns
2/19/2020	Module 3A - Unit 3 - Lesson 6 The Five W's	Cumulative Assessment - Test 17 - Test Day Activity 17
2/20/2020	Module 3A - Unit 3 - Lesson 7 Analyzing the Features of a Newspaper Article	Investigation 9 - Experimental Probability

Sixth Grade Curriculum Map

EngageNY

Saxon Math

2/21/2020	Module 3A - Unit 3 - Lesson 8 Evaluating Eyewitness Accounts	Lesson 91 - Geometric Formulas
2/24/2020	Module 3A - Unit 3 - Lesson 9 Organizing Research: The Inverted Pyramid	Lesson 92 - Expanded Notation with Exponents - Order of Operations with Exponents - Powers of Fractions
2/25/2020	Module 3A - Unit 3 - Lesson 10 End of Unit 3 Assessment: Drafting the Newspaper Article	Lesson 93 - Classifying Triangles
2/26/2020	Module 3A - Unit 3 - Lesson 11 Revising the Newspaper Article: Sentence Structure and Transitions	Lesson 94 - Writing Fractions and Decimals as Percents, Part 2
2/27/2020	Module 3A - Unit 3 - Lesson 12 Performance Task: Final Draft of the Newspaper Article	Lesson 95 - Reducing Units Before Multiplying
2/28/2020	Module 4 - Unit 1 - Lesson 1 Launching Frightful's Mountain: Building Background Knowledge and Establishing Reading Routines	Cumulative Assessment - Test 18 - Test Day Activity 18

Sixth Grade Curriculum Map

EngageNY

Saxon Math

3/2/2020	<p>Module 4 - Unit 1 - Lesson 2</p> <p>Close Reading and Gathering Evidence from Frightful's Mountain and "Welcome Back"</p>	<p>Lesson 96</p> <ul style="list-style-type: none"> - Functions - Graphing Functions
3/3/2020	<p>Module 4 - Unit 1 - Lesson 3</p> <p>Tracing a Speaker's Argument: John Stossel DDT Video</p>	<p>Lesson 97</p> <ul style="list-style-type: none"> - Transversals
3/4/2020	<p>Module 4 - Unit 1 - Lesson 4</p> <p>Citing Evidence and Building Vocabulary: "The Exterminator"</p>	<p>Lesson 98</p> <ul style="list-style-type: none"> - Sum of the Angle Measures of Triangles and Quadrilaterals
3/5/2020	<p>Module 4 - Unit 1 - Lesson 5</p> <p>Annotating the Text and Identifying Argument, Claims, and Evidence: "Double Whammy" Excerpt from "The Exterminator"</p>	<p>Lesson 99</p> <ul style="list-style-type: none"> - Fraction-Decimal-Percent Equivalents <p>Lesson 100</p> <ul style="list-style-type: none"> - Algebraic Addition of Integers
3/6/2020	<p>NO ENGAGE NY - REVIEW OR CATCH UP</p>	<p>Cumulative Assessment</p> <ul style="list-style-type: none"> - Test 19 - Test Day Activity 19
3/9/2020	<p>NO SCHOOL - SPRING BREAK</p>	<p>NO SCHOOL - SPRING BREAK</p>

EngageNY

Sixth Grade Curriculum Map

Saxon Math

3/10/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/11/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/12/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/13/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/16/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/17/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK

EngageNY

Sixth Grade Curriculum Map

Saxon Math

3/18/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/19/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/20/2020	NO SCHOOL - SPRING BREAK	NO SCHOOL - SPRING BREAK
3/23/2020	NO MODULE - STATE TESTING PREP	NO SAXON - STATE TESTING PREP
3/24/2020	NO MODULE - STATE TESTING PREP	NO SAXON - STATE TESTING PREP
3/25/2020	NO MODULE - STATE TESTING PREP	NO SAXON - STATE TESTING PREP

EngageNY

Sixth Grade Curriculum Map

Saxon Math

3/26/2020	NO MODULE - STATE TESTING PREP	NO SAXON - STATE TESTING PREP
3/27/2020	NO MODULE - STATE TESTING PREP	NO SAXON - STATE TESTING PREP
3/30/2020	NO MODULE - STATE TESTING AND/OR PREP	NO SAXON - STATE TESTING AND/OR PREP
3/31/2020	NO MODULE - STATE TESTING AND/OR PREP	NO SAXON - STATE TESTING AND/OR PREP
4/1/2020	NO MODULE - STATE TESTING AND/OR PREP	NO SAXON - STATE TESTING AND/OR PREP
4/2/2020	NO MODULE - STATE TESTING AND/OR PREP	NO SAXON - STATE TESTING AND/OR PREP

4/3/2020	Module 4 - Unit 1 - Lesson 6 Identifying How Text Features Support Arguments: "The Exterminator"	Investigation 10 - Compound Experiments
4/6/2020	Module 4 - Unit 1 - Lesson 7 Getting the Gist and Tracing an Argument: "Public Fear" Excerpt from "The Exterminator"	Lesson 101 - Ratio Problems Involving Totals
4/7/2020	Module 4 - Unit 1 - Lesson 8 Mid-Unit Assessment: Tracing an Argument in an Article and a Video	Lesson 102 - Mass and Weight
4/8/2020	Module 4 - Unit 1 - Lesson 9 Interpreting and Connecting Information: Creating a Cascading Consequence Chart Using Frightful's Mountain	Lesson 103 - Perimeter of Complex Shapes
4/9/2020	Module 4 - Unit 1 - Lesson 10 Using Multiple Resources of Information: Creating a Cascading Consequences Chart about DDT and Practicing a Fishbowl Discussion	Lesson 104 - Algebraic Addition Activity
4/10/2020	NO SCHOOL - EASTER BREAK	NO SCHOOL - EASTER BREAK

4/13/2020	NO SCHOOL - EASTER BREAK	NO SCHOOL - EASTER BREAK
4/14/2020	Module 4 - Unit 1 - Lesson 11 Interpreting, Integrating, and Sharing Information: Using Charts and Graphs about DDT	Lesson 105 - Using Proportions to Solve Percent Problems
4/15/2020	Module 4 - Unit 1 - Lesson 12 Interpreting, Integrating, and Sharing Information about DDT: Using Cascading Consequences and Fishbowl Protocol	Cumulative Assessment - Test 20 - Test Day Activity 20
4/16/2020	Module 4 - Unit 1 - Lesson 13 End of Unit Assessment: Fishbowl Discussion	Lesson 106 - Two Step Equations
4/17/2020	Module 4 - Unit 2 - Lesson 1 Getting the Gist and Paraphrasing: "Rachel Carson: Environmentalist and Writer"	Lesson 107 - Area of Complex Shapes
4/20/2020	Module 4 - Unit 2 - Lesson 2 Applying Research Skills: "Rachel Carson: Environmentalist and Writer"	Lesson 108 - Transformations

4/21/2020	Module 4 - Unit 2 - Lesson 3 Comparing an Author's Presentation of Ideas: "Rachel Carson: Sounding the Alarm on Pollution"	Lesson 109 - Corresponding Parts - Similar Triangles
4/22/2020	Module 4 - Unit 2 - Lesson 4 Research Tasks: New Words, Relevant Information, Revision	Lesson 110 - Symmetry
4/23/2020	Module 4 - Unit 2 - Lesson 5 Resource Materials and Gathering Information: Reading Another "Choice" Text from the Research Folder	Cumulative Assessment - Test 21
4/24/2020	Module 4 - Unit 2 - Lesson 6 Presentation of Events: Comparing Two Authors	Investigation 11 - Scale Drawings and Models
4/27/2020	Module 4 - Unit 2 - Lesson 7 Researching Digital Sources, Part 1: Guided WebQuest	Lesson 111 - Applications Using Division
4/28/2020	Module 4 - Unit 2 - Lesson 8 Researching Digital Sources, Part 2: Guided WebQuest	Lesson 112 - Multiplying and Dividing Integers

4/29/2020	Module 4 - Unit 2 - Lesson 9 Mid-Unit Assessment Comparing and Contrasting Two Texts: Simulated Research	Lesson 113 - Adding and Subtracting Mixed Measures - Multiplying by Powers of Ten
4/30/2020	Module 4 - Unit 2 - Lesson 10 Forming a Research-Based Claim: Cascading Consequences Chart	Lesson 114 - Unit Multipliers
5/1/2020	Module 4 - Unit 2 - Lesson 11 Forming a Research-Based Claim: Creating Stakeholders Charts	Lesson 115 - Writing Percents as Fraction, Part 2
5/4/2020	Module 4 - Unit 2 - Lesson 12 Forming a Research-Based Claim: Cascading Consequences Chart	Cumulative Assessment - Test 22 - Test Day Activity 22
5/5/2020	Module 4 - Unit 2 - Lesson 13 Presenting a Research-Based Claim: Effective Speaking Techniques	Lesson 116 - Compound Interest
5/6/2020	Module 4 - Unit 2 - Lesson 14 Presenting a Research-Based Claim Visual Aid and Peer Critique	Lesson 117 - Finding a Whole When a Fraction Is Known

EngageNY

Sixth Grade Curriculum Map

Saxon Math

5/7/2020	Module 4 - Unit 2 - Lesson 15 End of Unit 2 Assessment: A Hosted Gallery Walk	Lesson 118 - Estimating Area
5/8/2020	Module 4 - Unit 3 - Lesson 1 Analyze Model Position Paper with Rubric	Lesson 119 - Finding a Whole When a Percent Is Known
5/11/2020	Module 4 - Unit 3 - Lesson 2 Planning the Argument: Writing the Claim and Reasons	Lesson 120 - Volume of a Cylinder
5/12/2020	Module 4 - Unit 3 - Lesson 3 Claim, Reasons, and Evidence: Planning the Body Paragraphs	Cumulative Assessment - Test 23 - Test Day Activity 23
5/13/2020	Module 4 - Unit 3 - Lesson 4 Actions for a Position Paper: Identify, Discuss, Write	Investigation 12 - Platonic Solids
5/14/2020	Module 4 - Unit 3 - Lesson 5 Mid-Unit Assessment: Completing My Draft Position Paper	Topic A - Roman Numerals

Sixth Grade Curriculum Map

EngageNY

Saxon Math

5/15/2020	Module 4 - Unit 3 - Lesson 6 Peer Critique and Revising: Formal English	NO SAXON - REVIEW, CATCH UP OR END OF YEAR ACTIVITIES
5/18/2020	Module 4 - Unit 3 - Lesson 7 End of Unit Assessment: Revising and Publishing	NO SAXON - REVIEW, CATCH UP OR END OF YEAR ACTIVITIES
5/19/2020	Module 4 - Unit 3 - Lesson 8 Completing Reflection: Preparing a Poster for Presentation	NO SAXON - REVIEW, CATCH UP OR END OF YEAR ACTIVITIES
5/20/2020	Module 4 - Unit 3 - Lesson 9 Finishing Poster and Preparing for Gallery Walk	NO SAXON - REVIEW, CATCH UP OR END OF YEAR ACTIVITIES
5/21/2020	Module 4 - Unit 3 - Lesson 10 Performance Task: Hosted Gallery Walk of Scientific Posters	NO SAXON - REVIEW, CATCH UP OR END OF YEAR ACTIVITIES
5/22/2020	LAST DAY OF SCHOOL	LAST DAY OF SCHOOL

EngageNY

Sixth Grade Curriculum Map

Saxon Math

Strawberries all of unit 1

Concordia Charter School

Barnett, Jessica

Standards Linked: 434

Last Login: 11/21/2019

AZEarly Learning Standards2013, *Approaches to Learning* - 52 References

For Young Children From Three to Five Years Old - (52 References)

APPR.PK.1.1.a - (x0)	(x0) - Seeks interaction with others.
APPR.PK.1.1.b - (x5)	(x5) - Develops independence during activities, routines and play.
APPR.PK.1.1.c - (x5)	(x5) - Exhibits cognitive flexibility, imagination, and inventiveness when attempting tasks and activities.
APPR.PK.1.2.a - (x5)	(x5) - Shows interest in learning new things and trying new experiences.
APPR.PK.1.2.b - (x5)	(x5) - Expresses interest in people.
APPR.PK.1.2.c - (x14)	(x14) - Asks questions to get information.
APPR.PK.2.1.a - (x9)	(x9) - Displays ability to hold attention when engaged in an activity.
APPR.PK.2.1.b - (x0)	(x0) - Sustains attention for extended periods of time when engaged in an age-appropriate activity despite distractions or interruptions.
APPR.PK.2.1.c - (x0)	(x0) - Increases ability to focus attention, and can return to activities after distractions and interruptions.
APPR.PK.2.2.a - (x0)	(x0) - Pursues challenges.
APPR.PK.2.2.b - (x0)	(x0) - Copes with frustration or disappointment with support.
APPR.PK.2.2.c - (x0)	(x0) - Establishes goals, generates plans and follows through to completion.
APPR.PK.3.1.a - (x9)	(x9) - Expresses opinions or ideas.
APPR.PK.3.1.b - (x0)	(x0) - Views self as competent and skilled.
APPR.PK.3.1.c - (x0)	(x0) - Is willing to take risks and consider a variety of alternatives.
APPR.PK.4.1.a - (x0)	(x0) - Uses imagination to generate new ideas.
APPR.PK.4.1.b - (x0)	(x0) - Appreciates humor.
APPR.PK.4.1.c - (x0)	(x0) - Engages in inventive social play
APPR.PK.5.1.a - (x0)	(x0) - Gathers information and reaches a conclusion.
APPR.PK.5.1.b - (x0)	(x0) - Recognizes relationships between cause and effect.
APPR.PK.5.1.c - (x0)	(x0) - Uses prior knowledge to build new knowledge and skills.
APPR.PK.5.2.a - (x0)	(x0) - Recognizes problems.
APPR.PK.5.2.b - (x0)	(x0) - Seeks adult assistance when support is required.
APPR.PK.5.2.c - (x0)	(x0) - Tries to solve problems.
APPR.PK.5.2.d - (x0)	(x0) - Works to solve a problem independently.

For Young Children From Three to Five Years Old - (220 References)

LA.PK.1.1.a - (x35)	(x35) - Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.
LA.PK.1.1.b - (x38)	(x38) - Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.
LA.PK.1.1.c - (x32)	(x32) - Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.
LA.PK.1.2.a - (x14)	(x14) - Communicates needs, wants, ideas, and feelings through three to five word sentences.
LA.PK.1.2.b - (x10)	(x10) - Speaks clearly and understandably to express ideas, feelings and needs.
LA.PK.1.2.c - (x10)	(x10) - Makes relevant responses to questions and comments from others.
LA.PK.1.2.d - (x14)	(x14) - Initiates, sustains, and expands conversations with peers and adults.
LA.PK.1.2.e - (x8)	(x8) - With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.
LA.PK.1.2.f - (x8)	(x8) - Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.
LA.PK.1.2.g - (x4)	(x4) - Recognizes when the listener does not understand and uses techniques to clarify the message.
LA.PK.1.2.h - (x5)	(x5) - With modeling and support, uses increasingly complex phrases and sentences.
LA.PK.1.3.a - (x1)	(x1) - With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.

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AZ Early Learning Standards 2013, *Language and Literacy - 220 References, Barnett, J. (Continued)*

For Young Children From Three to Five Years Old - 220 References (Continued)

LA.PK.1.3.b - (x0)	(x0) - With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.
LA.PK.1.3.c - (x0)	(x0) - With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.
LA.PK.1.3.d - (x1)	(x1) - With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.
LA.PK.2.1.a - (x0)	(x0) - Identifies signs, symbols and labels in the environment.
LA.PK.2.1.b - (x3)	(x3) - Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
LA.PK.2.1.c - (x2)	(x2) - Recognizes that letters are grouped to form words.
LA.PK.2.1.d - (x1)	(x1) - Recognizes own written name and the written names of friends and family.
LA.PK.2.1.e - (x0)	(x0) - Seeks information in printed materials.
LA.PK.2.2.a - (x5)	(x5) - Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.
LA.PK.2.2.b - (x5)	(x5) - Identifies where in the book to begin reading.
LA.PK.2.2.c - (x4)	(x4) - Understands a book has a title, author and/or illustrator.
LA.PK.2.3.a - (x0)	(x0) - Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
LA.PK.2.3.b - (x2)	(x2) - With modeling and support, identifies rhyming words.
LA.PK.2.3.c - (x1)	(x1) - With modeling and support, produces rhyming words.
LA.PK.2.3.d - (x0)	(x0) - With modeling and support, recognizes spoken words that begin with the same sound.
LA.PK.2.3.e - (x0)	(x0) - Hears and shows awareness of separate words within spoken phrases or sentences.
LA.PK.2.3.f - (x0)	(x0) - With modeling and support, identifies and discriminates syllables in words.
LA.PK.2.3.g - (x0)	(x0) - With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
LA.PK.2.3.h - (x1)	(x1) - With modeling and support, repeats words and identifies the common final sound.
LA.PK.2.4.a - (x1)	(x1) - Discriminates letters from other shapes and symbols.
LA.PK.2.4.b - (x0)	(x0) - Matches and recognizes similarities and differences in letters, with modeling and support.
LA.PK.2.4.c - (x0)	(x0) - Recognizes as many as 10 letters, especially those in own name, family and friends.
LA.PK.2.4.d - (x0)	(x0) - Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.
LA.PK.2.5.a - (x5)	(x5) - Takes an active role in reading activities.
LA.PK.2.5.b - (x4)	(x4) - With prompting and support, identifies characters and major events in a story.
LA.PK.2.5.c - (x2)	(x2) - With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.
LA.PK.2.5.d - (x0)	(x0) - With prompting and support, draws connections between story events and personal experiences.
LA.PK.2.5.e - (x0)	(x0) - With prompting and support, identifies events and details in the story and makes predictions.
LA.PK.2.5.f - (x0)	(x0) - With prompting and support, gives an opinion for liking or disliking a book or story.
LA.PK.2.5.g - (x0)	(x0) - With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.
LA.PK.2.5.h - (x0)	(x0) - With modeling and support, identifies the topic of informational text that has been read aloud.
LA.PK.2.5.i - (x0)	(x0) - With modeling and support, retells or reenacts a story in sequence with pictures or props.
LA.PK.2.5.j - (x0)	(x0) - With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
LA.PK.3.1.a - (x2)	(x2) - Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
LA.PK.3.1.b - (x0)	(x0) - With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.

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AZ Early Learning Standards 2013, *Language and Literacy - 220 References, Barnett, J. (Continued)*

For Young Children From Three to Five Years Old - 220 References (Continued)

LA.PK.3.1.c - (x1)	(x1) - Dictates to and shares thoughts, ideas, and stories with adults.
LA.PK.3.1.d - (x1)	(x1) - Writes own name using letter-like forms or conventional print.
LA.PK.3.1.e - (x0)	(x0) - Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.
LA.PK.3.1.f - (x0)	(x0) - With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
LA.PK.3.1.g - (x0)	(x0) - Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

For Young Children From Three to Five Years Old - (106 References)

MA.PK.1.1.a - (x8)	(x8) - Shows interest in and awareness of counting.
MA.PK.1.1.b - (x12)	(x12) - Counts out loud to 10.
MA.PK.1.2.a - (x0)	(x0) - Uses numerals and number symbols in the context of daily routines, activities, and play.
MA.PK.1.2.b - (x3)	(x3) - Uses and creates symbols to represent numbers.
MA.PK.1.2.c - (x8)	(x8) - Identifies numerals one to 10.
MA.PK.1.3.a - (x0)	(x0) - Counts groups of objects using one-to-one correspondence (one object for each number word).
MA.PK.1.3.b - (x0)	(x0) - Counts a collection of up to 10 items using the last counting word to tell, "How many?"
MA.PK.1.3.c - (x3)	(x3) - Matches numerals to quantities they represent using physical models and representations.
MA.PK.1.3.d - (x0)	(x0) - Identifies quantity of three-five objects without counting (subitize).
MA.PK.1.4.a - (x4)	(x4) - Compares two sets of objects using terms such as more, fewer, or the same.
MA.PK.2.1.a - (x0)	(x0) - Demonstrates an understanding that adding increases the number of objects in a group.
MA.PK.2.1.b - (x0)	(x0) - Describes changes in two or more sets of objects when they are combined.
MA.PK.2.1.c - (x0)	(x0) - Demonstrates an understanding that taking away decreases the number of objects in a group.
MA.PK.2.1.d - (x0)	(x0) - Describes changes in a set of objects when they are separated into parts.
MA.PK.2.2.a - (x7)	(x7) - Recognizes patterns in the real world.
MA.PK.2.2.b - (x13)	(x13) - Copies simple patterns.
MA.PK.2.2.c - (x2)	(x2) - Extends simple patterns.
MA.PK.2.2.d - (x11)	(x11) - Creates simple patterns.
MA.PK.2.2.e - (x3)	(x3) - Describes similarities and differences in patterns.
MA.PK.3.1.a - (x14)	(x14) - Sorts and classifies objects by one or more attributes (e.g., size, color, shape, texture, use).
MA.PK.3.1.b - (x7)	(x7) - Explains how items were sorted into groups.
MA.PK.3.2.a - (x1)	(x1) - Asks questions to gather information.
MA.PK.3.2.b - (x0)	(x0) - Displays data to answer simple questions about themselves or the environment.
MA.PK.3.2.c - (x0)	(x0) - Uses descriptive language to compare data in picture graphs or other concrete representations.
MA.PK.3.2.d - (x0)	(x0) - Uses charts and graphs to analyze information or answer questions.
MA.PK.3.3.a - (x0)	(x0) - Compares objects and uses terms such as longer-shorter, hotter-colder, and faster-slower.
MA.PK.3.3.b - (x0)	(x0) - Uses non-standard units of measurement (e.g., hands, bodies, containers) to estimate measurable attributes.
MA.PK.3.3.c - (x0)	(x0) - Uses various standard measuring tools for simple measuring tasks.
MA.PK.3.3.d - (x0)	(x0) - Orders objects by measurable attributes.
MA.PK.3.3.e - (x0)	(x0) - Uses appropriate vocabulary to describe time and sequence related to daily routines.
MA.PK.4.1.a - (x2)	(x2) - Uses and responds to positional terms (e.g., between, inside, under, above, behind).
MA.PK.4.1.b - (x2)	(x2) - Describes the position or location of objects in relation to self or to other objects.
MA.PK.4.2.a - (x2)	(x2) - Recognizes basic two-dimensional shapes.
MA.PK.4.2.b - (x2)	(x2) - Uses the names of geometric shapes when describing objects found in the environment.
MA.PK.4.2.c - (x2)	(x2) - Creates two- and three-dimensional shapes during play.

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AZEarly Learning Standards2013, *Mathematics - 106 References, Barnett, J. (Continued)*

For Young Children From Three to Five Years Old - 106 References (Continued)

MA.PK.4.2.d - (x0) (x0) - Compares and describes attributes of two- and three- dimensional objects in the environment using own vocabulary.

For Young Children From Three to Five Years Old - (56 References)

- SDEV.PK.1.1.a - (x14) (x14) - Demonstrates self-confidence.
- SDEV.PK.1.1.b - (x14) (x14) - Makes personal preferences known to others.
- SDEV.PK.1.1.c - (x14) (x14) - Demonstrates knowledge of self-identity.
- SDEV.PK.1.1.d - (x14) (x14) - Shows an awareness of similarities and differences between self and others .
- SDEV.PK.1.2.a - (x0) (x0) - Associates emotions with words, facial expressions and body language.
- SDEV.PK.1.2.b - (x0) (x0) - Identifies, describes and expresses their own feelings.
- SDEV.PK.1.2.c - (x0) (x0) - Identifies and describes feelings of others.
- SDEV.PK.1.2.d - (x0) (x0) - Expresses empathy for others.
- SDEV.PK.1.3.a - (x0) (x0) - Understands and follows expectations in the learning environment.
- SDEV.PK.1.3.b - (x0) (x0) - Manages transitions, daily routines and unexpected events.
- SDEV.PK.1.3.c - (x0) (x0) - Modifies behavior for various situations and settings.
- SDEV.PK.1.3.d - (x0) (x0) - Chooses appropriate words and actions.
- SDEV.PK.2.1.a - (x0) (x0) - Expresses affection for familiar adults .
- SDEV.PK.2.1.b - (x0) (x0) - Seeks security and support from familiar adults.
- SDEV.PK.2.1.c - (x0) (x0) - Demonstrates the ability to engage with new adults or children with the support of familiar adults.
- SDEV.PK.2.1.d - (x0) (x0) - Separates from familiar adult with minimal distress.
- SDEV.PK.2.2.a - (x0) (x0) - Responds when adults or other children initiate interactions.
- SDEV.PK.2.2.b - (x0) (x0) - Initiates and sustains positive interactions with adults and other children.
- SDEV.PK.2.2.c - (x0) (x0) - Demonstrates positive ways to resolve conflict.
- SDEV.PK.2.3.a - (x0) (x0) - Respects the rights and property of others.
- SDEV.PK.2.3.b - (x0) (x0) - Defends own rights and the rights of others.
- SDEV.PK.2.3.c - (x0) (x0) - Shows respect for learning materials in the learning environment.

Buck, Pattie

Standards Linked: 2047

Last Login: 11/21/2019

AZAcademic Standards2011, *English Language Proficiency - 936 References*

Stage III - (936 References)

- ELL.3-5.L.1.ADJ.B-1 - (x2) (x2) - selecting adjectives to complete given sentences (i.e., quantity/concept/ size/shape/color).
- ELL.3-5.L.1.ADJ.B-10 - (x0) (x0) - defining the present participle as an adjective; selecting a present participle to complete a given sentence.
- ELL.3-5.L.1.ADJ.B-11 - (x0) (x0) - defining the past participle as an adjective; selecting a past participle to complete a given sentence.
- ELL.3-5.L.1.ADJ.B-2 - (x0) (x0) - using possessive adjectives with instructional support.
- ELL.3-5.L.1.ADJ.B-3 - (x0) (x0) - selecting a sensory/personality adjective (e.g., sticky, proud, etc.) to complete a given sentence.
- ELL.3-5.L.1.ADJ.B-4 - (x0) (x0) - selecting a noun as a modifier (e.g., shoe store, kitchen table, etc.), to complete a given sentence.
- ELL.3-5.L.1.ADJ.B-5 - (x0) (x0) - selecting a singular or plural demonstrative adjective (i.e., this, that, these, those) to complete a given sentence.
- ELL.3-5.L.1.ADJ.B-6 - (x0) (x0) - defining and listing proper adjectives with nouns (e.g., Chinese man, Italian woman, etc.).
- ELL.3-5.L.1.ADJ.B-7 - (x0) (x0) - listing indefinite adjectives (i.e., all, both, many).
- ELL.3-5.L.1.ADJ.B-8 - (x0) (x0) - selecting a comparative or superlative adjective (e.g., big, bigger, biggest, etc.) to complete a given sentence.
- ELL.3-5.L.1.ADJ.B-9 - (x0) (x0) - selecting an irregular comparative or superlative adjective to complete a given sentence.

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AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.ADJ.E-1 - (x2)	(x2) - defining adjectives; sorting adjectives by categories (i.e., quantity/concept/size/shape/color) with nouns.
ELL.3-5.L.1.ADJ.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-2 - (x0)	(x0) - selecting singular and plural possessive adjectives (i.e., my, your, his, her, its, our, their); to complete a sentence.
ELL.3-5.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-4 - (x0)	(x0) - using a noun as a modifier with instructional support.
ELL.3-5.L.1.ADJ.E-5 - (x0)	(x0) - selecting a singular demonstrative adjective (i.e., this, that) to complete a given sentence.
ELL.3-5.L.1.ADJ.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-8 - (x0)	(x0) - listing comparative and superlative adjectives (e.g., big, bigger, biggest, etc.).
ELL.3-5.L.1.ADJ.E-9 - (x0)	(x0) - listing irregular comparative and superlative adjectives (e.g., bad, worse, worst, good, better, best, etc.).
ELL.3-5.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).
ELL.3-5.L.1.ADJ.HI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives.
ELL.3-5.L.1.ADJ.HI-11 - (x0)	(x0) - using past participles (tired man) as adjectives.
ELL.3-5.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.3-5.L.1.ADJ.HI-4 - (x0)	(x0) - using nouns as modifiers.
ELL.3-5.L.1.ADJ.HI-5 - (x0)	(x0) - using demonstrative adjectives.
ELL.3-5.L.1.ADJ.HI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.HI-7 - (x0)	(x0) - using indefinite adjectives.
ELL.3-5.L.1.ADJ.HI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most/less/least, etc.).
ELL.3-5.L.1.ADJ.HI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives.
ELL.3-5.L.1.ADJ.LI-1 - (x1)	(x1) - producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color) with instructional support.
ELL.3-5.L.1.ADJ.LI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-11 - (x0)	(x0) - using past participles (tired man) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.LI-3 - (x4)	(x4) - using sensory/personality adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-4 - (x1)	(x1) - using nouns as modifiers with instructional support.
ELL.3-5.L.1.ADJ.LI-5 - (x0)	(x0) - using demonstrative adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-7 - (x0)	(x0) - using indefinite adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most beautiful, etc.) with instructional support.
ELL.3-5.L.1.ADJ.LI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives with instructional support.
ELL.3-5.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (i.e., quantity/size/shape/ color) with nouns.
ELL.3-5.L.1.ADJ.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-2 - (x0)	(x0) - selecting singular possessive adjectives to complete a given sentence.
ELL.3-5.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-4 - (x0)	(x0) - repeating nouns as modifiers (e.g., shoe store, kitchen table, etc.)
ELL.3-5.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-7 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.ADJ.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.B-1 - (x3)	(x3) - using "when" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-2 - (x2)	(x2) - using "frequency" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-3 - (x2)	(x2) - using "where" adverbs in sentences with instructional support.
ELL.3-5.L.1.ADV.B-4 - (x2)	(x2) - converting adjectives into "how/degree" adverbs (e.g., quick/quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.B-5 - (x0)	(x0) - selecting a regular comparative or superlative adverb (e.g., fast, faster, fastest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.B-6 - (x0)	(x0) - selecting an irregular comparative or superlative adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-7 - (x0)	(x0) - selecting an intensifier adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-8 - (x0)	(x0) - using conjunctive adverb "also" with instructional support.
ELL.3-5.L.1.ADV.E-1 - (x0)	(x0) - defining an adverb; selecting first, next, then, after, before, or finally ("when" adverbs) to complete a given sentence.
ELL.3-5.L.1.ADV.E-2 - (x0)	(x0) - selecting always, never, or sometimes ("frequency" adverb) to complete a given sentence.
ELL.3-5.L.1.ADV.E-3 - (x1)	(x1) - following oral directions that use "where" adverbs (here, there, outside, inside).
ELL.3-5.L.1.ADV.E-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (e.g., quick versus quickly, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.E-5 - (x0)	(x0) - listing regular comparative and superlative adverbs (e.g., fast, faster, fastest, etc.).
ELL.3-5.L.1.ADV.E-6 - (x0)	(x0) - listing irregular comparative and superlative adverbs (e.g., badly, worse, worst, well, better, best, etc.).
ELL.3-5.L.1.ADV.E-7 - (x0)	(x0) - listing intensifier adverbs (e.g., too, not, very, etc.).
ELL.3-5.L.1.ADV.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.HI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.3-5.L.1.ADV.HI-5 - (x0)	(x0) - using regular comparative and superlative adverbs (e.g., slowly, less slowly, least slowly, etc.).
ELL.3-5.L.1.ADV.HI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs.
ELL.3-5.L.1.ADV.HI-7 - (x0)	(x0) - using intensifier adverbs.
ELL.3-5.L.1.ADV.HI-8 - (x0)	(x0) - using conjunctive adverbs.
ELL.3-5.L.1.ADV.LI-1 - (x5)	(x5) - using "when" adverbs.
ELL.3-5.L.1.ADV.LI-2 - (x4)	(x4) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.LI-3 - (x5)	(x5) - using "where" adverbs.
ELL.3-5.L.1.ADV.LI-4 - (x3)	(x3) - using "how/degree" adverbs (e.g., quickly ran, too cold, very quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-5 - (x1)	(x1) - using regular comparative and superlative adverb (e.g., slowly, more slowly, most slowly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs with instructional support.
ELL.3-5.L.1.ADV.LI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, hardly, barely, enough, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-8 - (x0)	(x0) - using conjunctive adverbs "also" and "therefore" with instructional support.
ELL.3-5.L.1.ADV.PE-1 - (x0)	(x0) - repeating classroom directions with first, next and then ("when" adverbs, e.g., First, take out your book.)
ELL.3-5.L.1.ADV.PE-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs: always, never, sometimes. (e.g., Always bring a pencil to class.)
ELL.3-5.L.1.ADV.PE-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there).
ELL.3-5.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-5 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.ADV.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.B-1 - (x1)	(x1) - selecting coordinating conjunctions and/or/ but/et, which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence.
ELL.3-5.L.1.C.B-2 - (x1)	(x1) - selecting correlative conjunctions both/and and either/or to complete a given sentence.
ELL.3-5.L.1.C.B-3 - (x1)	(x1) - selecting correlative conjunctions not only...but also to complete a given sentence.
ELL.3-5.L.1.C.E-1 - (x1)	(x1) - selecting coordinating conjunctions and/or to complete a given sentence.
ELL.3-5.L.1.C.E-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.HI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses.
ELL.3-5.L.1.C.HI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both /and and either/or.
ELL.3-5.L.1.C.HI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also .
ELL.3-5.L.1.C.LI-1 - (x2)	(x2) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses with instructional support.
ELL.3-5.L.1.C.LI-2 - (x2)	(x2) - defining and differentiating correlative conjunctions both /and and either/or with instructional support.
ELL.3-5.L.1.C.LI-3 - (x2)	(x2) - defining and differentiating correlative conjunctions not only...but also with instructional support.
ELL.3-5.L.1.C.PE-1 - (x0)	(x0) - repeating noun and verb phrases joined by coordinating conjunctions and/or.
ELL.3-5.L.1.C.PE-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.I.B-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.3-5.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a give situation with instructional support.
ELL.3-5.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.3-5.L.1.I.LI-1 - (x0)	(x0) - defining interjections as words expressing emotion and using them in appropriate context.
ELL.3-5.L.1.I.PE-1 - (x0)	(x0) - repeating interjections (e.g., Ouch!, Hey!, gosh, etc.).
ELL.3-5.L.1.N.B-1 - (x2)	(x2) - defining and classifying singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-2 - (x0)	(x0) - defining and classifying singular and plural common nouns and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-3 - (x1)	(x1) - converting a singular common noun into plural noun, including irregular nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-4 - (x0)	(x0) - distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-5 - (x0)	(x0) - defining and listing collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-6 - (x0)	(x0) - producing a response using a singular possessive noun (e.g., It is Mary's book.).
ELL.3-5.L.1.N.B-7 - (x0)	(x0) - defining and producing responses using a plural possessive noun.
ELL.3-5.L.1.N.E-1 - (x0)	(x0) - defining a noun; using definite and indefinite articles with singular common nouns.
ELL.3-5.L.1.N.E-2 - (x0)	(x0) - classifying common nouns as singular or plural (with definite and indefinite articles).
ELL.3-5.L.1.N.E-3 - (x2)	(x2) - distinguishing between nouns that become plural by adding -s/-es and irregular plural nouns.
ELL.3-5.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-6 - (x0)	(x0) - defining singular possessive nouns; repeating phrases with singular possessive nouns.
ELL.3-5.L.1.N.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.HI-1 - (x0)	(x0) - justifying his/her use of common versus proper nouns and definite versus indefinite articles (e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.N.HI-2 - (x0)	(x0) - justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific president).
ELL.3-5.L.1.N.HI-3 - (x1)	(x1) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.HI-4 - (x1)	(x1) - using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (e.g., May I have a bottle of water? – "a bottle of water").
ELL.3-5.L.1.N.HI-5 - (x1)	(x1) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.HI-6 - (x0)	(x0) - distinguishing between plural nouns and singular possessive nouns.
ELL.3-5.L.1.N.HI-7 - (x1)	(x1) - using plural possessive nouns, including irregular plurals.
ELL.3-5.L.1.N.LI-1 - (x3)	(x3) - using singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-2 - (x1)	(x1) - using singular or plural common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-3 - (x1)	(x1) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.LI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-6 - (x0)	(x0) - using singular possessive nouns.
ELL.3-5.L.1.N.LI-7 - (x0)	(x0) - using plural possessive nouns.
ELL.3-5.L.1.N.PE-1 - (x1)	(x1) - classifying singular common nouns as a person, place or thing.
ELL.3-5.L.1.N.PE-2 - (x0)	(x0) - defining singular and plural as it relates to common nouns.
ELL.3-5.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-1 - (x0)	(x0) - using noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-10 - (x0)	(x0) - using degree adverbs + adjectives (e.g., too hot, very cold, old enough, too old, etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-11 - (x1)	(x1) - using linking verbs + noun/adjective complement (e.g., "She is a teacher." "We feel sad...", etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-14 - (x0)	(x0) - using a noun clause to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-2 - (x0)	(x0) - using joined noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that, these, those) and a noun ("that shoe") from a visual prompt.
ELL.3-5.L.1.PH/CL.B-4 - (x1)	(x1) - using a verb phrase to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-5 - (x0)	(x0) - using joined verb phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.B-7 - (x0)	(x0) - repeating infinitive verb phrases (e.g., "to buy a bicycle," etc.) with visual support.
ELL.3-5.L.1.PH/CL.B-8 - (x0)	(x0) - using an adverbial phrase (including when, frequency, how, where) to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (e.g., "did go," "may go," "will have gone," etc.) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table, shoe store, etc.) from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-12 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.PH/CL.E-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that) and a noun ("that shoe") from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.E-5 - (x0)	(x0) - producing joined verb phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases (e.g., "the next day", "after opening the door," etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: e.g., did go, etc.) to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-14 - (x0)	(x0) - using noun clauses.
ELL.3-5.L.1.PH/CL.HI-2 - (x0)	(x0) - using joined noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-14 - (x0)	(x0) - using noun clauses with instructional support.
ELL.3-5.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-4 - (x1)	(x1) - using a verb phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun, e.g., red ball, little girl etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-10 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.PH/CL.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.3-5.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases (verb + adverb or adverb + verb, e.g., "walks slowly", etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases (verb + coordinating conjunction + verb: e.g., "walks and talks") with visual support.
ELL.3-5.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases (e.g., on the table, etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.
ELL.3-5.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.3-5.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justify selection.
ELL.3-5.L.1.PREP.B-4 - (x0)	(x0) - defining a preposition.
ELL.3-5.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-6 - (x0)	(x0) - selecting a preposition of opposition (i.e., before/after, off/on, with/without) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt (i.e., on, in, near, behind) with instructional support.
ELL.3-5.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt with instructional support.
ELL.3-5.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-5 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (i.e., to, from, off, out of).
ELL.3-5.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.3-5.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.3-5.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.3-5.L.1.PREP.HI-4 - (x0)	(x0) - differentiating among prepositions of location, direction and time.
ELL.3-5.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.3-5.L.1.PREP.HI-6 - (x0)	(x0) - using prepositions of opposition.
ELL.3-5.L.1.PREP.HI-7 - (x0)	(x0) - using prepositions of exception (i.e., despite, except).
ELL.3-5.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.3-5.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.
ELL.3-5.L.1.PREP.LI-3 - (x0)	(x0) - using prepositions of time with instructional support.
ELL.3-5.L.1.PREP.LI-4 - (x0)	(x0) - differentiating among prepositions of location, direction and time with instructional support.
ELL.3-5.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of action and movement (including compound prepositions, in front of, next to, on top of) to complete a given sentence.
ELL.3-5.L.1.PREP.LI-6 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.3-5.L.1.PREP.LI-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence.
ELL.3-5.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (i.e., on, in, near, behind).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically demonstrating prepositions of direction (i.e., up, down, over).
ELL.3-5.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time (i.e., on, at, in, by, during, past, since).
ELL.3-5.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.B-1 - (x2)	(x2) - using subjective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-2 - (x0)	(x0) - using objective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-3 - (x0)	(x0) - using possessive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-4 - (x0)	(x0) - categorizing personal subjective, personal objective and personal possessive pronouns.
ELL.3-5.L.1.PRO.B-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.B-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence.
ELL.3-5.L.1.PRO.B-7 - (x0)	(x0) - using reflexive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-8 - (x0)	(x0) - listing indefinite pronouns (i.e., all, nothing, both, somebody, anything: "Jack bought something. Jill didn't buy anything.")
ELL.3-5.L.1.PRO.E-1 - (x0)	(x0) - defining pronouns and selecting singular and plural personal subjective pronouns (i.e., I, you, he, she, it, we, you, they) to complete a given sentence.
ELL.3-5.L.1.PRO.E-2 - (x0)	(x0) - listing and selecting singular and plural personal objective pronouns (i.e., me, you, him, her, it, us, you, them) to complete a given sentence.
ELL.3-5.L.1.PRO.E-3 - (x0)	(x0) - listing possessive pronouns and selecting singular and plural possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its, our/ours, your/yours, their/theirs); to complete a given sentence.
ELL.3-5.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.E-5 - (x0)	(x0) - selecting singular demonstrative pronouns (i.e., this/that) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-7 - (x0)	(x0) - listing singular and plural reflexive pronouns (i.e., myself, yourself, herself, himself, itself, ourselves, yourselves, themselves) and selecting singular and plural reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.HI-1 - (x0)	(x0) - using the appropriate personal subjective pronouns.
ELL.3-5.L.1.PRO.HI-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.3-5.L.1.PRO.HI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences.
ELL.3-5.L.1.PRO.HI-5 - (x0)	(x0) - using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.HI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose.
ELL.3-5.L.1.PRO.HI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive and intensive pronouns.
ELL.3-5.L.1.PRO.HI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.").
ELL.3-5.L.1.PRO.LI-1 - (x3)	(x3) - using personal subjective pronouns.
ELL.3-5.L.1.PRO.LI-2 - (x0)	(x0) - stating when to use personal objective pronouns; using personal objective pronouns
ELL.3-5.L.1.PRO.LI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.LI-4 - (x1)	(x1) - selecting personal subjective, personal objective and personal possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.LI-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.PRO.LI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose with instructional support.
ELL.3-5.L.1.PRO.LI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive pronouns.
ELL.3-5.L.1.PRO.LI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.") with instructional support.
ELL.3-5.L.1.PRO.PE-1 - (x0)	(x0) - defining pronouns; selecting singular personal subjective pronouns (i.e., I, you, he, she, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-2 - (x0)	(x0) - listing and selecting singular personal objective pronouns (i.e., me, you, him, her, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-3 - (x0)	(x0) - listing singular possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its); selecting singular possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-6 - (x0)	(x0) - selecting interrogative pronouns who and what to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.PE-7 - (x0)	(x0) - listing singular reflexive pronouns (i.e., myself, yourself, herself, himself, itself); selecting singular reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-1 - (x0)	(x0) - producing questions, using inflection when produced orally, using sentence frames.
ELL.3-5.L.1.Q.B-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.B-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.B-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.B-14 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.B-15 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.B-16 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.B-17 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.B-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-19 - (x0)	(x0) - completing questions with "to be" + "there" + subject + preposition + noun using a sentence frame. (e.g., "Is there a ball in the room?").
ELL.3-5.L.1.Q.B-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.3-5.L.1.Q.B-20 - (x0)	(x0) - completing Yes/No questions with modal auxiliaries using sentence frames. (e.g., "Can Jack come out to play?" "May I be excused?").
ELL.3-5.L.1.Q.B-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (auxiliary verb + subject + verb... or...")
ELL.3-5.L.1.Q.B-22 - (x0)	(x0) - producing questions, including negative construction, with contractions using sentence frames. (e.g., "When's he arriving?" "Didn't he tell you we were coming over?")
ELL.3-5.L.1.Q.B-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.
ELL.3-5.L.1.Q.B-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verb + -ing.
ELL.3-5.L.1.Q.B-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.3-5.L.1.Q.B-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.3-5.L.1.Q.B-7 - (x0)	(x0) - forming Yes/No questions in the past progressive tense with given forms of "to be" + subject + verb + -ing.
ELL.3-5.L.1.Q.B-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense using sentence frames. ("Will" + subject + "be" + verb + -ing?)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.Q.B-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-1 - (x0)	(x0) - completing question frames using picture prompts.
ELL.3-5.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-11 - (x0)	(x0) - completing interrogative sentence frames beginning with "What."
ELL.3-5.L.1.Q.E-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.3-5.L.1.Q.E-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.3-5.L.1.Q.E-14 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.3-5.L.1.Q.E-15 - (x0)	(x0) - completing interrogative sentence frames beginning with "Why."
ELL.3-5.L.1.Q.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-17 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.3-5.L.1.Q.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.3-5.L.1.Q.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-3 - (x1)	(x1) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.3-5.L.1.Q.E-4 - (x0)	(x0) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing?)
ELL.3-5.L.1.Q.E-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.E-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames. ("Will" + subject + verb?)
ELL.3-5.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.HI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.HI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense.
ELL.3-5.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom."
ELL.3-5.L.1.Q.HI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.HI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.HI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.HI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.HI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose."
ELL.3-5.L.1.Q.HI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun.
ELL.3-5.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.3-5.L.1.Q.HI-20 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries.
ELL.3-5.L.1.Q.HI-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.
ELL.3-5.L.1.Q.HI-22 - (x0)	(x0) - producing questions, including negative construction, with contractions.
ELL.3-5.L.1.Q.HI-23 - (x0)	(x0) - producing tag questions.
ELL.3-5.L.1.Q.HI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.3-5.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.3-5.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.HI-7 - (x0)	(x0) - producing Yes/No questions in the past progressive tense
ELL.3-5.L.1.Q.HI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense.
ELL.3-5.L.1.Q.HI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense.
ELL.3-5.L.1.Q.LI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.LI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense with instructional support. ("to have" + subject + "been" + present participle?)
ELL.3-5.L.1.Q.LI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What" with instructional support.
ELL.3-5.L.1.Q.LI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where" with instructional support.
ELL.3-5.L.1.Q.LI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom" with instructional support.
ELL.3-5.L.1.Q.LI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When" with instructional support.
ELL.3-5.L.1.Q.LI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why" with instructional support.
ELL.3-5.L.1.Q.LI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How" with instructional support.
ELL.3-5.L.1.Q.LI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which" with instructional support.
ELL.3-5.L.1.Q.LI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose" with instructional support.
ELL.3-5.L.1.Q.LI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun with instructional support.
ELL.3-5.L.1.Q.LI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do" with instructional support.
ELL.3-5.L.1.Q.LI-20 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries with instructional support.
ELL.3-5.L.1.Q.LI-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with instructional support.
ELL.3-5.L.1.Q.LI-22 - (x0)	(x0) - producing questions, including negative construction, with contractions with instructional support.
ELL.3-5.L.1.Q.LI-23 - (x0)	(x0) - producing tag questions with instructional support. (e.g., "You know Jill, don't you?" "Jack isn't home, is he?").
ELL.3-5.L.1.Q.LI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses with instructional support.
ELL.3-5.L.1.Q.LI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense using with instructional support.
ELL.3-5.L.1.Q.LI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.LI-7 - (x0)	(x0) - producing Yes/No questions in the past progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense with instructional support. ("to have" + subject + past participle ...?)
ELL.3-5.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g. What? Who?, etc.)
ELL.3-5.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-11 - (x0)	(x0) - repeating interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.PE-12 - (x0)	(x0) - repeating interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.PE-13 - (x0)	(x0) - repeating interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-21 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.Q.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses. ("to be" + subject + complement?)
ELL.3-5.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-1 - (x1)	(x1) - selecting a subject (i.e., noun/pronoun: singular, plural or compound) from a picture.
ELL.3-5.L.1.SC.B-10 - (x0)	(x0) - producing sentences (S-V-O-P) using given subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-11 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-12 - (x1)	(x1) - forming sentences with given subjects, verb tenses, and direct object (noun) with subject-verb agreement.
ELL.3-5.L.1.SC.B-13 - (x0)	(x0) - forming sentences with given subjects, verb tenses, and object pronouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-14 - (x0)	(x0) - forming sentences with given subjects, verbs, and adverbs to modify verbs.
ELL.3-5.L.1.SC.B-15 - (x0)	(x0) - forming imperative sentences with given verbs.
ELL.3-5.L.1.SC.B-16 - (x3)	(x3) - forming compound sentences using two given independent clauses (independent clause + conjunction + independent clause). (e.g., "I like apples, but he likes oranges.")
ELL.3-5.L.1.SC.B-17 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + object (S-V-O) with subject-verb agreement. (e.g., Jill cooked a meal.)
ELL.3-5.L.1.SC.B-18 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (e.g., Jill cooked a meal for us.)
ELL.3-5.L.1.SC.B-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-2 - (x9)	(x9) - producing sentences using given subjects and verbs (S-V), with subject-verb agreement.
ELL.3-5.L.1.SC.B-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-3 - (x1)	(x1) - producing sentences in the negative S-V construction using given subjects and auxiliary verbs, with subject-verb agreement.
ELL.3-5.L.1.SC.B-4 - (x0)	(x0) - forming sentences with S-V-C construction with given pronouns, forms of "to be", and nouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-5 - (x0)	(x0) - forming sentences with S-V-C construction with given nouns and forms of "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-6 - (x0)	(x0) - forming sentences with S-V-C construction with given plural nouns and "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-7 - (x0)	(x0) - forming sentences with S-V-C construction with given subjects, forms of "to be" and adjectives, with subject-verb agreement.
ELL.3-5.L.1.SC.B-8 - (x0)	(x0) - forming sentences in the negative construction with given subjects, forms of "to be" and adjectives with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.B-9 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular or plural) from a picture with instructional support.
ELL.3-5.L.1.SC.E-10 - (x0)	(x0) - completing a given sentence (S-V-O-P) by using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.E-12 - (x0)	(x0) - completing a sentence frame using subject + verb + direct object (noun) construction. (e.g., "I am watching you.")

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.SC.E-13 - (x0)	(x0) - completing a sentence frame using subject + verb + object pronoun. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.3-5.L.1.SC.E-15 - (x0)	(x0) - completing an imperative sentence frame (e.g., "Sit down. Open your notebook.")
ELL.3-5.L.1.SC.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-2 - (x2)	(x2) - completing a given sentence by providing a subject or a verb. (S-V)
ELL.3-5.L.1.SC.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-3 - (x0)	(x0) - repeating a sentence in the negative S-V construction (subject + auxiliary verb + "not" + verb). (e.g., Birds do not fly.)
ELL.3-5.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.3-5.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.3-5.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.3-5.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.3-5.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a "to be" + "not" to form a sentence in the negative construction. (S-V-C)
ELL.3-5.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a "to be" + verb + prepositional phrase. (S-V-P)
ELL.3-5.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.
ELL.3-5.L.1.SC.HI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.3-5.L.1.SC.HI-15 - (x0)	(x0) - producing imperative sentences.
ELL.3-5.L.1.SC.HI-16 - (x2)	(x2) - producing compound sentences.
ELL.3-5.L.1.SC.HI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-19 - (x0)	(x0) - producing sentences using the passive voice.
ELL.3-5.L.1.SC.HI-2 - (x3)	(x3) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.HI-20 - (x0)	(x0) - producing a sentence using present real conditional.
ELL.3-5.L.1.SC.HI-21 - (x0)	(x0) - constructing a sentence using reflexive pronouns.
ELL.3-5.L.1.SC.HI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.
ELL.3-5.L.1.SC.HI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.LI-1 - (x2)	(x2) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence with instructional support.
ELL.3-5.L.1.SC.LI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with instructional support.
ELL.3-5.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with instructional support.
ELL.3-5.L.1.SC.LI-12 - (x1)	(x1) - producing sentences using subjects + verbs + direct object (noun) with instructional support.
ELL.3-5.L.1.SC.LI-13 - (x1)	(x1) - producing sentences using subjects + verbs + object pronouns with instructional support.
ELL.3-5.L.1.SC.LI-14 - (x2)	(x2) - producing sentences using adverbs to modify verbs, with instructional support.
ELL.3-5.L.1.SC.LI-15 - (x0)	(x0) - producing imperative sentences, with instructional support. (e.g., Put the markers in the box.).
ELL.3-5.L.1.SC.LI-16 - (x3)	(x3) - producing compound sentences with instructional support.
ELL.3-5.L.1.SC.LI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with instructional support.
ELL.3-5.L.1.SC.LI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with instructional support.
ELL.3-5.L.1.SC.LI-19 - (x0)	(x0) - converting a given sentence in the active voice to a sentence in the passive voice.
ELL.3-5.L.1.SC.LI-2 - (x10)	(x10) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.LI-20 - (x0)	(x0) - completing a sentence frame using present real conditional (e.g., "If I leave home, I take an umbrella." "When Jack is tired, he goes to bed.").
ELL.3-5.L.1.SC.LI-21 - (x0)	(x0) - completing a sentence frame using reflexive pronouns. (e.g., "I feel myself getting sick.")
ELL.3-5.L.1.SC.LI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause with instructional support. (e.g., "It has three sides; therefore, it is a triangle.")
ELL.3-5.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with instructional support.
ELL.3-5.L.1.SC.LI-4 - (x0)	(x0) - producing sentences using S-V-C construction with instructional support.
ELL.3-5.L.1.SC.LI-5 - (x1)	(x1) - producing sentences with a noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, (S-V-C) with instructional support.
ELL.3-5.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using subjects + "to be" + prepositional phrase, with instructional support. (S-V-P)
ELL.3-5.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject.
ELL.3-5.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence (S-V-O-P) using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.PE-11 - (x0)	(x0) - repeating a sentence using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-18 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.SC.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb. (S-V)
ELL.3-5.L.1.SC.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using a subject + "to be" + adjective (S-V-C). (e.g., He is tall.)
ELL.3-5.L.1.SC.PE-8 - (x0)	(x0) - repeating a sentence using "to be" + "not" to form a sentence in the negative construction. (S-V-C) (e.g., He is not tall.)
ELL.3-5.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using a subject + "to be" + prepositional phrase. (S-V-P)
ELL.3-5.L.1.V.B-1 - (x2)	(x2) - defining and classifying physical action, mental action, and state of being (to be) as verbs.
ELL.3-5.L.1.V.B-10 - (x2)	(x2) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-11 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-12 - (x0)	(x0) - choosing simple future tense verb (will) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-13 - (x0)	(x0) - differentiating between past, present and future verb tenses by responding to a prompt.
ELL.3-5.L.1.V.B-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement with instructional support.
ELL.3-5.L.1.V.B-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-17 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do)
ELL.3-5.L.1.V.B-18 - (x0)	(x0) - choosing modal auxiliary verbs (i.e., will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-19 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-20 - (x0)	(x0) - defining the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-21 - (x0)	(x0) - identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-22 - (x0)	(x0) - differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-23 - (x0)	(x0) - identifying non-action/stative verbs without a present progressive form (i.e., want, need, like).
ELL.3-5.L.1.V.B-24 - (x0)	(x0) - comparing action verbs with non-action/stative verbs (i.e., see/watch, hear/listen) in context with instructional support.
ELL.3-5.L.1.V.B-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-3 - (x0)	(x0) - using imperative verbs (e.g., Open the door. Close the book.).
ELL.3-5.L.1.V.B-4 - (x0)	(x0) - identifying the infinitive verb with instructional support.
ELL.3-5.L.1.V.B-5 - (x0)	(x0) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-6 - (x3)	(x3) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-7 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.V.B-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-9 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.E-1 - (x1)	(x1) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.3-5.L.1.V.E-10 - (x1)	(x1) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-11 - (x0)	(x0) - selecting irregular simple past tense verbs (run vs. ran) with instructional support.
ELL.3-5.L.1.V.E-12 - (x0)	(x0) - selecting simple future tense (will walk versus walked, talk versus will talk) with instructional support.
ELL.3-5.L.1.V.E-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.3-5.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-15 - (x0)	(x0) - using the linking verb "to be" in sentences with instructional support.
ELL.3-5.L.1.V.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-2 - (x0)	(x0) - defining past, present, and future.
ELL.3-5.L.1.V.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-3 - (x0)	(x0) - using imperative verbs with instructional support (e.g., Go away. Help me.).
ELL.3-5.L.1.V.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-5 - (x1)	(x1) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-6 - (x0)	(x0) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.3-5.L.1.V.E-7 - (x0)	(x0) - identifying the present participle; selecting the appropriate form of "to be" used with the present participle (am walking, is walking) with instructional support.
ELL.3-5.L.1.V.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-9 - (x0)	(x0) - selecting the simple past tense regular verbs (walk vs. walked) with instructional support.
ELL.3-5.L.1.V.HI-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.
ELL.3-5.L.1.V.HI-10 - (x2)	(x2) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.3-5.L.1.V.HI-11 - (x1)	(x1) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.
ELL.3-5.L.1.V.HI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.HI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.HI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., The milk has gone bad.) (subject-verb agreement).
ELL.3-5.L.1.V.HI-16 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.V.HI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.HI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement.
ELL.3-5.L.1.V.HI-19 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.HI-20 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-21 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense .
ELL.3-5.L.1.V.HI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.)
ELL.3-5.L.1.V.HI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.HI-25 - (x0)	(x0) - comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context with instructional support.
ELL.3-5.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.HI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.HI-5 - (x1)	(x1) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.3-5.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses .
ELL.3-5.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.3-5.L.1.V.LI-1 - (x2)	(x2) - defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.
ELL.3-5.L.1.V.LI-10 - (x5)	(x5) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-11 - (x1)	(x1) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-12 - (x2)	(x2) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-13 - (x5)	(x5) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.LI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.LI-15 - (x1)	(x1) - using linking verbs of sensation (taste, smell, sound and feel) and linking verbs of being (act, seem, appear, look) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.LI-16 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.LI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-19 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the future progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-2 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.1.V.LI-20 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-21 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-22 - (x1)	(x1) - differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.
ELL.3-5.L.1.V.LI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.) with instructional support.
ELL.3-5.L.1.V.LI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.LI-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.LI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.LI-5 - (x5)	(x5) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.3-5.L.1.V.LI-6 - (x1)	(x1) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by responding to a prompt.
ELL.3-5.L.1.V.LI-9 - (x2)	(x2) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.PE-1 - (x2)	(x2) - identifying physical action as verbs with instructional support.
ELL.3-5.L.1.V.PE-10 - (x1)	(x1) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.3-5.L.1.V.PE-11 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.3-5.L.1.V.PE-12 - (x0)	(x0) - repeating simple future tense (will) with instructional support.
ELL.3-5.L.1.V.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-15 - (x0)	(x0) - repeating sentences using the linking verb "to be" (e.g., He is tall.)
ELL.3-5.L.1.V.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-2 - (x0)	(x0) - defining past, present, and future with instructional support.
ELL.3-5.L.1.V.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop. Sit down. Line up.).
ELL.3-5.L.1.V.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-5 - (x1)	(x1) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.3-5.L.1.V.PE-6 - (x0)	(x0) - repeating simple present tense regular verbs with instructional support.
ELL.3-5.L.1.V.PE-7 - (x0)	(x0) - repeating present progressive tense verbs with instructional support.
ELL.3-5.L.1.V.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-9 - (x0)	(x0) - repeating simple past tense regular verbs with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.2.B-1 - (x4)	(x4) - naming and classifying pictures and words into self-selected categories with instructional support.
ELL.3-5.L.2.B-10 - (x0)	(x0) - using word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.B-11 - (x0)	(x0) - pronouncing a homograph in context with instructional support.
ELL.3-5.L.2.B-12 - (x2)	(x2) - using word parts and context clues to determine the meaning of grade-level content words within a given sentence.
ELL.3-5.L.2.B-13 - (x2)	(x2) - identifying figurative and literal language in grade-level texts.
ELL.3-5.L.2.B-14 - (x2)	(x2) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary.
ELL.3-5.L.2.B-2 - (x2)	(x2) - identifying the meaning/usage of sight words.
ELL.3-5.L.2.B-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words.
ELL.3-5.L.2.B-4 - (x1)	(x1) - categorizing grade-specific academic vocabulary and symbols by content, with instructional support.
ELL.3-5.L.2.B-5 - (x0)	(x0) - recognizing that two words can make a compound word.
ELL.3-5.L.2.B-6 - (x0)	(x0) - using and identifying the words that comprise contractions.
ELL.3-5.L.2.B-7 - (x2)	(x2) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words.
ELL.3-5.L.2.B-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.B-9 - (x0)	(x0) - completing antonym and synonym word pairs.
ELL.3-5.L.2.E-1 - (x0)	(x0) - naming and grouping labeled pictures within given conceptual categories.
ELL.3-5.L.2.E-10 - (x0)	(x0) - using word parts and context clues to determine intended meaning of common homonyms.
ELL.3-5.L.2.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.E-12 - (x0)	(x0) - using word parts and context clues to determine the meaning of words within a given sentence with instructional support.
ELL.3-5.L.2.E-13 - (x2)	(x2) - identifying grade-level figurative language with instructional support. (e.g., similes, metaphors, personification, idioms, etc.)
ELL.3-5.L.2.E-14 - (x2)	(x2) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary with instructional support
ELL.3-5.L.2.E-2 - (x1)	(x1) - recognizing sight words with instructional support.
ELL.3-5.L.2.E-3 - (x1)	(x1) - recognizing high frequency words with instructional support.
ELL.3-5.L.2.E-4 - (x1)	(x1) - identifying grade-specific academic vocabulary including key words, symbols, or operations.
ELL.3-5.L.2.E-5 - (x0)	(x0) - recognizing with visual cues, that two words can make a compound word. (e.g., sailboat, football, popcorn, etc.)
ELL.3-5.L.2.E-6 - (x0)	(x0) - recognizing common contractions; identifying the words that comprise contractions with instructional support.
ELL.3-5.L.2.E-7 - (x3)	(x3) - distinguishing base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words, with instructional support.
ELL.3-5.L.2.E-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms with instructional support. (e.g., in., min., F, AZ, NASA, etc.)
ELL.3-5.L.2.E-9 - (x2)	(x2) - identifying and classifying word pairs as antonyms or synonyms of known, grade-level words.
ELL.3-5.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale for classification.
ELL.3-5.L.2.HI-10 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.HI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning.
ELL.3-5.L.2.HI-12 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.
ELL.3-5.L.2.HI-13 - (x0)	(x0) - interpreting the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.HI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words.
ELL.3-5.L.2.HI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and utilizing them in context.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.L.2.HI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.HI-4 - (x2)	(x2) - explaining the meaning and usage of grade-specific academic vocabulary and symbols.
ELL.3-5.L.2.HI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words.
ELL.3-5.L.2.HI-6 - (x0)	(x0) - applying contractions in context.
ELL.3-5.L.2.HI-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.
ELL.3-5.L.2.HI-8 - (x0)	(x0) - associating common/academic language abbreviations and acronyms with words.
ELL.3-5.L.2.HI-9 - (x0)	(x0) - completing and explaining analogous relationships (e.g., bravery: courage: smooth: _____).
ELL.3-5.L.2.LI-1 - (x11)	(x11) - naming and classifying pictures and words into self-selected categories and providing rationale for classification with instructional support.
ELL.3-5.L.2.LI-10 - (x3)	(x3) - using context clues in a variety of content texts to determine the intended meaning of grade-level homonyms and multiple-meaning words with instructional support.
ELL.3-5.L.2.LI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning with instructional support.
ELL.3-5.L.2.LI-12 - (x19)	(x19) - using context clues in a variety of content texts to determine the intended meaning of grade-level content words with instructional support.
ELL.3-5.L.2.LI-13 - (x3)	(x3) - explaining the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.LI-14 - (x6)	(x6) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words with instructional support.
ELL.3-5.L.2.LI-2 - (x3)	(x3) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.LI-3 - (x6)	(x6) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.LI-4 - (x17)	(x17) - explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
ELL.3-5.L.2.LI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words. (e.g., lunchtime, daydream, everyday, etc.)
ELL.3-5.L.2.LI-6 - (x0)	(x0) - applying contractions in context with instructional support.
ELL.3-5.L.2.LI-7 - (x10)	(x10) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words with instructional support.
ELL.3-5.L.2.LI-8 - (x1)	(x1) - stating the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.LI-9 - (x0)	(x0) - explaining word pair/analogous relationships (e.g., bravery: courage: smooth: sleek, etc).
ELL.3-5.L.2.PE-1 - (x0)	(x0) - repeating the names of objects or pictures and grouping into conceptual categories with instructional support.
ELL.3-5.L.2.PE-10 - (x0)	(x0) - distinguishing the intended meaning of common homonyms using picture clues.
ELL.3-5.L.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-12 - (x0)	(x0) - using picture clues to determine the meaning of words.
ELL.3-5.L.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.3-5.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.L.2.PE-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support
ELL.3-5.L.2.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-6 - (x0)	(x0) - repeating common contractions and identifying the words that comprise them with instructional support.
ELL.3-5.L.2.PE-7 - (x0)	(x0) - identifying the base/roots and affixes (prefixes and suffixes) of known words with instructional support.
ELL.3-5.L.2.PE-8 - (x0)	(x0) - recognizing common abbreviations (e.g., Oct., Mr., Ave., etc.) with instructional support.
ELL.3-5.L.2.PE-9 - (x0)	(x0) - identifying word pairs as antonyms or synonyms using picture clues.
ELL.3-5.LS.1.B-1 - (x1)	(x1) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (e.g., minimal pairs, etc.).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.LS.1.B-2 - (x3)	(x3) - responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.
ELL.3-5.LS.1.B-3 - (x2)	(x2) - using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.B-4 - (x4)	(x4) - retelling the main idea/concept and key points/details of a presentation using sentence frames.
ELL.3-5.LS.1.B-5 - (x7)	(x7) - responding to academic discussions by sharing one's view on facts , ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.B-6 - (x7)	(x7) - responding to comprehension questions by comparing concepts and related facts using academic vocabulary.
ELL.3-5.LS.1.B-7 - (x0)	(x0) - following multi-step directions/ instructions containing prepositions.
ELL.3-5.LS.1.B-8 - (x2)	(x2) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.B-9 - (x0)	(x0) - asking one-word and Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.E-1 - (x1)	(x1) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.3-5.LS.1.E-2 - (x3)	(x3) - responding to read-alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences with visual aids and sentence frames.
ELL.3-5.LS.1.E-3 - (x2)	(x2) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.E-4 - (x2)	(x2) - identifying the main idea/concept of a presentation.
ELL.3-5.LS.1.E-5 - (x5)	(x5) - responding to comments and questions in academic discussions by using academic vocabulary.
ELL.3-5.LS.1.E-6 - (x3)	(x3) - responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.
ELL.3-5.LS.1.E-7 - (x1)	(x1) - following one- or two-step/ directions/ commands.
ELL.3-5.LS.1.E-8 - (x0)	(x0) - responding to comments and questions in social conversations.
ELL.3-5.LS.1.E-9 - (x0)	(x0) - N/A
ELL.3-5.LS.1.HI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.3-5.LS.1.HI-2 - (x2)	(x2) - summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.HI-3 - (x1)	(x1) - sequencing events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.HI-4 - (x1)	(x1) - summarizing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.HI-5 - (x2)	(x2) - demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/ effect, etc.)
ELL.3-5.LS.1.HI-6 - (x1)	(x1) - responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., problem/solution, cause/ effect, compare/contrast, etc.)
ELL.3-5.LS.1.HI-7 - (x2)	(x2) - following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.).
ELL.3-5.LS.1.HI-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.HI-9 - (x0)	(x0) - asking questions to clarify ideas and concepts.
ELL.3-5.LS.1.LI-1 - (x2)	(x2) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support. (e.g., minimal phrases, sentences, etc.).
ELL.3-5.LS.1.LI-2 - (x8)	(x8) - paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.LI-3 - (x7)	(x7) - sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.
ELL.3-5.LS.1.LI-4 - (x8)	(x8) - paraphrasing the main idea/concept and key points/details of a presentation using complete sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.LS.1.LI-5 - (x12)	(x12) - responding to academic discussions by asking questions and sharing one's view on facts, ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.LI-6 - (x19)	(x19) - responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.)
ELL.3-5.LS.1.LI-7 - (x2)	(x2) - following multi-step directions/ instructions containing prepositions and "frequency" adverbs (e.g., Never use a pen.).
ELL.3-5.LS.1.LI-8 - (x1)	(x1) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.3-5.LS.1.LI-9 - (x0)	(x0) - asking Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.PE-1 - (x0)	(x0) - distinguishing between phonemes in the initial and/or final positions of words.
ELL.3-5.LS.1.PE-2 - (x1)	(x1) - repeating main ideas/concepts from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.3-5.LS.1.PE-3 - (x1)	(x1) - sequencing a series of pictures from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.PE-4 - (x2)	(x2) - repeating the main idea/concept of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.)
ELL.3-5.LS.1.PE-5 - (x1)	(x1) - responding to academic discussions using key words and phrases.
ELL.3-5.LS.1.PE-6 - (x1)	(x1) - responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., "Show me the square." Student then points to the square or draws a picture of square.)
ELL.3-5.LS.1.PE-7 - (x0)	(x0) - following one-two step directions/commands accompanied by visual cues and gestures. (e.g., First, add _____ and _____, etc.)
ELL.3-5.LS.1.PE-8 - (x0)	(x0) - responding to social conversations using memorized responses. (e.g., introductions, requests, courtesies, etc.)
ELL.3-5.LS.1.PE-9 - (x0)	(x0) - N/A
ELL.3-5.LS.2.B-1 - (x2)	(x2) - producing beginning, middle and final sounds in a word (e.g., chair/share, sit/seat, walk/walked) (-ed: /t/, /d/, /ed/, etc.).
ELL.3-5.LS.2.B-2 - (x3)	(x3) - reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing.
ELL.3-5.LS.2.B-3 - (x2)	(x2) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.B-4 - (x1)	(x1) - participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.
ELL.3-5.LS.2.B-5 - (x3)	(x3) - asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.
ELL.3-5.LS.2.B-6 - (x0)	(x0) - stating two-step directions/ instructions using prepositions of location in complete sentences.
ELL.3-5.LS.2.B-7 - (x2)	(x2) - sharing personal experiences/stories supported by details and examples in complete sentences.
ELL.3-5.LS.2.B-8 - (x4)	(x4) - presenting with a group, a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing an introduction, body, conclusion and transitions, with instructional support.
ELL.3-5.LS.2.E-1 - (x0)	(x0) - producing the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.E-2 - (x0)	(x0) - reciting repeated-patterned speech (e.g., nursery rhymes, songs, chants, etc.) with instructional support.
ELL.3-5.LS.2.E-3 - (x0)	(x0) - expressing one's own needs and emotions in complete sentences.
ELL.3-5.LS.2.E-4 - (x0)	(x0) - responding to social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.
ELL.3-5.LS.2.E-5 - (x2)	(x2) - asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.
ELL.3-5.LS.2.E-6 - (x0)	(x0) - stating single step directions/ commands using words and phrases.
ELL.3-5.LS.2.E-7 - (x1)	(x1) - sharing personal experiences/stories using complete sentences with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.LS.2.E-8 - (x6)	(x6) - presenting with a group, a topic sentence and two to three details using notes as support.
ELL.3-5.LS.2.HI-1 - (x0)	(x0) - producing sentences with accurate pronunciation, intonation, and stress.
ELL.3-5.LS.2.HI-2 - (x0)	(x0) - presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.HI-3 - (x1)	(x1) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.HI-4 - (x0)	(x0) - participating in socio-functional communication tasks using complete sentences.
ELL.3-5.LS.2.HI-5 - (x1)	(x1) - asking and responding to academic questions in complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).
ELL.3-5.LS.2.HI-6 - (x0)	(x0) - stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.
ELL.3-5.LS.2.HI-7 - (x0)	(x0) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.HI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.
ELL.3-5.LS.2.LI-1 - (x11)	(x11) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.).
ELL.3-5.LS.2.LI-2 - (x4)	(x4) - reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.LI-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.LI-4 - (x3)	(x3) - participating in formal and informal socio-functional communication tasks using complete sentences (e.g., comparing personal information and experiences; providing alternate solutions to a problem; and extending invitations to others, etc.) with instructional support.
ELL.3-5.LS.2.LI-5 - (x12)	(x12) - asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., making comparisons, describing events, agreeing/ disagreeing with others, etc.)
ELL.3-5.LS.2.LI-6 - (x1)	(x1) - stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.
ELL.3-5.LS.2.LI-7 - (x9)	(x9) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.LI-8 - (x4)	(x4) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids, with instructional support.
ELL.3-5.LS.2.PE-1 - (x0)	(x0) - repeating the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.PE-2 - (x0)	(x0) - repeating patterned speech (e.g., alphabet and cardinal/ordinal numbers, names, etc.) with instructional support.
ELL.3-5.LS.2.PE-3 - (x0)	(x0) - expressing one's own needs and emotions in complete sentences with instructional support.
ELL.3-5.LS.2.PE-4 - (x0)	(x0) - repeating introductions and personal information questions using complete sentences.
ELL.3-5.LS.2.PE-5 - (x0)	(x0) - repeating academic questions and responses (who, what, where, when).
ELL.3-5.LS.2.PE-6 - (x0)	(x0) - repeating single step commands and/or directions.
ELL.3-5.LS.2.PE-7 - (x0)	(x0) - sharing a personal experience using sentence frames.
ELL.3-5.LS.2.PE-8 - (x3)	(x3) - repeating two to three facts or events.
ELL.3-5.R.1.B-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.B-2 - (x2)	(x2) - identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.).
ELL.3-5.R.1.B-3 - (x2)	(x2) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).
ELL.3-5.R.1.B-4 - (x1)	(x1) - alphabetizing a series of words to the third letter.
ELL.3-5.R.1.E-1 - (x1)	(x1) - tracking the one to one correlation between spoken and printed word.
ELL.3-5.R.1.E-2 - (x0)	(x0) - identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.1.E-3 - (x2)	(x2) - locating the organizational features of a book and a dictionary (e.g., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.1.E-4 - (x0)	(x0) - alphabetizing a series of words to the second letter.
ELL.3-5.R.1.HI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-3 - (x0)	(x0) - evaluating the usefulness of various print sources based on the organizational features for a given task.
ELL.3-5.R.1.HI-4 - (x1)	(x1) - alphabetizing a series of words.
ELL.3-5.R.1.LI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-3 - (x1)	(x1) - comparing and contrasting two or more print sources based on their organizational features.
ELL.3-5.R.1.LI-4 - (x2)	(x2) - alphabetizing a series of words.
ELL.3-5.R.1.PE-1 - (x0)	(x0) - demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.
ELL.3-5.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.3-5.R.1.PE-3 - (x0)	(x0) - recognizing organizational features of a book (e.g., title, author, and table of contents) with instructional support.
ELL.3-5.R.1.PE-4 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.3-5.R.2.B-1 - (x0)	(x0) - identifying and manipulating initial and final sounds to make new words. (e.g., rat to fat, fit to fig, etc.)
ELL.3-5.R.2.B-10 - (x3)	(x3) - applying spelling rules for adding suffixes. (e.g., drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.)
ELL.3-5.R.2.B-11 - (x2)	(x2) - reading high frequency words.
ELL.3-5.R.2.B-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.B-13 - (x1)	(x1) - recognizing and using word order (syntax).
ELL.3-5.R.2.B-2 - (x0)	(x0) - distinguishing between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.)
ELL.3-5.R.2.B-3 - (x3)	(x3) - segmenting one-syllable words into its phonemes. (dog = /d/.../o/.../g/)
ELL.3-5.R.2.B-4 - (x3)	(x3) - blending spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).
ELL.3-5.R.2.B-5 - (x0)	(x0) - selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)
ELL.3-5.R.2.B-6 - (x0)	(x0) - producing new words when an initial letter is changed (e.g., word families).
ELL.3-5.R.2.B-7 - (x9)	(x9) - reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.3-5.R.2.B-8 - (x0)	(x0) - reading two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support.
ELL.3-5.R.2.B-9 - (x7)	(x7) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (e.g., -s, -ed, -ing, etc.) with instructional support.
ELL.3-5.R.2.E-1 - (x1)	(x1) - orally producing the initial and final sounds (not the letter) of a spoken word.
ELL.3-5.R.2.E-10 - (x1)	(x1) - reading given words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.E-11 - (x1)	(x1) - reading high frequency words with instructional support.
ELL.3-5.R.2.E-12 - (x0)	(x0) - reading contractions. (e.g., haven't, aren't, it's, etc.)
ELL.3-5.R.2.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.E-2 - (x1)	(x1) - identifying long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.)
ELL.3-5.R.2.E-3 - (x1)	(x1) - segmenting multi-syllabic words into syllables. (/but/ter/fly/)
ELL.3-5.R.2.E-4 - (x2)	(x2) - blending spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).
ELL.3-5.R.2.E-5 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.2.E-6 - (x0)	(x0) - producing sounds represented by the single-lettered consonant and vowel graphemes.
ELL.3-5.R.2.E-7 - (x1)	(x1) - reading regularly spelled two-syllable and compound words including consonant blends (bl, st, and tr)
ELL.3-5.R.2.E-8 - (x2)	(x2) - reading two-syllable and compound words, using letter-sound knowledge.
ELL.3-5.R.2.E-9 - (x1)	(x1) - identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).
ELL.3-5.R.2.HI-1 - (x1)	(x1) - orally producing new words by manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.HI-10 - (x0)	(x0) - applying knowledge of affixes to words in context.
ELL.3-5.R.2.HI-11 - (x6)	(x6) - reading high frequency words.
ELL.3-5.R.2.HI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.HI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.HI-3 - (x2)	(x2) - segmenting syllables in multi-syllabic words.
ELL.3-5.R.2.HI-4 - (x2)	(x2) - blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t.../i.../g.../er/ makes tiger).
ELL.3-5.R.2.HI-5 - (x0)	(x0) - generating a series of rhyming words.
ELL.3-5.R.2.HI-6 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.3-5.R.2.HI-7 - (x2)	(x2) - applying knowledge of spelling pattern exceptions.
ELL.3-5.R.2.HI-8 - (x0)	(x0) - applying knowledge of syllabication rules when decoding unfamiliar words in context.
ELL.3-5.R.2.HI-9 - (x0)	(x0) - applying knowledge of inflectional forms of words in context.
ELL.3-5.R.2.LI-1 - (x2)	(x2) - identifying and manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.LI-10 - (x8)	(x8) - applying knowledge of prefixes and suffixes (affixes) added to words in context with instructional support.
ELL.3-5.R.2.LI-11 - (x9)	(x9) - reading high frequency words.
ELL.3-5.R.2.LI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.LI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.LI-3 - (x3)	(x3) - segmenting phonemes contained in consonant blends. (splat=/s/p/l/a/t/)
ELL.3-5.R.2.LI-4 - (x5)	(x5) - blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find; /f/l/a/t/=flat).
ELL.3-5.R.2.LI-5 - (x1)	(x1) - orally producing rhyming words in response to given words. (Cat rhymes with... hat.)
ELL.3-5.R.2.LI-6 - (x2)	(x2) - reading complex word families (e.g., -ight, -ought, etc.)
ELL.3-5.R.2.LI-7 - (x11)	(x11) - reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.3-5.R.2.LI-8 - (x9)	(x9) - applying knowledge of syllabication rules when decoding multi-syllabic and compound words.
ELL.3-5.R.2.LI-9 - (x10)	(x10) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.
ELL.3-5.R.2.PE-1 - (x0)	(x0) - orally producing groups of words that begin with the same initial sound (alliteration).
ELL.3-5.R.2.PE-10 - (x0)	(x0) - repeating words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.PE-11 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.R.2.PE-12 - (x0)	(x0) - recognizing common contractions. (e.g., I'm, I'll, can't, etc.)
ELL.3-5.R.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.PE-2 - (x0)	(x0) - identifying short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.)
ELL.3-5.R.2.PE-3 - (x2)	(x2) - segmenting sentences into words.
ELL.3-5.R.2.PE-4 - (x0)	(x0) - blending spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).
ELL.3-5.R.2.PE-5 - (x0)	(x0) - recognizing the new spoken word when a specified phoneme is added, changed or removed.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.2.PE-6 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet
ELL.3-5.R.2.PE-7 - (x0)	(x0) - reading regularly spelled one-syllable words represented by single letters.
ELL.3-5.R.2.PE-8 - (x0)	(x0) - reading one-syllable words, using letter-sound knowledge.
ELL.3-5.R.2.PE-9 - (x1)	(x1) - identifying base words (walk, clean, dress) that have been modified by inflectional endings.
ELL.3-5.R.3.B-1 - (x2)	(x2) - reading aloud passages from familiar or cumulative text (e.g. The House that Jack Built) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).
ELL.3-5.R.3.E-1 - (x2)	(x2) - reading aloud sight words, sentences and short passages from familiar patterned text (e.g. poems and chants, etc.) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.HI-1 - (x6)	(x6) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.LI-1 - (x10)	(x10) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.PE-1 - (x0)	(x0) - reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)
ELL.3-5.R.4.B-1 - (x1)	(x1) - identifying differences between fiction and nonfiction.
ELL.3-5.R.4.B-10 - (x1)	(x1) - identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.B-11 - (x0)	(x0) - identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.B-12 - (x1)	(x1) - identifying the cause and effect relationship of two related events in a literary selection.
ELL.3-5.R.4.B-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.B-14 - (x1)	(x1) - identifying characters and their traits within a fictional text.
ELL.3-5.R.4.B-15 - (x1)	(x1) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.B-16 - (x2)	(x2) - identifying the plot (specific events, problems and solutions) from a fictional text, with instructional support.
ELL.3-5.R.4.B-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.B-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.B-19 - (x0)	(x0) - comparing and contrasting two settings within fictional text.
ELL.3-5.R.4.B-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.B-20 - (x1)	(x1) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.B-21 - (x0)	(x0) - following two-to-three step written directions to complete task/procedure.
ELL.3-5.R.4.B-22 - (x2)	(x2) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.B-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.B-24 - (x0)	(x0) - locating specific information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.B-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.B-26 - (x0)	(x0) - locating organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.B-27 - (x2)	(x2) - identifying the purpose of each part of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.B-28 - (x1)	(x1) - locating the organizational features of a book and a dictionary. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.B-29 - (x0)	(x0) - selecting a functional document for a specific purpose. (e.g., "Which document will tell me _____?")
ELL.3-5.R.4.B-3 - (x1)	(x1) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.
ELL.3-5.R.4.B-30 - (x1)	(x1) - comparing and contrasting two items within an expository text, with instructional support.
ELL.3-5.R.4.B-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.B-32 - (x0)	(x0) - identifying words (i.e., nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.4.B-33 - (x0)	(x0) - identifying words of rhyme, rhythm and repetition in literary selections.
ELL.3-5.R.4.B-34 - (x0)	(x0) - identifying repetition, rhyme, and rhythm in poetry.
ELL.3-5.R.4.B-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text, with instructional support
ELL.3-5.R.4.B-5 - (x1)	(x1) - retelling a story or event with a beginning, middle and end.
ELL.3-5.R.4.B-6 - (x1)	(x1) - making connections to text (i.e., text-to-self).
ELL.3-5.R.4.B-7 - (x2)	(x2) - identifying the main idea and two-to-three details from text.
ELL.3-5.R.4.B-8 - (x1)	(x1) - locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.
ELL.3-5.R.4.B-9 - (x1)	(x1) - identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is fiction or nonfiction.
ELL.3-5.R.4.E-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-11 - (x0)	(x0) - identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.
ELL.3-5.R.4.E-12 - (x1)	(x1) - identifying the cause and effect relationship of two related events in a literary selection with instructional support.
ELL.3-5.R.4.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-14 - (x3)	(x3) - identifying characters and their traits, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-15 - (x0)	(x0) - describing the setting, with instructional support, using key words from a fictional text heard or read.
ELL.3-5.R.4.E-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.E-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.E-18 - (x0)	(x0) - comparing and contrasting two characters, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-19 - (x0)	(x0) - comparing and contrasting two settings, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-2 - (x3)	(x3) - making predictions based on cover, title, illustrations and text.
ELL.3-5.R.4.E-20 - (x1)	(x1) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.E-21 - (x0)	(x0) - following written directions with teacher modeling when necessary to complete classroom activities.
ELL.3-5.R.4.E-22 - (x0)	(x0) - locating information in reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.E-23 - (x0)	(x0) - recognizing signs, labels and symbols in the environment.
ELL.3-5.R.4.E-24 - (x3)	(x3) - identifying and selecting external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.) within nonfiction text for a specific purpose (e.g. "Which external text will tell me _____?").
ELL.3-5.R.4.E-25 - (x0)	(x0) - identifying print (font) features in nonfiction text. (e.g., bold face, italicized, underlined, etc.)
ELL.3-5.R.4.E-26 - (x0)	(x0) - identifying organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.E-27 - (x0)	(x0) - identifying parts of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.E-28 - (x0)	(x0) - locating the organizational features of a book and a dictionary (i.e., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.4.E-29 - (x1)	(x1) - locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)
ELL.3-5.R.4.E-3 - (x1)	(x1) - answering Yes/No questions about text, heard or read, in complete sentences.
ELL.3-5.R.4.E-30 - (x0)	(x0) - comparing two items, with instructional support, within an expository text heard or read.
ELL.3-5.R.4.E-31 - (x0)	(x0) - identifying vocabulary used to influence reader's perspectives in persuasive text (e.g., emotional words, etc.), with instructional support.
ELL.3-5.R.4.E-32 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.4.E-33 - (x2)	(x2) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.3-5.R.4.E-34 - (x0)	(x0) - identifying repetition and rhyme in poetry.
ELL.3-5.R.4.E-4 - (x0)	(x0) - asking Yes/No questions about text in complete sentences, with instructional support.
ELL.3-5.R.4.E-5 - (x1)	(x1) - retelling a story or event using key words and pictures.
ELL.3-5.R.4.E-6 - (x2)	(x2) - making connections to text heard or read (i.e., text-to-self).
ELL.3-5.R.4.E-7 - (x1)	(x1) - identifying two-to-three details from text heard or read.
ELL.3-5.R.4.E-8 - (x0)	(x0) - identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).
ELL.3-5.R.4.E-9 - (x0)	(x0) - N/A
ELL.3-5.R.4.HI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.3-5.R.4.HI-10 - (x0)	(x0) - locating signal words that indicate cause and effect . (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.HI-11 - (x0)	(x0) - identifying the author's purpose for writing a book . (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.HI-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.HI-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.HI-14 - (x1)	(x1) - describing the characters' traits and their motivations within a fictional text .
ELL.3-5.R.4.HI-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.HI-16 - (x0)	(x0) - identifying and describing the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.HI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.HI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.HI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.HI-2 - (x1)	(x1) - generating and confirming predictions about text for accuracy.
ELL.3-5.R.4.HI-20 - (x0)	(x0) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.HI-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.HI-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.HI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.HI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.HI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.HI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.HI-27 - (x0)	(x0) - locating information from a part of a book for a specific purpose.
ELL.3-5.R.4.HI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.HI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.HI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.HI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.HI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.HI-32 - (x0)	(x0) - identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.3-5.R.4.HI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, etc.) in a literary selection.
ELL.3-5.R.4.HI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.HI-4 - (x0)	(x0) - generating who, what, where, when, why, which and how questions to clarify text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.4.HI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
ELL.3-5.R.4.HI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.HI-7 - (x1)	(x1) - summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELL.3-5.R.4.HI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.HI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.LI-21 - (x1)	(x1) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.LI-1 - (x1)	(x1) - comparing and contrasting fiction with nonfiction with instructional support.
ELL.3-5.R.4.LI-10 - (x0)	(x0) - locating signal words that indicate cause and effect . (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.LI-11 - (x0)	(x0) - identifying the author's purpose for writing a book . (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.LI-12 - (x3)	(x3) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.LI-13 - (x3)	(x3) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.LI-14 - (x1)	(x1) - describing the characters' traits and their motivations within a fictional text .
ELL.3-5.R.4.LI-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.LI-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.LI-17 - (x1)	(x1) - relating illustrations to fictional text.
ELL.3-5.R.4.LI-18 - (x1)	(x1) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.LI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.LI-2 - (x3)	(x3) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.LI-20 - (x4)	(x4) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.LI-22 - (x3)	(x3) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.LI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.LI-24 - (x2)	(x2) - interpreting information from external text in nonfiction text for a specific purpose. (e.g., "According to the population map, most people live in the Northeast.")
ELL.3-5.R.4.LI-25 - (x2)	(x2) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.LI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.LI-27 - (x0)	(x0) - selecting a part of a book for a specific purpose. (e.g., "Which part of a book will tell me _____?")
ELL.3-5.R.4.LI-28 - (x1)	(x1) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.LI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.LI-3 - (x5)	(x5) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.LI-30 - (x1)	(x1) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.LI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.LI-32 - (x0)	(x0) - identifying words (i.e., nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.LI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.3-5.R.4.LI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.LI-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text.
ELL.3-5.R.4.LI-5 - (x2)	(x2) - retelling a story or event with a beginning, middle, and end in complete sentences.
ELL.3-5.R.4.LI-6 - (x7)	(x7) - making connections to text (i.e., text-to-text and text-to-self).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.R.4.LI-7 - (x0)	(x0) - summarizing the main idea and supporting details from text.
ELL.3-5.R.4.LI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.LI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.PE-1 - (x1)	(x1) - determining whether a literary selection, heard or read, is fiction or nonfiction with instructional support.
ELL.3-5.R.4.PE-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-11 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-12 - (x0)	(x0) - identifying two events which are related within a literary selection.
ELL.3-5.R.4.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-14 - (x0)	(x0) - identifying characters within a fictional text heard or read.
ELL.3-5.R.4.PE-15 - (x0)	(x0) - identifying the setting using key words from a fictional text heard or read.
ELL.3-5.R.4.PE-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.PE-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.PE-18 - (x0)	(x0) - identifying two characters within a fictional text heard or read.
ELL.3-5.R.4.PE-19 - (x0)	(x0) - identifying two settings within a fictional text heard or read.
ELL.3-5.R.4.PE-2 - (x1)	(x1) - making predictions based on cover, title and illustrations with instructional support.
ELL.3-5.R.4.PE-20 - (x0)	(x0) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.PE-21 - (x0)	(x0) - following written directions with visual support to complete classroom activities.
ELL.3-5.R.4.PE-22 - (x0)	(x0) - identifying a variety of reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.PE-23 - (x0)	(x0) - recognizing signs, labels, and symbols in the environment with instructional support.
ELL.3-5.R.4.PE-24 - (x0)	(x0) - identifying external text within nonfiction text. (e.g., illustrations, photographs, charts, maps, diagrams, graphs, etc.)
ELL.3-5.R.4.PE-25 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-26 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-27 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-28 - (x0)	(x0) - recognizing organizational features of a book (i.e., title, author, and table of contents) with instructional support.
ELL.3-5.R.4.PE-29 - (x0)	(x0) - identifying functional documents by their organizational structure. (e.g., menus, invitations, flyers, graphic organizers, etc.)
ELL.3-5.R.4.PE-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, with instructional support.
ELL.3-5.R.4.PE-30 - (x0)	(x0) - identifying two items within an expository text heard or read.
ELL.3-5.R.4.PE-31 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-33 - (x0)	(x0) - participating in choral reading (e.g., clapping and chanting, etc.) in response to the rhythm of predictably patterned literary selections.
ELL.3-5.R.4.PE-34 - (x0)	(x0) - identifying repetition in poetry.
ELL.3-5.R.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-5 - (x1)	(x1) - sequencing pictures to retell text heard or read.
ELL.3-5.R.4.PE-6 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-7 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.3-5.R.4.PE-8 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-9 - (x0)	(x0) - N/A
ELL.3-5.W.1.B-1 - (x0)	(x0) - writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.
ELL.3-5.W.1.B-2 - (x0)	(x0) - writing simple poetry with rhythm and rhyme independently.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.W.1.B-3 - (x2)	(x2) - taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.B-4 - (x9)	(x9) - writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.
ELL.3-5.W.1.B-5 - (x1)	(x1) - writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.
ELL.3-5.W.1.B-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.B-6.b - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.B-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.B-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.B-7 - (x5)	(x5) - writing a persuasive statement with instructional support (e.g., "Buy Charlie's Organic Chicken because it is the healthiest.").
ELL.3-5.W.1.E-1 - (x2)	(x2) - writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.
ELL.3-5.W.1.E-2 - (x0)	(x0) - writing simple poetry, rhymes, songs, or chants collaboratively.
ELL.3-5.W.1.E-3 - (x1)	(x1) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.E-4 - (x3)	(x3) - writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support.
ELL.3-5.W.1.E-5 - (x2)	(x2) - writing the topic and/or main idea of familiar text (e.g., sentence frame: This paragraph is about _____).
ELL.3-5.W.1.E-6.a - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.E-6.b - (x0)	(x0) - Friendly letters
ELL.3-5.W.1.E-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.E-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.1.HI-1 - (x0)	(x0) - writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.
ELL.3-5.W.1.HI-2 - (x0)	(x0) - writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.
ELL.3-5.W.1.HI-3 - (x0)	(x0) - taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.HI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.
ELL.3-5.W.1.HI-5 - (x0)	(x0) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.).
ELL.3-5.W.1.HI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.HI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.HI-6.c - (x0)	(x0) - Procedures
ELL.3-5.W.1.HI-6.d - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.HI-6.e - (x0)	(x0) - Brochures.
ELL.3-5.W.1.HI-7 - (x2)	(x2) - writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.LI-1 - (x2)	(x2) - writing on or more narrative paragraphs based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure.
ELL.3-5.W.1.LI-2 - (x0)	(x0) - writing simple poetry, using rhythm, rhyme, similes and sensory details.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.W.1.LI-3 - (x6)	(x6) - taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.LI-4 - (x9)	(x9) - writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary.
ELL.3-5.W.1.LI-5 - (x2)	(x2) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (e.g., word bank, outline, etc.).
ELL.3-5.W.1.LI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.LI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.LI-6.c - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.LI-6.d - (x0)	(x0) - Brochures.
ELL.3-5.W.1.LI-7 - (x7)	(x7) - writing one or more persuasive paragraphs, with instructional support, that state a clear position with supporting details using persuasive vocabulary/strategies (e.g., loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.PE-1 - (x0)	(x0) - participating in a shared writing about events or characters from familiar stories.
ELL.3-5.W.1.PE-2 - (x0)	(x0) - copying/writing simple poetry or chants from a model.
ELL.3-5.W.1.PE-3 - (x2)	(x2) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.PE-4 - (x0)	(x0) - completing an expository cloze sentence or paragraph using a word bank with visual support. (e.g., The fox sleeps in the _____.)
ELL.3-5.W.1.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.1.PE-6.a - (x0)	(x0) - Friendly letters (with a frame)
ELL.3-5.W.1.PE-6.b - (x0)	(x0) - Address an envelope
ELL.3-5.W.1.PE-6.c - (x0)	(x0) - Thank you notes.
ELL.3-5.W.1.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.2.B-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.B-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.B-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.B-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.B-2 - (x6)	(x6) - spelling single-syllable words using learned spelling patterns.
ELL.3-5.W.2.B-3 - (x3)	(x3) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.B-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, days, months), titles (including book titles).
ELL.3-5.W.2.B-5.a - (x3)	(x3) - sentence endings
ELL.3-5.W.2.B-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words
ELL.3-5.W.2.B-5.c - (x0)	(x0) - apostrophes to punctuate contractions and singular possessives.
ELL.3-5.W.2.B-6 - (x2)	(x2) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.B-7 - (x2)	(x2) - using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.
ELL.3-5.W.2.B-8 - (x2)	(x2) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.B-9 - (x1)	(x1) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet.
ELL.3-5.W.2.E-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.E-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-12 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.W.2.E-2 - (x1)	(x1) - using knowledge of letter-sound relationships to spell simple words within word families.
ELL.3-5.W.2.E-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common and homonyms) with instructional support.
ELL.3-5.W.2.E-4 - (x0)	(x0) - using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months).
ELL.3-5.W.2.E-5.a - (x0)	(x0) - endings of sentences (question mark, exclamation mark); with instructional support.
ELL.3-5.W.2.E-5.b - (x0)	(x0) - commas in greetings, closings of letters, and dates with instructional support.
ELL.3-5.W.2.E-5.c - (x0)	(x0) - apostrophes to punctuate contractions with instructional support.
ELL.3-5.W.2.E-6 - (x1)	(x1) - using various subjects (singular/plural common nouns, proper nouns, singular possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.3-5.W.2.E-7 - (x3)	(x3) - using verb tenses (simple-past, present, future; present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-9 - (x0)	(x0) - using declarative sentences (S-V), positive (She plays.) and negative (She does not play.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.HI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.HI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.HI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-2 - (x1)	(x1) - spelling multi-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.HI-3 - (x2)	(x2) - spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).
ELL.3-5.W.2.HI-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.HI-5.a - (x2)	(x2) - sentence endings
ELL.3-5.W.2.HI-5.b - (x0)	(x0) - semi-colons in a series, introductory clauses, dialogue and direct address
ELL.3-5.W.2.HI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.HI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.HI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.HI-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.HI-7 - (x1)	(x1) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.HI-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.HI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.LI-1 - (x2)	(x2) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.LI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.LI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-2 - (x15)	(x15) - spelling two-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.LI-3 - (x17)	(x17) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.LI-4 - (x3)	(x3) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.LI-5.a - (x11)	(x11) - sentence endings
ELL.3-5.W.2.LI-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words or phrases
ELL.3-5.W.2.LI-5.c - (x5)	(x5) - quotation marks for dialogue and titles
ELL.3-5.W.2.LI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.LI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.W.2.LI-6 - (x6)	(x6) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.LI-7 - (x6)	(x6) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.LI-8 - (x8)	(x8) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.LI-9 - (x1)	(x1) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P) positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.PE-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.PE-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-2 - (x4)	(x4) - using basic phonetic spelling to write words.
ELL.3-5.W.2.PE-3 - (x1)	(x1) - spelling grade appropriate words (i.e., high frequency words) with instructional support.
ELL.3-5.W.2.PE-4 - (x0)	(x0) - using capitalization for the pronoun "I" and sentence beginnings.
ELL.3-5.W.2.PE-5.a - (x2)	(x2) - endings of sentences (period), with instructional support.
ELL.3-5.W.2.PE-5.b - (x0)	(x0) - colon to punctuate time with instructional support.
ELL.3-5.W.2.PE-5.c - (x0)	(x0) - commas in dates and closings of letters with instructional support.
ELL.3-5.W.2.PE-6 - (x1)	(x1) - using various subjects (singular/plural common nouns, proper nouns, and pronouns) in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-7 - (x0)	(x0) - using verb tenses (simple present and present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-8 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-9 - (x0)	(x0) - using declarative sentences (S-V) in a variety of writing applications, with instructional support.
ELL.3-5.W.3.B-1 - (x0)	(x0) - independently listing and webbing ideas to create a prewriting plan.
ELL.3-5.W.3.B-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece.
ELL.3-5.W.3.B-3 - (x3)	(x3) - using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion.
ELL.3-5.W.3.B-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.B-4.b - (x1)	(x1) - sequence of ideas (beginning, middle and end)
ELL.3-5.W.3.B-4.c - (x1)	(x1) - sentence structure (complete sentences)
ELL.3-5.W.3.B-4.d - (x0)	(x0) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.B-5 - (x1)	(x1) - reviewing student drafts for errors in conventions as a class using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.B-6 - (x1)	(x1) - publishing products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.B-7 - (x2)	(x2) - using a teacher established timeline to publish products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.E-1 - (x0)	(x0) - listing and webbing ideas as a class.
ELL.3-5.W.3.E-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.3.HI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.HI-2 - (x0)	(x0) - evaluating, organizing and selecting ideas that reflect the audience and purpose.
ELL.3-5.W.3.HI-3 - (x1)	(x1) - using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.W.3.HI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.HI-4.b - (x0)	(x0) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.HI-4.c - (x0)	(x0) - adding/deleting/ moving supporting details
ELL.3-5.W.3.HI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.HI-4.e - (x0)	(x0) - sentence structure (combining/adding/ deleting, complete and varied sentences)
ELL.3-5.W.3.HI-4.f - (x0)	(x0) - using revision tools. (checklists, rubrics, and reference materials)
ELL.3-5.W.3.HI-5 - (x1)	(x1) - reviewing student drafts for errors in conventions as a class, in small groups and independently using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.HI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time (e.g., 15 minutes).
ELL.3-5.W.3.HI-7 - (x0)	(x0) - using time management strategies to publish products within a teacher specified period of time.
ELL.3-5.W.3.LI-1 - (x3)	(x3) - generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.LI-2 - (x3)	(x3) - organizing ideas to reflect the audience and intended purpose.
ELL.3-5.W.3.LI-3 - (x5)	(x5) - using a prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement.
ELL.3-5.W.3.LI-4.a - (x3)	(x3) - word choice
ELL.3-5.W.3.LI-4.b - (x6)	(x6) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.LI-4.c - (x3)	(x3) - adding/deleting supporting details
ELL.3-5.W.3.LI-4.d - (x2)	(x2) - effective transitions
ELL.3-5.W.3.LI-4.e - (x3)	(x3) - sentence structure (complete and varied sentences)
ELL.3-5.W.3.LI-4.f - (x4)	(x4) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.LI-5 - (x4)	(x4) - reviewing student drafts for errors in conventions as a class or in small groups using editing tools, (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.LI-6 - (x3)	(x3) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.LI-7 - (x3)	(x3) - using a teacher established timeline to publish products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.PE-1 - (x0)	(x0) - generating ideas through drawing and labeling with instructional support.
ELL.3-5.W.3.PE-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.4.B-1 - (x1)	(x1) - producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support.
ELL.3-5.W.4.B-2 - (x0)	(x0) - producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support.
ELL.3-5.W.4.B-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.B-4 - (x3)	(x3) - substituting synonyms for known adjectives, verbs and nouns with instructional support or resources.
ELL.3-5.W.4.B-5 - (x3)	(x3) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.E-1 - (x1)	(x1) - drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame.
ELL.3-5.W.4.E-2 - (x0)	(x0) - ordering drawings and sentences/patterned text to represent a beginning, middle and end.
ELL.3-5.W.4.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-5 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 936 References, Buck, P. (Continued)*

Stage III - 936 References (Continued)

ELL.3-5.W.4.HI-1 - (x0)	(x0) - producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.
ELL.3-5.W.4.HI-2 - (x0)	(x0) - producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.
ELL.3-5.W.4.HI-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics).
ELL.3-5.W.4.HI-4 - (x0)	(x0) - selecting accurate, specific words and figurative language to express ideas with instructional support or resources.
ELL.3-5.W.4.HI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.LI-1 - (x5)	(x5) - producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres.
ELL.3-5.W.4.LI-2 - (x2)	(x2) - producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases.
ELL.3-5.W.4.LI-3 - (x1)	(x1) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.LI-4 - (x0)	(x0) - substituting accurate and specific synonyms for adjectives, verbs and nouns and attempting to use figurative language with instructional support or resources.
ELL.3-5.W.4.LI-5 - (x1)	(x1) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.PE-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and labeling them using a word bank.
ELL.3-5.W.4.PE-2 - (x0)	(x0) - ordering drawings to represent a beginning, middle and end.
ELL.3-5.W.4.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.5.B-1 - (x3)	(x3) - recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.
ELL.3-5.W.5.E-1 - (x1)	(x1) - recording information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).
ELL.3-5.W.5.HI-1 - (x0)	(x0) - recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.LI-1 - (x2)	(x2) - recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.PE-1 - (x1)	(x1) - recording information, observations about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).

AZCollege and Career Ready Standards2010, *English Language Arts - 1005 References*

Grade 3 - (1005 References)

LA.AZ.3.L.1.a - (x9)	(x9) - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.AZ.3.L.1.b - (x5)	(x5) - Form and use regular and irregular plural nouns.
LA.AZ.3.L.1.c - (x1)	(x1) - Use abstract nouns (e.g., childhood).
LA.AZ.3.L.1.d - (x10)	(x10) - Form and use regular and irregular verbs.
LA.AZ.3.L.1.e - (x10)	(x10) - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.AZ.3.L.1.f - (x8)	(x8) - Ensure subject-verb and pronoun-antecedent agreement.
LA.AZ.3.L.1.g - (x0)	(x0) - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.AZ.3.L.1.h - (x6)	(x6) - Use coordinating and subordinating conjunctions.
LA.AZ.3.L.1.i - (x5)	(x5) - Produce simple, compound, and complex sentences.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 1005 References, Buck, P. (Continued)*

Grade 3 - 1005 References (Continued)

LA.AZ.3.L.1.j - (x0)	(x0) - Write multiple sentences in an order that supports a main idea or story .
LA.AZ.3.L.2.a - (x2)	(x2) - Capitalize appropriate words in titles.
LA.AZ.3.L.2.b - (x2)	(x2) - Use commas in addresses.
LA.AZ.3.L.2.c - (x2)	(x2) - Use commas and quotation marks in dialogue.
LA.AZ.3.L.2.d - (x1)	(x1) - Form and use possessives.
LA.AZ.3.L.2.e - (x15)	(x15) - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.AZ.3.L.2.f - (x36)	(x36) - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.AZ.3.L.2.g - (x0)	(x0) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.AZ.3.L.3.a - (x8)	(x8) - Choose words and phrases for effect.
LA.AZ.3.L.3.b - (x2)	(x2) - Recognize and observe differences between the conventions of spoken and written standard English.
LA.AZ.3.L.4.a - (x2)	(x2) - Use sentence-level context as a clue to the meaning of a word or phrase.
LA.AZ.3.L.4.b - (x33)	(x33) - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.AZ.3.L.4.c - (x13)	(x13) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.AZ.3.L.4.d - (x41)	(x41) - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.AZ.3.L.5.a - (x24)	(x24) - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.AZ.3.L.5.b - (x14)	(x14) - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.AZ.3.L.5.c - (x1)	(x1) - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.AZ.3.L.6 - (x13)	(x13) - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.AZ.3.RF.1 - (x0)	(x0) - No standards for grade 3.
LA.AZ.3.RF.2 - (x0)	(x0) - No standards for grade 3.
LA.AZ.3.RF.3.a - (x10)	(x10) - Identify and know the meaning of the most common prefixes and derivational suffixes .
LA.AZ.3.RF.3.b - (x9)	(x9) - Decode words with common Latin suffixes.
LA.AZ.3.RF.3.c - (x4)	(x4) - Decode multisyllable words.
LA.AZ.3.RF.3.d - (x14)	(x14) - Read grade-appropriate irregularly spelled words.
LA.AZ.3.RF.4.a - (x41)	(x41) - Read on-level text with purpose and understanding.
LA.AZ.3.RF.4.b - (x5)	(x5) - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.AZ.3.RF.4.c - (x0)	(x0) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.AZ.3.RI.1 - (x26)	(x26) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.AZ.3.RI.10.a - (x9)	(x9) - By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
LA.AZ.3.RI.2 - (x21)	(x21) - Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.AZ.3.RI.3 - (x19)	(x19) - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.AZ.3.RI.4 - (x40)	(x40) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 1005 References, Buck, P. (Continued)*

Grade 3 - 1005 References (Continued)

LA.AZ.3.RI.5 - (x1)	(x1) - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently .
LA.AZ.3.RI.6 - (x2)	(x2) - Distinguish their own point of view from that of the author of a text.
LA.AZ.3.RI.7 - (x55)	(x55) - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.AZ.3.RI.8 - (x6)	(x6) - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LA.AZ.3.RI.9 - (x24)	(x24) - Compare and contrast the most important points and key details presented in two texts on the same topic.
LA.AZ.3.RL.1 - (x24)	(x24) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.AZ.3.RL.10 - (x7)	(x7) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
LA.AZ.3.RL.2 - (x22)	(x22) - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LA.AZ.3.RL.3 - (x21)	(x21) - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LA.AZ.3.RL.4 - (x14)	(x14) - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.AZ.3.RL.5 - (x20)	(x20) - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.AZ.3.RL.6 - (x1)	(x1) - Distinguish their own point of view from that of the narrator or those of the characters.
LA.AZ.3.RL.7 - (x10)	(x10) - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.AZ.3.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.3.RL.9 - (x17)	(x17) - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.AZ.3.SL.1.a - (x77)	(x77) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.AZ.3.SL.1.b - (x1)	(x1) - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.AZ.3.SL.1.c - (x16)	(x16) - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.AZ.3.SL.1.d - (x41)	(x41) - Explain their own ideas and understanding in light of the discussion.
LA.AZ.3.SL.2 - (x0)	(x0) - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.AZ.3.SL.3 - (x1)	(x1) - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.AZ.3.SL.4 - (x25)	(x25) - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.AZ.3.SL.5 - (x0)	(x0) - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.AZ.3.SL.6 - (x3)	(x3) - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.AZ.3.W.1.a - (x15)	(x15) - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.AZ.3.W.1.b - (x13)	(x13) - Provide reasons that support the opinion.
LA.AZ.3.W.1.c - (x9)	(x9) - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.AZ.3.W.1.d - (x9)	(x9) - Provide a concluding statement or section.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 1005 References, Buck, P. (Continued)*

Grade 3 - 1005 References (Continued)

LA.AZ.3.W.10 - (x15)	(x15) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.AZ.3.W.2.a - (x4)	(x4) - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
LA.AZ.3.W.2.b - (x6)	(x6) - Develop the topic with facts, definitions, and details.
LA.AZ.3.W.2.c - (x3)	(x3) - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.AZ.3.W.2.d - (x3)	(x3) - Provide a concluding statement or section.
LA.AZ.3.W.3.a - (x5)	(x5) - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.AZ.3.W.3.b - (x3)	(x3) - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.AZ.3.W.3.c - (x3)	(x3) - Use temporal words and phrases to signal event order.
LA.AZ.3.W.3.d - (x2)	(x2) - Provide a sense of closure.
LA.AZ.3.W.4.a - (x1)	(x1) - With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graph/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
LA.AZ.3.W.5 - (x16)	(x16) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.AZ.3.W.6 - (x3)	(x3) - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LA.AZ.3.W.7 - (x7)	(x7) - Conduct short research projects that build knowledge about a topic.
LA.AZ.3.W.8 - (x39)	(x39) - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.AZ.3.W.9 - (x0)	(x0) - (Begins in grade 4)

Grade 2 - (3 References)

MA.2.2.G.A.1 - (x0)	(x0) - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
MA.2.2.G.A.2 - (x0)	(x0) - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
MA.2.2.G.A.3 - (x0)	(x0) - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MA.2.2.MD.A.1 - (x0)	(x0) - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MA.2.2.MD.A.2 - (x0)	(x0) - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
MA.2.2.MD.A.3 - (x0)	(x0) - Estimate lengths using units of inches, feet, centimeters, and meters.
MA.2.2.MD.A.4 - (x0)	(x0) - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MA.2.2.MD.B.5 - (x0)	(x0) - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
MA.2.2.MD.B.6 - (x0)	(x0) - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,...., and represent whole-number sums and differences within 100 on a number line diagram.
MA.2.2.MD.C.7 - (x0)	(x0) - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MA.2.2.MD.C.8 - (x0)	(x0) - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 106 References, Buck, P. (Continued)*

Grade 2 - 3 References (Continued)

MA.2.2.MD.D.10 - (x0)	(x0) - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MA.2.2.MD.D.9 - (x0)	(x0) - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
MA.2.2.NBT.A.1.a - (x0)	(x0) - 100 can be thought of as a bundle of ten tens - called a "hundred."
MA.2.2.NBT.A.1.b - (x0)	(x0) - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MA.2.2.NBT.A.2 - (x0)	(x0) - Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.2.NBT.A.3 - (x3)	(x3) - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.2.NBT.A.4 - (x0)	(x0) - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
MA.2.2.NBT.B.5 - (x0)	(x0) - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.2.NBT.B.6 - (x0)	(x0) - Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.2.NBT.B.7 - (x0)	(x0) - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.2.NBT.B.8 - (x0)	(x0) - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
MA.2.2.NBT.B.9 - (x0)	(x0) - Explain why addition and subtraction strategies work, using place value and the properties of operations.
MA.2.2.OA.A.1 - (x0)	(x0) - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.2.2.OA.B.2 - (x0)	(x0) - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.2.OA.C.3 - (x0)	(x0) - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
MA.2.2.OA.C.4 - (x0)	(x0) - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Grade 3 - (100 References)

MA.3.3.G.A.1 - (x1)	(x1) - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
MA.3.3.G.A.2 - (x2)	(x2) - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
MA.3.3.MD.A.1 - (x6)	(x6) - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
MA.3.3.MD.A.2 - (x0)	(x0) - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
MA.3.3.MD.B.3 - (x7)	(x7) - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 106 References, Buck, P. (Continued)*

Grade 3 - 100 References (Continued)

MA.3.3.MD.B.4 - (x5)	(x5) - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.
MA.3.3.MD.C.5.a - (x0)	(x0) - A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
MA.3.3.MD.C.5.b - (x0)	(x0) - A plane figure which can be covered without gaps or overlaps by \square unit squares is said to have an area of \square square units.
MA.3.3.MD.C.6 - (x1)	(x1) - Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
MA.3.3.MD.C.7.a - (x2)	(x2) - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
MA.3.3.MD.C.7.b - (x2)	(x2) - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
MA.3.3.MD.C.7.c - (x1)	(x1) - Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths \square and $\square + \square$ is the sum of $\square \times \square$ and $\square \times \square$. Use area models to represent the distributive property in mathematical reasoning.
MA.3.3.MD.C.7.d - (x3)	(x3) - Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
MA.3.3.MD.D.8 - (x3)	(x3) - Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
MA.3.3.NBT.A.1 - (x4)	(x4) - Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.3.NBT.A.2 - (x15)	(x15) - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.3.NBT.A.3 - (x1)	(x1) - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
MA.3.3.NF.A.1 - (x16)	(x16) - Understand a fraction $1/\square$ as the quantity formed by 1 part when a whole is partitioned into \square equal parts; understand a fraction \square/\square as the quantity formed by \square parts of size $1/\square$.
MA.3.3.NF.A.2.a - (x2)	(x2) - Represent a fraction $1/\square$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into \square equal parts. Recognize that each part has size $1/\square$ and that the endpoint of the part based at 0 locates the number $1/\square$ on the number line.
MA.3.3.NF.A.2.b - (x1)	(x1) - Represent a fraction \square/\square on a number line diagram by marking off a lengths $1/\square$ from 0. Recognize that the resulting interval has size \square/\square and that its endpoint locates the number \square/\square on the number line.
MA.3.3.NF.A.3.a - (x1)	(x1) - Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
MA.3.3.NF.A.3.b - (x1)	(x1) - Recognize and generate simple equivalent fractions, (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
MA.3.3.NF.A.3.c - (x0)	(x0) - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MA.3.3.NF.A.3.d - (x1)	(x1) - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
MA.3.3.OA.A.1 - (x8)	(x8) - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
MA.3.3.OA.A.2 - (x0)	(x0) - Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
MA.3.3.OA.A.3 - (x3)	(x3) - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.3.3.OA.A.4 - (x1)	(x1) - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 106 References, Buck, P. (Continued)*

Grade 3 - 100 References (Continued)

MA.3.3.OA.B.5 - (x1)	(x1) - Apply properties of operations as strategies to multiply and divide.
MA.3.3.OA.B.6 - (x0)	(x0) - Understand division as an unknown-factor problem.
MA.3.3.OA.C.7 - (x4)	(x4) - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
MA.3.3.OA.D.8 - (x0)	(x0) - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.3.OA.D.9 - (x8)	(x8) - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Grade 4 - (3 References)

MA.4.4.G.A.1 - (x0)	(x0) - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MA.4.4.G.A.2 - (x0)	(x0) - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MA.4.4.G.A.3 - (x3)	(x3) - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MA.4.4.MD.A.1 - (x0)	(x0) - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
MA.4.4.MD.A.2 - (x0)	(x0) - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.4.MD.A.3 - (x0)	(x0) - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
MA.4.4.MD.B.4 - (x0)	(x0) - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
MA.4.4.MD.C.5.a - (x0)	(x0) - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
MA.4.4.MD.C.5.b - (x0)	(x0) - An angle that turns through \square one-degree angles is said to have an angle measure of \square degrees.
MA.4.4.MD.C.6 - (x0)	(x0) - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MA.4.4.MD.C.7 - (x0)	(x0) - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
MA.4.4.NBT.A.1 - (x0)	(x0) - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
MA.4.4.NBT.A.2 - (x0)	(x0) - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
MA.4.4.NBT.A.3 - (x0)	(x0) - Use place value understanding to round multi-digit whole numbers to any place.
MA.4.4.NBT.B.4 - (x0)	(x0) - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MA.4.4.NBT.B.5 - (x0)	(x0) - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Start Date: 07/22/2019

End Date: 11/21/2019

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 106 References, Buck, P. (Continued)***Grade 4 - 3 References (Continued)**

MA.4.4.NBT.B.6 - (x0)	(x0) - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.4.4.NF.A.1 - (x0)	(x0) - Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(\frac{a}{c} \times \frac{b}{c}) / (\frac{b}{c} \times \frac{a}{c})$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
MA.4.4.NF.A.2 - (x0)	(x0) - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.a - (x0)	(x0) - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MA.4.4.NF.B.3.b - (x0)	(x0) - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.c - (x0)	(x0) - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MA.4.4.NF.B.3.d - (x0)	(x0) - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.B.4.a - (x0)	(x0) - Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.
MA.4.4.NF.B.4.b - (x0)	(x0) - Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.
MA.4.4.NF.B.4.c - (x0)	(x0) - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.C.5 - (x0)	(x0) - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MA.4.4.NF.C.6 - (x0)	(x0) - Use decimal notation for fractions with denominators 10 or 100.
MA.4.4.NF.C.7 - (x0)	(x0) - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
MA.4.4.OA.A.1 - (x0)	(x0) - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MA.4.4.OA.A.2 - (x0)	(x0) - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MA.4.4.OA.A.3 - (x0)	(x0) - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.4.4.OA.B.4 - (x0)	(x0) - Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
MA.4.4.OA.C.5 - (x0)	(x0) - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
MA.4.AZ.4.OA.A.3.1.a - (x0)	(x0) - Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.
MA.4.AZ.4.OA.A.3.1.b - (x0)	(x0) - Analyze relationships among representations and make connections to the multiplication principle of counting.

Concordia Charter School

Chiu, Albert

Standards Linked: 715

Last Login: 11/21/2019

AZAcademic Standards2011, *English Language Proficiency - 417 References*

Stage III - (417 References)

ELL.3-5.L.1.ADJ.B-1 - (x0)	(x0) - selecting adjectives to complete given sentences (i.e., quantity/concept/ size/shape/color).
ELL.3-5.L.1.ADJ.B-10 - (x0)	(x0) - defining the present participle as an adjective; selecting a present participle to complete a given sentence.
ELL.3-5.L.1.ADJ.B-11 - (x0)	(x0) - defining the past participle as an adjective; selecting a past participle to complete a given sentence.
ELL.3-5.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives with instructional support.
ELL.3-5.L.1.ADJ.B-3 - (x0)	(x0) - selecting a sensory/personality adjective (e.g., sticky, proud, etc.) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-4 - (x0)	(x0) - selecting a noun as a modifier (e.g., shoe store, kitchen table, etc.), to complete a given sentence.
ELL.3-5.L.1.ADJ.B-5 - (x0)	(x0) - selecting a singular or plural demonstrative adjective (i.e., this, that, these, those) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-6 - (x0)	(x0) - defining and listing proper adjectives with nouns (e.g., Chinese man, Italian woman, etc.).
ELL.3-5.L.1.ADJ.B-7 - (x0)	(x0) - listing indefinite adjectives (i.e., all, both, many).
ELL.3-5.L.1.ADJ.B-8 - (x0)	(x0) - selecting a comparative or superlative adjective (e.g., big, bigger, biggest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-9 - (x0)	(x0) - selecting an irregular comparative or superlative adjective to complete a given sentence.
ELL.3-5.L.1.ADJ.E-1 - (x0)	(x0) - defining adjectives; sorting adjectives by categories (i.e., quantity/concept/ size/shape/color) with nouns.
ELL.3-5.L.1.ADJ.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-2 - (x0)	(x0) - selecting singular and plural possessive adjectives (i.e., my, your, his, her, its, our, their); to complete a sentence.
ELL.3-5.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-4 - (x0)	(x0) - using a noun as a modifier with instructional support.
ELL.3-5.L.1.ADJ.E-5 - (x0)	(x0) - selecting a singular demonstrative adjective (i.e., this, that) to complete a given sentence.
ELL.3-5.L.1.ADJ.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-8 - (x0)	(x0) - listing comparative and superlative adjectives (e.g., big, bigger, biggest, etc.).
ELL.3-5.L.1.ADJ.E-9 - (x0)	(x0) - listing irregular comparative and superlative adjectives (e.g., bad, worse, worst, good, better, best, etc.).
ELL.3-5.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).
ELL.3-5.L.1.ADJ.HI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives.
ELL.3-5.L.1.ADJ.HI-11 - (x0)	(x0) - using past participles (tired man) as adjectives.
ELL.3-5.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.3-5.L.1.ADJ.HI-4 - (x0)	(x0) - using nouns as modifiers.
ELL.3-5.L.1.ADJ.HI-5 - (x0)	(x0) - using demonstrative adjectives.
ELL.3-5.L.1.ADJ.HI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.HI-7 - (x0)	(x0) - using indefinite adjectives.
ELL.3-5.L.1.ADJ.HI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most/less/least, etc.).
ELL.3-5.L.1.ADJ.HI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives.
ELL.3-5.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color) with instructional support.
ELL.3-5.L.1.ADJ.LI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-11 - (x0)	(x0) - using past participles (tired man) as adjectives with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-4 - (x0)	(x0) - using nouns as modifiers with instructional support.
ELL.3-5.L.1.ADJ.LI-5 - (x0)	(x0) - using demonstrative adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-7 - (x0)	(x0) - using indefinite adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most beautiful, etc.) with instructional support.
ELL.3-5.L.1.ADJ.LI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives with instructional support.
ELL.3-5.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (i.e., quantity/size/shape/ color) with nouns.
ELL.3-5.L.1.ADJ.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-2 - (x0)	(x0) - selecting singular possessive adjectives to complete a given sentence.
ELL.3-5.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-4 - (x0)	(x0) - repeating nouns as modifiers (e.g., shoe store, kitchen table, etc.)
ELL.3-5.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.B-1 - (x0)	(x0) - using "when" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-3 - (x0)	(x0) - using "where" adverbs in sentences with instructional support.
ELL.3-5.L.1.ADV.B-4 - (x0)	(x0) - converting adjectives into "how/degree" adverbs (e.g., quick/quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.B-5 - (x0)	(x0) - selecting a regular comparative or superlative adverb (e.g., fast, faster, fastest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.B-6 - (x0)	(x0) - selecting an irregular comparative or superlative adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-7 - (x0)	(x0) - selecting an intensifier adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-8 - (x0)	(x0) - using conjunctive adverb "also" with instructional support.
ELL.3-5.L.1.ADV.E-1 - (x0)	(x0) - defining an adverb; selecting first, next, then, after, before, or finally ("when" adverbs) to complete a given sentence.
ELL.3-5.L.1.ADV.E-2 - (x0)	(x0) - selecting always, never, or sometimes ("frequency" adverb) to complete a given sentence.
ELL.3-5.L.1.ADV.E-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there, outside, inside).
ELL.3-5.L.1.ADV.E-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (e.g., quick versus quickly, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.E-5 - (x0)	(x0) - listing regular comparative and superlative adverbs (e.g., fast, faster, fastest, etc.).
ELL.3-5.L.1.ADV.E-6 - (x0)	(x0) - listing irregular comparative and superlative adverbs (e.g., badly, worse, worst, well, better, best, etc.).
ELL.3-5.L.1.ADV.E-7 - (x0)	(x0) - listing intensifier adverbs (e.g., too, not, very, etc.).
ELL.3-5.L.1.ADV.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.HI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.3-5.L.1.ADV.HI-5 - (x0)	(x0) - using regular comparative and superlative adverbs (e.g., slowly, less slowly, least slowly, etc.).
ELL.3-5.L.1.ADV.HI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.ADV.HI-7 - (x0)	(x0) - using intensifier adverbs.
ELL.3-5.L.1.ADV.HI-8 - (x0)	(x0) - using conjunctive adverbs.
ELL.3-5.L.1.ADV.LI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.LI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.LI-4 - (x0)	(x0) - using "how/degree" adverbs (e.g., quickly ran, too cold, very quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-5 - (x0)	(x0) - using regular comparative and superlative adverb (e.g., slowly, more slowly, most slowly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs with instructional support.
ELL.3-5.L.1.ADV.LI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, hardly, barely, enough, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-8 - (x0)	(x0) - using conjunctive adverbs "also" and "therefore" with instructional support.
ELL.3-5.L.1.ADV.PE-1 - (x0)	(x0) - repeating classroom directions with first, next and then ("when" adverbs, e.g., First, take out your book.)
ELL.3-5.L.1.ADV.PE-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs: always, never, sometimes. (e.g., Always bring a pencil to class.)
ELL.3-5.L.1.ADV.PE-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there).
ELL.3-5.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.B-1 - (x0)	(x0) - selecting coordinating conjunctions and/or/ but/yet, which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence.
ELL.3-5.L.1.C.B-2 - (x0)	(x0) - selecting correlative conjunctions both/and and either/or to complete a given sentence.
ELL.3-5.L.1.C.B-3 - (x0)	(x0) - selecting correlative conjunctions not only...but also to complete a given sentence.
ELL.3-5.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions and/or to complete a given sentence.
ELL.3-5.L.1.C.E-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.HI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses.
ELL.3-5.L.1.C.HI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both/and and either/or.
ELL.3-5.L.1.C.HI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also .
ELL.3-5.L.1.C.LI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses with instructional support.
ELL.3-5.L.1.C.LI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both/and and either/or with instructional support.
ELL.3-5.L.1.C.LI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also with instructional support.
ELL.3-5.L.1.C.PE-1 - (x0)	(x0) - repeating noun and verb phrases joined by coordinating conjunctions and/or.
ELL.3-5.L.1.C.PE-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.I.B-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.3-5.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a give situation with instructional support.
ELL.3-5.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.3-5.L.1.I.LI-1 - (x0)	(x0) - defining interjections as words expressing emotion and using them in appropriate context.
ELL.3-5.L.1.I.PE-1 - (x0)	(x0) - repeating interjections (e.g., Ouch!, Hey!, gosh, etc.).
ELL.3-5.L.1.N.B-1 - (x0)	(x0) - defining and classifying singular common and proper nouns (with definite and indefinite articles, as appropriate).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.N.B-2 - (x0)	(x0) - defining and classifying singular and plural common nouns and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-3 - (x0)	(x0) - converting a singular common noun into plural noun, including irregular nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-4 - (x0)	(x0) - distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-5 - (x0)	(x0) - defining and listing collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-6 - (x0)	(x0) - producing a response using a singular possessive noun (e.g., It is Mary's book.).
ELL.3-5.L.1.N.B-7 - (x0)	(x0) - defining and producing responses using a plural possessive noun.
ELL.3-5.L.1.N.E-1 - (x0)	(x0) - defining a noun; using definite and indefinite articles with singular common nouns.
ELL.3-5.L.1.N.E-2 - (x0)	(x0) - classifying common nouns as singular or plural (with definite and indefinite articles).
ELL.3-5.L.1.N.E-3 - (x0)	(x0) - distinguishing between nouns that become plural by adding –s/-es and irregular plural nouns.
ELL.3-5.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-6 - (x0)	(x0) - defining singular possessive nouns; repeating phrases with singular possessive nouns.
ELL.3-5.L.1.N.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.HI-1 - (x0)	(x0) - justifying his/her use of common versus proper nouns and definite versus indefinite articles (e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound).
ELL.3-5.L.1.N.HI-2 - (x0)	(x0) - justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific president).
ELL.3-5.L.1.N.HI-3 - (x0)	(x0) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.HI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (e.g., May I have a bottle of water? – "a bottle of water").
ELL.3-5.L.1.N.HI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.HI-6 - (x0)	(x0) - distinguishing between plural nouns and singular possessive nouns.
ELL.3-5.L.1.N.HI-7 - (x0)	(x0) - using plural possessive nouns, including irregular plurals.
ELL.3-5.L.1.N.LI-1 - (x0)	(x0) - using singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-2 - (x0)	(x0) - using singular or plural common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-3 - (x0)	(x0) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.LI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-6 - (x0)	(x0) - using singular possessive nouns.
ELL.3-5.L.1.N.LI-7 - (x0)	(x0) - using plural possessive nouns.
ELL.3-5.L.1.N.PE-1 - (x0)	(x0) - classifying singular common nouns as a person, place or thing.
ELL.3-5.L.1.N.PE-2 - (x0)	(x0) - defining singular and plural as it relates to common nouns.
ELL.3-5.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-1 - (x0)	(x0) - using noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-10 - (x0)	(x0) - using degree adverbs + adjectives (e.g., too hot, very cold, old enough, too old, etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-11 - (x0)	(x0) - using linking verbs + noun/adjective complement (e.g., "She is a teacher." "We feel sad...", etc.) to complete a sentence frame with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.PH/CL.B-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-14 - (x0)	(x0) - using a noun clause to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-2 - (x0)	(x0) - using joined noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that, these, those) and a noun ("that shoe") from a visual prompt.
ELL.3-5.L.1.PH/CL.B-4 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-5 - (x0)	(x0) - using joined verb phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.B-7 - (x0)	(x0) - repeating infinitive verb phrases (e.g., "to buy a bicycle," etc.) with visual support.
ELL.3-5.L.1.PH/CL.B-8 - (x0)	(x0) - using an adverbial phrase (including when, frequency, how, where) to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (e.g., "did go," "may go," "will have gone," etc.) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table, shoe store, etc.) from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that) and a noun ("that shoe") from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.E-5 - (x0)	(x0) - producing joined verb phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases (e.g., "the next day", "after opening the door," etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: e.g., did go, etc.) to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-14 - (x0)	(x0) - using noun clauses.
ELL.3-5.L.1.PH/CL.HI-2 - (x0)	(x0) - using joined noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.PH/CL.LI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-14 - (x0)	(x0) - using noun clauses with instructional support.
ELL.3-5.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-4 - (x0)	(x0) - using a verb phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun, e.g., red ball, little girl etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.3-5.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases (verb + adverb or adverb + verb, e.g., "walks slowly", etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases (verb + coordinating conjunction + verb: e.g., "walks and talks") with visual support.
ELL.3-5.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases (e.g., on the table, etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.
ELL.3-5.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.3-5.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justify selection.
ELL.3-5.L.1.PREP.B-4 - (x0)	(x0) - defining a preposition.
ELL.3-5.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-6 - (x0)	(x0) - selecting a preposition of opposition (i.e., before/after, off/on, with/without) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt (i.e., on, in, near, behind) with instructional support.
ELL.3-5.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt with instructional support.
ELL.3-5.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-5 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (i.e., to, from, off, out of).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.3-5.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.3-5.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.3-5.L.1.PREP.HI-4 - (x0)	(x0) - differentiating among prepositions of location , direction and time.
ELL.3-5.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.3-5.L.1.PREP.HI-6 - (x0)	(x0) - using prepositions of opposition.
ELL.3-5.L.1.PREP.HI-7 - (x0)	(x0) - using prepositions of exception (i.e., despite, except).
ELL.3-5.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.3-5.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.
ELL.3-5.L.1.PREP.LI-3 - (x0)	(x0) - using prepositions of time with instructional support.
ELL.3-5.L.1.PREP.LI-4 - (x0)	(x0) - differentiating among prepositions of location , direction and time with instructional support.
ELL.3-5.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of action and movement (including compound prepositions, in front of, next to, on top of) to complete a given sentence.
ELL.3-5.L.1.PREP.LI-6 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.3-5.L.1.PREP.LI-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence.
ELL.3-5.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (i.e., on, in, near, behind).
ELL.3-5.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically demonstrating prepositions of direction (i.e., up, down, over).
ELL.3-5.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time (i.e., on, at, in, by, during, past, since).
ELL.3-5.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.B-1 - (x0)	(x0) - using subjective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-2 - (x0)	(x0) - using objective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-3 - (x0)	(x0) - using possessive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-4 - (x0)	(x0) - categorizing personal subjective, personal objective and personal possessive pronouns.
ELL.3-5.L.1.PRO.B-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.B-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence.
ELL.3-5.L.1.PRO.B-7 - (x0)	(x0) - using reflexive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-8 - (x0)	(x0) - listing indefinite pronouns (i.e., all, nothing, both, somebody, anything: "Jack bought something. Jill didn't buy anything.)
ELL.3-5.L.1.PRO.E-1 - (x0)	(x0) - defining pronouns and selecting singular and plural personal subjective pronouns (i.e., I, you, he, she, it, we, you, they) to complete a given sentence.
ELL.3-5.L.1.PRO.E-2 - (x0)	(x0) - listing and selecting singular and plural personal objective pronouns (i.e., me, you, him, her, it, us, you, them) to complete a given sentence.
ELL.3-5.L.1.PRO.E-3 - (x0)	(x0) - listing possessive pronouns and selecting singular and plural possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its, our/ours, your/yours, their/theirs); to complete a given sentence.
ELL.3-5.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.E-5 - (x0)	(x0) - selecting singular demonstrative pronouns (i.e., this/that) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-7 - (x0)	(x0) - listing singular and plural reflexive pronouns (i.e., myself, yourself, herself, himself, itself, ourselves, yourselves, themselves) and selecting singular and plural reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.E-8 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.PRO.HI-1 - (x0)	(x0) - using the appropriate personal subjective pronouns.
ELL.3-5.L.1.PRO.HI-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.3-5.L.1.PRO.HI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences.
ELL.3-5.L.1.PRO.HI-5 - (x0)	(x0) - using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.HI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose.
ELL.3-5.L.1.PRO.HI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive and intensive pronouns.
ELL.3-5.L.1.PRO.HI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.").
ELL.3-5.L.1.PRO.LI-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.3-5.L.1.PRO.LI-2 - (x0)	(x0) - stating when to use personal objective pronouns; using personal objective pronouns
ELL.3-5.L.1.PRO.LI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.LI-4 - (x0)	(x0) - selecting personal subjective, personal objective and personal possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.LI-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.LI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose with instructional support.
ELL.3-5.L.1.PRO.LI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive pronouns.
ELL.3-5.L.1.PRO.LI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.") with instructional support.
ELL.3-5.L.1.PRO.PE-1 - (x0)	(x0) - defining pronouns; selecting singular personal subjective pronouns (i.e., I, you, he, she, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-2 - (x0)	(x0) - listing and selecting singular personal objective pronouns (i.e., me, you, him, her, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-3 - (x0)	(x0) - listing singular possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its); selecting singular possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-6 - (x0)	(x0) - selecting interrogative pronouns who and what to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.PE-7 - (x0)	(x0) - listing singular reflexive pronouns (i.e., myself, yourself, herself, himself, itself); selecting singular reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-1 - (x0)	(x0) - producing questions, using inflection when produced orally, using sentence frames.
ELL.3-5.L.1.Q.B-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.B-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.B-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.B-14 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.B-15 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.B-16 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.B-17 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.B-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-19 - (x0)	(x0) - completing questions with "to be" + "there" + subject + preposition + noun using a sentence frame. (e.g., "Is there a ball in the room?").

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.Q.B-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.3-5.L.1.Q.B-20 - (x0)	(x0) - completing Yes/No questions with modal auxiliaries using sentence frames. (e.g., "Can Jack come out to play?" "May I be excused?").
ELL.3-5.L.1.Q.B-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (auxiliary verb + subject + verb... or...)
ELL.3-5.L.1.Q.B-22 - (x0)	(x0) - producing questions, including negative construction, with contractions using sentence frames. (e.g., "When's he arriving?" "Didn't he tell you we were coming over?")
ELL.3-5.L.1.Q.B-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.
ELL.3-5.L.1.Q.B-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verb + -ing.
ELL.3-5.L.1.Q.B-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.3-5.L.1.Q.B-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.3-5.L.1.Q.B-7 - (x0)	(x0) - forming Yes/No questions in the past progressive tense with given forms of "to be" + subject + verb + -ing.
ELL.3-5.L.1.Q.B-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense using sentence frames. ("Will" + subject + "be" + verb + -ing?)
ELL.3-5.L.1.Q.B-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-1 - (x0)	(x0) - completing question frames using picture prompts.
ELL.3-5.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-11 - (x0)	(x0) - completing interrogative sentence frames beginning with "What."
ELL.3-5.L.1.Q.E-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.3-5.L.1.Q.E-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.3-5.L.1.Q.E-14 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.3-5.L.1.Q.E-15 - (x0)	(x0) - completing interrogative sentence frames beginning with "Why."
ELL.3-5.L.1.Q.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-17 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.3-5.L.1.Q.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.3-5.L.1.Q.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-3 - (x0)	(x0) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.3-5.L.1.Q.E-4 - (x0)	(x0) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing?)
ELL.3-5.L.1.Q.E-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.E-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames. ("Will" + subject + verb?)
ELL.3-5.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.HI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.HI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense.
ELL.3-5.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom."

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.Q.HI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.HI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.HI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.HI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.HI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose."
ELL.3-5.L.1.Q.HI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun.
ELL.3-5.L.1.Q.HI-20 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.3-5.L.1.Q.HI-21 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries.
ELL.3-5.L.1.Q.HI-22 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.
ELL.3-5.L.1.Q.HI-23 - (x0)	(x0) - producing questions, including negative construction, with contractions.
ELL.3-5.L.1.Q.HI-3 - (x0)	(x0) - producing tag questions.
ELL.3-5.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.3-5.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.3-5.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple past tense.
ELL.3-5.L.1.Q.HI-7 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.HI-8 - (x0)	(x0) - producing Yes/No questions in the past progressive tense
ELL.3-5.L.1.Q.HI-9 - (x0)	(x0) - producing Yes/No questions in the future progressive tense.
ELL.3-5.L.1.Q.LI-1 - (x0)	(x0) - producing Yes/No questions in the present perfect tense.
ELL.3-5.L.1.Q.LI-10 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.LI-11 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense with instructional support. ("to have" + subject + "been" + present participle?)
ELL.3-5.L.1.Q.LI-12 - (x0)	(x0) - producing interrogative sentences beginning with "What" with instructional support.
ELL.3-5.L.1.Q.LI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Where" with instructional support.
ELL.3-5.L.1.Q.LI-14 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom" with instructional support.
ELL.3-5.L.1.Q.LI-15 - (x0)	(x0) - producing interrogative sentences beginning with "When" with instructional support.
ELL.3-5.L.1.Q.LI-16 - (x0)	(x0) - producing interrogative sentences beginning with "Why" with instructional support.
ELL.3-5.L.1.Q.LI-17 - (x0)	(x0) - producing interrogative sentences beginning with "How" with instructional support.
ELL.3-5.L.1.Q.LI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Which" with instructional support.
ELL.3-5.L.1.Q.LI-19 - (x0)	(x0) - producing interrogative sentences beginning with "Whose" with instructional support.
ELL.3-5.L.1.Q.LI-2 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun with instructional support.
ELL.3-5.L.1.Q.LI-20 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do" with instructional support.
ELL.3-5.L.1.Q.LI-21 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries with instructional support.
ELL.3-5.L.1.Q.LI-22 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with instructional support.
ELL.3-5.L.1.Q.LI-23 - (x0)	(x0) - producing questions, including negative construction, with contractions with instructional support.
ELL.3-5.L.1.Q.LI-3 - (x0)	(x0) - producing tag questions with instructional support. (e.g., "You know Jill, don't you?" "Jack isn't home, is he?").
ELL.3-5.L.1.Q.LI-4 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses with instructional support.
ELL.3-5.L.1.Q.LI-5 - (x0)	(x0) - producing Yes/No questions in the present progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-6 - (x0)	(x0) - producing Yes/No questions in the simple past tense using with instructional support.
ELL.3-5.L.1.Q.LI-7 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.LI-8 - (x0)	(x0) - producing Yes/No questions in the past progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.Q.LI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense with instructional support. ("to have" + subject + past participle ...?)
ELL.3-5.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g. What? Who?, etc.)
ELL.3-5.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-11 - (x0)	(x0) - repeating interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.PE-12 - (x0)	(x0) - repeating interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.PE-13 - (x0)	(x0) - repeating interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses. ("to be" + subject + complement?)
ELL.3-5.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural or compound) from a picture.
ELL.3-5.L.1.SC.B-10 - (x0)	(x0) - producing sentences (S-V-O-P) using given subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-11 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-12 - (x0)	(x0) - forming sentences with given subjects, verb tenses, and direct object (noun) with subject-verb agreement.
ELL.3-5.L.1.SC.B-13 - (x0)	(x0) - forming sentences with given subjects, verb tenses, and object pronouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-14 - (x0)	(x0) - forming sentences with given subjects, verbs, and adverbs to modify verbs.
ELL.3-5.L.1.SC.B-15 - (x0)	(x0) - forming imperative sentences with given verbs.
ELL.3-5.L.1.SC.B-16 - (x0)	(x0) - forming compound sentences using two given independent clauses (independent clause + conjunction + independent clause). (e.g., "I like apples, but he likes oranges.")
ELL.3-5.L.1.SC.B-17 - (x11)	(x11) - producing sentences using a sentence frame with a subject + verb + object (S-V-O) with subject-verb agreement. (e.g., Jill cooked a meal.)
ELL.3-5.L.1.SC.B-18 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (e.g., Jill cooked a meal for us.)
ELL.3-5.L.1.SC.B-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-2 - (x2)	(x2) - producing sentences using given subjects and verbs (S-V), with subject-verb agreement.
ELL.3-5.L.1.SC.B-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-3 - (x0)	(x0) - producing sentences in the negative S-V construction using given subjects and auxiliary verbs, with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.SC.B-4 - (x0)	(x0) - forming sentences with S-V-C construction with given pronouns, forms of "to be", and nouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-5 - (x0)	(x0) - forming sentences with S-V-C construction with given nouns and forms of "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-6 - (x0)	(x0) - forming sentences with S-V-C construction with given plural nouns and "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-7 - (x10)	(x10) - forming sentences with S-V-C construction with given subjects, forms of "to be" and adjectives, with subject-verb agreement.
ELL.3-5.L.1.SC.B-8 - (x0)	(x0) - forming sentences in the negative construction with given subjects, forms of "to be" and adjectives with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.B-9 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular or plural) from a picture with instructional support.
ELL.3-5.L.1.SC.E-10 - (x0)	(x0) - completing a given sentence (S-V-O-P) by using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.E-12 - (x1)	(x1) - completing a sentence frame using subject + verb + direct object (noun) construction. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-13 - (x0)	(x0) - completing a sentence frame using subject + verb + object pronoun. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.3-5.L.1.SC.E-15 - (x0)	(x0) - completing an imperative sentence frame (e.g., "Sit down. Open your notebook.")
ELL.3-5.L.1.SC.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-2 - (x1)	(x1) - completing a given sentence by providing a subject or a verb. (S-V)
ELL.3-5.L.1.SC.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-3 - (x0)	(x0) - repeating a sentence in the negative S-V construction (subject + auxiliary verb + "not" + verb). (e.g., Birds do not fly.)
ELL.3-5.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.3-5.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.3-5.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.3-5.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.3-5.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a "to be" + "not" to form a sentence in the negative construction. (S-V-C)
ELL.3-5.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a "to be" + verb + prepositional phrase. (S-V-P)
ELL.3-5.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.
ELL.3-5.L.1.SC.HI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.3-5.L.1.SC.HI-15 - (x0)	(x0) - producing imperative sentences.
ELL.3-5.L.1.SC.HI-16 - (x0)	(x0) - producing compound sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.SC.HI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-19 - (x0)	(x0) - producing sentences using the passive voice.
ELL.3-5.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.HI-20 - (x0)	(x0) - producing a sentence using present real conditional.
ELL.3-5.L.1.SC.HI-21 - (x0)	(x0) - constructing a sentence using reflexive pronouns.
ELL.3-5.L.1.SC.HI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.
ELL.3-5.L.1.SC.HI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.LI-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence with instructional support.
ELL.3-5.L.1.SC.LI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with instructional support.
ELL.3-5.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with instructional support.
ELL.3-5.L.1.SC.LI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun) with instructional support.
ELL.3-5.L.1.SC.LI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns with instructional support.
ELL.3-5.L.1.SC.LI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs, with instructional support.
ELL.3-5.L.1.SC.LI-15 - (x1)	(x1) - producing imperative sentences, with instructional support. (e.g., Put the markers in the box.).
ELL.3-5.L.1.SC.LI-16 - (x0)	(x0) - producing compound sentences with instructional support.
ELL.3-5.L.1.SC.LI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with instructional support.
ELL.3-5.L.1.SC.LI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with instructional support.
ELL.3-5.L.1.SC.LI-19 - (x0)	(x0) - converting a given sentence in the active voice to a sentence in the passive voice.
ELL.3-5.L.1.SC.LI-2 - (x1)	(x1) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.LI-20 - (x0)	(x0) - completing a sentence frame using present real conditional (e.g., "If I leave home, I take an umbrella." "When Jack is tired, he goes to bed.")
ELL.3-5.L.1.SC.LI-21 - (x0)	(x0) - completing a sentence frame using reflexive pronouns. (e.g., "I feel myself getting sick.")
ELL.3-5.L.1.SC.LI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause with instructional support. (e.g., "It has three sides; therefore, it is a triangle.")
ELL.3-5.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with instructional support.
ELL.3-5.L.1.SC.LI-4 - (x0)	(x0) - producing sentences using S-V-C construction with instructional support.
ELL.3-5.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, (S-V-C) with instructional support.
ELL.3-5.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using subjects + "to be" + prepositional phrase, with instructional support. (S-V-P)
ELL.3-5.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject.
ELL.3-5.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence (S-V-O-P) using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.PE-11 - (x0)	(x0) - repeating a sentence using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-2 - (x1)	(x1) - repeating a sentence containing a subject and a verb. (S-V)
ELL.3-5.L.1.SC.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-5 - (x1)	(x1) - repeating a sentence using noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using a subject + "to be" + adjective (S-V-C). (e.g., He is tall.)
ELL.3-5.L.1.SC.PE-8 - (x0)	(x0) - repeating a sentence using "to be" + "not" to form a sentence in the negative construction. (S-V-C) (e.g., He is not tall.)
ELL.3-5.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using a subject + "to be" + prepositional phrase. (S-V-P)
ELL.3-5.L.1.V.B-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) as verbs.
ELL.3-5.L.1.V.B-10 - (x0)	(x0) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-11 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-12 - (x0)	(x0) - choosing simple future tense verb (will) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-13 - (x0)	(x0) - differentiating between past, present and future verb tenses by responding to a prompt.
ELL.3-5.L.1.V.B-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement with instructional support.
ELL.3-5.L.1.V.B-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-17 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do)
ELL.3-5.L.1.V.B-18 - (x0)	(x0) - choosing modal auxiliary verbs (i.e., will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-19 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-20 - (x0)	(x0) - defining the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.V.B-21 - (x0)	(x0) - identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-22 - (x0)	(x0) - differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-23 - (x0)	(x0) - identifying non-action/stative verbs without a present progressive form (i.e., want, need, like).
ELL.3-5.L.1.V.B-24 - (x0)	(x0) - comparing action verbs with non-action/stative verbs (i.e., see/watch, hear/listen) in context with instructional support.
ELL.3-5.L.1.V.B-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-3 - (x0)	(x0) - using imperative verbs (e.g., Open the door. Close the book.).
ELL.3-5.L.1.V.B-4 - (x0)	(x0) - identifying the infinitive verb with instructional support.
ELL.3-5.L.1.V.B-5 - (x13)	(x13) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-6 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-7 - (x1)	(x1) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-9 - (x5)	(x5) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.3-5.L.1.V.E-10 - (x0)	(x0) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-11 - (x0)	(x0) - selecting irregular simple past tense verbs (run vs. ran) with instructional support.
ELL.3-5.L.1.V.E-12 - (x0)	(x0) - selecting simple future tense (will walk versus walked, talk versus will talk) with instructional support.
ELL.3-5.L.1.V.E-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.3-5.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-15 - (x2)	(x2) - using the linking verb "to be" in sentences with instructional support.
ELL.3-5.L.1.V.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-2 - (x0)	(x0) - defining past, present, and future.
ELL.3-5.L.1.V.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-3 - (x0)	(x0) - using imperative verbs with instructional support (e.g., Go away. Help me.).
ELL.3-5.L.1.V.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-5 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-6 - (x0)	(x0) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.3-5.L.1.V.E-7 - (x0)	(x0) - identifying the present participle; selecting the appropriate form of "to be" used with the present participle (am walking, is walking) with instructional support.
ELL.3-5.L.1.V.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-9 - (x0)	(x0) - selecting the simple past tense regular verbs (walk vs. walked) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.V.HI-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.
ELL.3-5.L.1.V.HI-10 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.3-5.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.
ELL.3-5.L.1.V.HI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.HI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.HI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., The milk has gone bad.) (subject-verb agreement).
ELL.3-5.L.1.V.HI-16 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.HI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement.
ELL.3-5.L.1.V.HI-19 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.HI-20 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-21 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense .
ELL.3-5.L.1.V.HI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.)
ELL.3-5.L.1.V.HI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.HI-25 - (x0)	(x0) - comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context with instructional support.
ELL.3-5.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.HI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.HI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.3-5.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses .
ELL.3-5.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.3-5.L.1.V.LI-1 - (x0)	(x0) - defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.
ELL.3-5.L.1.V.LI-10 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.LI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.LI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) and linking verbs of being (act, seem, appear, look) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.LI-16 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.LI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-19 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the future progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-20 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-21 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.
ELL.3-5.L.1.V.LI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.) with instructional support.
ELL.3-5.L.1.V.LI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.LI-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.LI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.LI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.3-5.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by responding to a prompt.
ELL.3-5.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as verbs with instructional support.
ELL.3-5.L.1.V.PE-10 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.3-5.L.1.V.PE-11 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.3-5.L.1.V.PE-12 - (x0)	(x0) - repeating simple future tense (will) with instructional support.
ELL.3-5.L.1.V.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-15 - (x1)	(x1) - repeating sentences using the linking verb "to be" (e.g., He is tall.)
ELL.3-5.L.1.V.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-19 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.1.V.PE-2 - (x0)	(x0) - defining past, present, and future with instructional support.
ELL.3-5.L.1.V.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop. Sit down. Line up.).
ELL.3-5.L.1.V.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-5 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.3-5.L.1.V.PE-6 - (x0)	(x0) - repeating simple present tense regular verbs with instructional support.
ELL.3-5.L.1.V.PE-7 - (x0)	(x0) - repeating present progressive tense verbs with instructional support.
ELL.3-5.L.1.V.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-9 - (x0)	(x0) - repeating simple past tense regular verbs with instructional support.
ELL.3-5.L.2.B-1 - (x0)	(x0) - naming and classifying pictures and words into self-selected categories with instructional support.
ELL.3-5.L.2.B-10 - (x0)	(x0) - using word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.B-11 - (x0)	(x0) - pronouncing a homograph in context with instructional support.
ELL.3-5.L.2.B-12 - (x0)	(x0) - using word parts and context clues to determine the meaning of grade-level content words within a given sentence.
ELL.3-5.L.2.B-13 - (x0)	(x0) - identifying figurative and literal language in grade-level texts.
ELL.3-5.L.2.B-14 - (x0)	(x0) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary.
ELL.3-5.L.2.B-2 - (x0)	(x0) - identifying the meaning/usage of sight words.
ELL.3-5.L.2.B-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words.
ELL.3-5.L.2.B-4 - (x1)	(x1) - categorizing grade-specific academic vocabulary and symbols by content, with instructional support.
ELL.3-5.L.2.B-5 - (x0)	(x0) - recognizing that two words can make a compound word.
ELL.3-5.L.2.B-6 - (x0)	(x0) - using and identifying the words that comprise contractions.
ELL.3-5.L.2.B-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words.
ELL.3-5.L.2.B-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.B-9 - (x0)	(x0) - completing antonym and synonym word pairs.
ELL.3-5.L.2.E-1 - (x0)	(x0) - naming and grouping labeled pictures within given conceptual categories.
ELL.3-5.L.2.E-10 - (x5)	(x5) - using word parts and context clues to determine intended meaning of common homonyms.
ELL.3-5.L.2.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.E-12 - (x0)	(x0) - using word parts and context clues to determine the meaning of words within a given sentence with instructional support.
ELL.3-5.L.2.E-13 - (x0)	(x0) - identifying grade-level figurative language with instructional support. (e.g., similes, metaphors, personification, idioms, etc.)
ELL.3-5.L.2.E-14 - (x0)	(x0) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary with instructional support
ELL.3-5.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.3-5.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.3-5.L.2.E-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations.
ELL.3-5.L.2.E-5 - (x0)	(x0) - recognizing with visual cues, that two words can make a compound word. (e.g., sailboat, football, popcorn, etc.)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.2.E-6 - (x0)	(x0) - recognizing common contractions; identifying the words that comprise contractions with instructional support.
ELL.3-5.L.2.E-7 - (x0)	(x0) - distinguishing base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words, with instructional support.
ELL.3-5.L.2.E-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms with instructional support. (e.g., in., min., F, AZ, NASA, etc.)
ELL.3-5.L.2.E-9 - (x0)	(x0) - identifying and classifying word pairs as antonyms or synonyms of known, grade-level words.
ELL.3-5.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale for classification.
ELL.3-5.L.2.HI-10 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.HI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning.
ELL.3-5.L.2.HI-12 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.
ELL.3-5.L.2.HI-13 - (x0)	(x0) - interpreting the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.HI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words.
ELL.3-5.L.2.HI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.HI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.HI-4 - (x0)	(x0) - explaining the meaning and usage of grade-specific academic vocabulary and symbols.
ELL.3-5.L.2.HI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words.
ELL.3-5.L.2.HI-6 - (x0)	(x0) - applying contractions in context.
ELL.3-5.L.2.HI-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.
ELL.3-5.L.2.HI-8 - (x0)	(x0) - associating common/academic language abbreviations and acronyms with words.
ELL.3-5.L.2.HI-9 - (x0)	(x0) - completing and explaining analogous relationships (e.g., bravery: courage: smooth: _____).
ELL.3-5.L.2.LI-1 - (x0)	(x0) - naming and classifying pictures and words into self-selected categories and providing rationale for classification with instructional support.
ELL.3-5.L.2.LI-10 - (x1)	(x1) - using context clues in a variety of content texts to determine the intended meaning of grade-level homonyms and multiple-meaning words with instructional support.
ELL.3-5.L.2.LI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning with instructional support.
ELL.3-5.L.2.LI-12 - (x1)	(x1) - using context clues in a variety of content texts to determine the intended meaning of grade-level content words with instructional support.
ELL.3-5.L.2.LI-13 - (x0)	(x0) - explaining the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.LI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words with instructional support.
ELL.3-5.L.2.LI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.LI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.LI-4 - (x2)	(x2) - explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
ELL.3-5.L.2.LI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words. (e.g., lunchtime, daydream, everyday, etc.)
ELL.3-5.L.2.LI-6 - (x0)	(x0) - applying contractions in context with instructional support.
ELL.3-5.L.2.LI-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words with instructional support.
ELL.3-5.L.2.LI-8 - (x0)	(x0) - stating the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.LI-9 - (x0)	(x0) - explaining word pair/analogous relationships (e.g., bravery: courage: smooth: sleek, etc).
ELL.3-5.L.2.PE-1 - (x0)	(x0) - repeating the names of objects or pictures and grouping into conceptual categories with instructional support.
ELL.3-5.L.2.PE-10 - (x0)	(x0) - distinguishing the intended meaning of common homonyms using picture clues.
ELL.3-5.L.2.PE-11 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.L.2.PE-12 - (x0)	(x0) - using picture clues to determine the meaning of words.
ELL.3-5.L.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.3-5.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.L.2.PE-4 - (x39)	(x39) - identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support
ELL.3-5.L.2.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-6 - (x0)	(x0) - repeating common contractions and identifying the words that comprise them with instructional support.
ELL.3-5.L.2.PE-7 - (x0)	(x0) - identifying the base/roots and affixes (prefixes and suffixes) of known words with instructional support.
ELL.3-5.L.2.PE-8 - (x0)	(x0) - recognizing common abbreviations (e.g., Oct., Mr., Ave., etc.) with instructional support.
ELL.3-5.L.2.PE-9 - (x0)	(x0) - identifying word pairs as antonyms or synonyms using picture clues.
ELL.3-5.LS.1.B-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (e.g., minimal pairs, etc.).
ELL.3-5.LS.1.B-2 - (x2)	(x2) - responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.
ELL.3-5.LS.1.B-3 - (x0)	(x0) - using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.B-4 - (x0)	(x0) - retelling the main idea/concept and key points/details of a presentation using sentence frames.
ELL.3-5.LS.1.B-5 - (x37)	(x37) - responding to academic discussions by sharing one's view on facts , ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.B-6 - (x1)	(x1) - responding to comprehension questions by comparing concepts and related facts using academic vocabulary.
ELL.3-5.LS.1.B-7 - (x0)	(x0) - following multi-step directions/ instructions containing prepositions.
ELL.3-5.LS.1.B-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.B-9 - (x0)	(x0) - asking one-word and Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.E-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.3-5.LS.1.E-2 - (x2)	(x2) - responding to read-alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences with visual aids and sentence frames.
ELL.3-5.LS.1.E-3 - (x0)	(x0) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.E-4 - (x1)	(x1) - identifying the main idea/concept of a presentation.
ELL.3-5.LS.1.E-5 - (x3)	(x3) - responding to comments and questions in academic discussions by using academic vocabulary.
ELL.3-5.LS.1.E-6 - (x0)	(x0) - responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.
ELL.3-5.LS.1.E-7 - (x0)	(x0) - following one- or two-step/ directions/ commands.
ELL.3-5.LS.1.E-8 - (x0)	(x0) - responding to comments and questions in social conversations.
ELL.3-5.LS.1.E-9 - (x0)	(x0) - N/A
ELL.3-5.LS.1.HI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.3-5.LS.1.HI-2 - (x0)	(x0) - summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.HI-3 - (x0)	(x0) - sequencing events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.HI-4 - (x0)	(x0) - summarizing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.HI-5 - (x2)	(x2) - demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/effect, etc.)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.LS.1.HI-6 - (x0)	(x0) - responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, etc.)
ELL.3-5.LS.1.HI-7 - (x0)	(x0) - following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.)
ELL.3-5.LS.1.HI-8 - (x7)	(x7) - responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.HI-9 - (x0)	(x0) - asking questions to clarify ideas and concepts.
ELL.3-5.LS.1.LI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support. (e.g., minimal phrases, sentences, etc.)
ELL.3-5.LS.1.LI-2 - (x0)	(x0) - paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.LI-3 - (x0)	(x0) - sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.
ELL.3-5.LS.1.LI-4 - (x0)	(x0) - paraphrasing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.LI-5 - (x0)	(x0) - responding to academic discussions by asking questions and sharing one's view on facts, ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.LI-6 - (x0)	(x0) - responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.)
ELL.3-5.LS.1.LI-7 - (x0)	(x0) - following multi-step directions/ instructions containing prepositions and "frequency" adverbs (e.g., Never use a pen.)
ELL.3-5.LS.1.LI-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.3-5.LS.1.LI-9 - (x0)	(x0) - asking Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.PE-1 - (x0)	(x0) - distinguishing between phonemes in the initial and/or final positions of words.
ELL.3-5.LS.1.PE-2 - (x2)	(x2) - repeating main ideas/concepts from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.3-5.LS.1.PE-3 - (x0)	(x0) - sequencing a series of pictures from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.PE-4 - (x1)	(x1) - repeating the main idea/concept of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.)
ELL.3-5.LS.1.PE-5 - (x9)	(x9) - responding to academic discussions using key words and phrases.
ELL.3-5.LS.1.PE-6 - (x0)	(x0) - responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., "Show me the square." Student then points to the square or draws a picture of square.)
ELL.3-5.LS.1.PE-7 - (x0)	(x0) - following one-two step directions/commands accompanied by visual cues and gestures. (e.g., First, add ____ and ____, etc.)
ELL.3-5.LS.1.PE-8 - (x0)	(x0) - responding to social conversations using memorized responses. (e.g., introductions, requests, courtesies, etc.)
ELL.3-5.LS.1.PE-9 - (x0)	(x0) - N/A
ELL.3-5.LS.2.B-1 - (x0)	(x0) - producing beginning, middle and final sounds in a word (e.g., chair/share, sit/seat, walk/walked) (-ed: /t/, /d/, /ed/, etc.)
ELL.3-5.LS.2.B-2 - (x5)	(x5) - reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing.
ELL.3-5.LS.2.B-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.B-4 - (x0)	(x0) - participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.
ELL.3-5.LS.2.B-5 - (x7)	(x7) - asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.
ELL.3-5.LS.2.B-6 - (x0)	(x0) - stating two-step directions/ instructions using prepositions of location in complete sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.LS.2.B-7 - (x0)	(x0) - sharing personal experiences/stories supported by details and examples in complete sentences.
ELL.3-5.LS.2.B-8 - (x0)	(x0) - presenting with a group, a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing an introduction, body, conclusion and transitions, with instructional support.
ELL.3-5.LS.2.E-1 - (x0)	(x0) - producing the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.E-2 - (x0)	(x0) - reciting repeated-patterned speech (e.g., nursery rhymes, songs, chants, etc.) with instructional support.
ELL.3-5.LS.2.E-3 - (x0)	(x0) - expressing one's own needs and emotions in complete sentences .
ELL.3-5.LS.2.E-4 - (x1)	(x1) - responding to social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.
ELL.3-5.LS.2.E-5 - (x3)	(x3) - asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.
ELL.3-5.LS.2.E-6 - (x0)	(x0) - stating single step directions/ commands using words and phrases.
ELL.3-5.LS.2.E-7 - (x1)	(x1) - sharing personal experiences/stories using complete sentences with instructional support.
ELL.3-5.LS.2.E-8 - (x0)	(x0) - presenting with a group, a topic sentence and two to three details using notes as support.
ELL.3-5.LS.2.HI-1 - (x0)	(x0) - producing sentences with accurate pronunciation, intonation, and stress.
ELL.3-5.LS.2.HI-2 - (x0)	(x0) - presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.HI-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.HI-4 - (x0)	(x0) - participating in socio-functional communication tasks using complete sentences.
ELL.3-5.LS.2.HI-5 - (x0)	(x0) - asking and responding to academic questions in complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).
ELL.3-5.LS.2.HI-6 - (x0)	(x0) - stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.
ELL.3-5.LS.2.HI-7 - (x0)	(x0) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.HI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.
ELL.3-5.LS.2.LI-1 - (x0)	(x0) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.).
ELL.3-5.LS.2.LI-2 - (x2)	(x2) - reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.LI-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.LI-4 - (x0)	(x0) - participating in formal and informal socio-functional communication tasks using complete sentences (e.g., comparing personal information and experiences; providing alternate solutions to a problem; and extending invitations to others, etc.) with instructional support.
ELL.3-5.LS.2.LI-5 - (x0)	(x0) - asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)
ELL.3-5.LS.2.LI-6 - (x0)	(x0) - stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.
ELL.3-5.LS.2.LI-7 - (x0)	(x0) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.LI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids, with instructional support.
ELL.3-5.LS.2.PE-1 - (x0)	(x0) - repeating the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.PE-2 - (x0)	(x0) - repeating patterned speech (e.g., alphabet and cardinal/ordinal numbers, names, etc.) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.LS.2.PE-3 - (x0)	(x0) - expressing one's own needs and emotions in complete sentences with instructional support.
ELL.3-5.LS.2.PE-4 - (x0)	(x0) - repeating introductions and personal information questions using complete sentences.
ELL.3-5.LS.2.PE-5 - (x3)	(x3) - repeating academic questions and responses (who, what, where, when).
ELL.3-5.LS.2.PE-6 - (x0)	(x0) - repeating single step commands and/or directions.
ELL.3-5.LS.2.PE-7 - (x0)	(x0) - sharing a personal experience using sentence frames.
ELL.3-5.LS.2.PE-8 - (x0)	(x0) - repeating two to three facts or events.
ELL.3-5.R.1.B-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.B-2 - (x0)	(x0) - identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.).
ELL.3-5.R.1.B-3 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).
ELL.3-5.R.1.B-4 - (x0)	(x0) - alphabetizing a series of words to the third letter.
ELL.3-5.R.1.E-1 - (x0)	(x0) - tracking the one to one correlation between spoken and printed word.
ELL.3-5.R.1.E-2 - (x0)	(x0) - identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.).
ELL.3-5.R.1.E-3 - (x0)	(x0) - locating the organizational features of a book and a dictionary (e.g., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.1.E-4 - (x0)	(x0) - alphabetizing a series of words to the second letter.
ELL.3-5.R.1.HI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-3 - (x0)	(x0) - evaluating the usefulness of various print sources based on the organizational features for a given task.
ELL.3-5.R.1.HI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.3-5.R.1.LI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-3 - (x0)	(x0) - comparing and contrasting two or more print sources based on their organizational features.
ELL.3-5.R.1.LI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.3-5.R.1.PE-1 - (x0)	(x0) - demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.
ELL.3-5.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.3-5.R.1.PE-3 - (x0)	(x0) - recognizing organizational features of a book (e.g., title, author, and table of contents) with instructional support.
ELL.3-5.R.1.PE-4 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.3-5.R.2.B-1 - (x0)	(x0) - identifying and manipulating initial and final sounds to make new words. (e.g., rat to fat, fit to fig, etc.)
ELL.3-5.R.2.B-10 - (x0)	(x0) - applying spelling rules for adding suffixes. (e.g., drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.)
ELL.3-5.R.2.B-11 - (x0)	(x0) - reading high frequency words.
ELL.3-5.R.2.B-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.B-13 - (x0)	(x0) - recognizing and using word order (syntax).
ELL.3-5.R.2.B-2 - (x0)	(x0) - distinguishing between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.)
ELL.3-5.R.2.B-3 - (x0)	(x0) - segmenting one-syllable words into its phonemes. (dog = /d/.../o/.../g/)
ELL.3-5.R.2.B-4 - (x0)	(x0) - blending spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).
ELL.3-5.R.2.B-5 - (x0)	(x0) - selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)
ELL.3-5.R.2.B-6 - (x0)	(x0) - producing new words when an initial letter is changed (e.g., word families).
ELL.3-5.R.2.B-7 - (x0)	(x0) - reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.2.B-8 - (x0)	(x0) - reading two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support.
ELL.3-5.R.2.B-9 - (x30)	(x30) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (e.g., -s, -ed, -ing, etc.) with instructional support.
ELL.3-5.R.2.E-1 - (x0)	(x0) - orally producing the initial and final sounds (not the letter) of a spoken word.
ELL.3-5.R.2.E-10 - (x0)	(x0) - reading given words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.E-11 - (x0)	(x0) - reading high frequency words with instructional support.
ELL.3-5.R.2.E-12 - (x0)	(x0) - reading contractions. (e.g., haven't, aren't, it's, etc.)
ELL.3-5.R.2.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.E-2 - (x0)	(x0) - identifying long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.)
ELL.3-5.R.2.E-3 - (x2)	(x2) - segmenting multi-syllabic words into syllables. (/but/ter/fly/)
ELL.3-5.R.2.E-4 - (x0)	(x0) - blending spoken phonemes to form two letter words (/i/i/t/, /a/a/t/, /m/e/).
ELL.3-5.R.2.E-5 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.)
ELL.3-5.R.2.E-6 - (x0)	(x0) - producing sounds represented by the single-lettered consonant and vowel graphemes.
ELL.3-5.R.2.E-7 - (x2)	(x2) - reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr)
ELL.3-5.R.2.E-8 - (x0)	(x0) - reading two-syllable and compound words, using letter-sound knowledge.
ELL.3-5.R.2.E-9 - (x0)	(x0) - identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).
ELL.3-5.R.2.HI-1 - (x2)	(x2) - orally producing new words by manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.HI-10 - (x0)	(x0) - applying knowledge of affixes to words in context.
ELL.3-5.R.2.HI-11 - (x0)	(x0) - reading high frequency words.
ELL.3-5.R.2.HI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.HI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.HI-3 - (x0)	(x0) - segmenting syllables in multi-syllabic words.
ELL.3-5.R.2.HI-4 - (x0)	(x0) - blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t/.../i/.../g/.../e/ makes tiger).
ELL.3-5.R.2.HI-5 - (x0)	(x0) - generating a series of rhyming words.
ELL.3-5.R.2.HI-6 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.3-5.R.2.HI-7 - (x0)	(x0) - applying knowledge of spelling pattern exceptions.
ELL.3-5.R.2.HI-8 - (x0)	(x0) - applying knowledge of syllabication rules when decoding unfamiliar words in context.
ELL.3-5.R.2.HI-9 - (x0)	(x0) - applying knowledge of inflectional forms of words in context.
ELL.3-5.R.2.LI-1 - (x0)	(x0) - identifying and manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.LI-10 - (x0)	(x0) - applying knowledge of prefixes and suffixes (affixes) added to words in context with instructional support.
ELL.3-5.R.2.LI-11 - (x0)	(x0) - reading high frequency words.
ELL.3-5.R.2.LI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.LI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.LI-3 - (x0)	(x0) - segmenting phonemes contained in consonant blends. (splat=/s/p/l/a/t/)
ELL.3-5.R.2.LI-4 - (x0)	(x0) - blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/f/i/n/d/=find; /f/l/a/t/=flat).
ELL.3-5.R.2.LI-5 - (x0)	(x0) - orally producing rhyming words in response to given words. (Cat rhymes with... hat.)
ELL.3-5.R.2.LI-6 - (x0)	(x0) - reading complex word families (e.g., -ight, -ought, etc.)
ELL.3-5.R.2.LI-7 - (x0)	(x0) - reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.2.LI-8 - (x0)	(x0) - applying knowledge of syllabication rules when decoding multi-syllabic and compound words.
ELL.3-5.R.2.LI-9 - (x17)	(x17) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.
ELL.3-5.R.2.PE-1 - (x0)	(x0) - orally producing groups of words that begin with the same initial sound (alliteration).
ELL.3-5.R.2.PE-10 - (x0)	(x0) - repeating words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.PE-11 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.R.2.PE-12 - (x0)	(x0) - recognizing common contractions. (e.g., I'm, I'll, can't, etc.)
ELL.3-5.R.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.PE-2 - (x0)	(x0) - identifying short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.)
ELL.3-5.R.2.PE-3 - (x0)	(x0) - segmenting sentences into words.
ELL.3-5.R.2.PE-4 - (x0)	(x0) - blending spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).
ELL.3-5.R.2.PE-5 - (x0)	(x0) - recognizing the new spoken word when a specified phoneme is added, changed or removed.
ELL.3-5.R.2.PE-6 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet
ELL.3-5.R.2.PE-7 - (x0)	(x0) - reading regularly spelled one-syllable words represented by single letters.
ELL.3-5.R.2.PE-8 - (x3)	(x3) - reading one-syllable words, using letter-sound knowledge.
ELL.3-5.R.2.PE-9 - (x0)	(x0) - identifying base words (walk, clean, dress) that have been modified by inflectional endings.
ELL.3-5.R.3.B-1 - (x0)	(x0) - reading aloud passages from familiar or cumulative text (e.g. The House that Jack Built) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).
ELL.3-5.R.3.E-1 - (x0)	(x0) - reading aloud sight words, sentences and short passages from familiar patterned text (e.g. poems and chants, etc.) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.HI-1 - (x0)	(x0) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.LI-1 - (x2)	(x2) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.PE-1 - (x0)	(x0) - reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)
ELL.3-5.R.4.B-1 - (x0)	(x0) - identifying differences between fiction and nonfiction.
ELL.3-5.R.4.B-10 - (x0)	(x0) - identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.B-11 - (x0)	(x0) - identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.B-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection.
ELL.3-5.R.4.B-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.B-14 - (x0)	(x0) - identifying characters and their traits within a fictional text.
ELL.3-5.R.4.B-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.B-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text, with instructional support.
ELL.3-5.R.4.B-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.B-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.B-19 - (x0)	(x0) - comparing and contrasting two settings within fictional text.
ELL.3-5.R.4.B-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.B-20 - (x0)	(x0) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.B-21 - (x2)	(x2) - following two-to-three step written directions to complete task/procedure.
ELL.3-5.R.4.B-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.B-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.4.B-24 - (x0)	(x0) - locating specific information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.B-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.B-26 - (x0)	(x0) - locating organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.B-27 - (x0)	(x0) - identifying the purpose of each part of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.B-28 - (x0)	(x0) - locating the organizational features of a book and a dictionary. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.B-29 - (x0)	(x0) - selecting a functional document for a specific purpose. (e.g., "Which document will tell me _____?")
ELL.3-5.R.4.B-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.
ELL.3-5.R.4.B-30 - (x0)	(x0) - comparing and contrasting two items within an expository text, with instructional support.
ELL.3-5.R.4.B-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.B-32 - (x0)	(x0) - identifying words (i.e., nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.B-33 - (x0)	(x0) - identifying words of rhyme, rhythm and repetition in literary selections.
ELL.3-5.R.4.B-34 - (x0)	(x0) - identifying repetition, rhyme, and rhythm in poetry.
ELL.3-5.R.4.B-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text, with instructional support
ELL.3-5.R.4.B-5 - (x0)	(x0) - retelling a story or event with a beginning, middle and end.
ELL.3-5.R.4.B-6 - (x0)	(x0) - making connections to text (i.e., text-to-self).
ELL.3-5.R.4.B-7 - (x0)	(x0) - identifying the main idea and two-to-three details from text.
ELL.3-5.R.4.B-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.
ELL.3-5.R.4.B-9 - (x0)	(x0) - identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is fiction or nonfiction.
ELL.3-5.R.4.E-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-11 - (x0)	(x0) - identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.
ELL.3-5.R.4.E-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection with instructional support.
ELL.3-5.R.4.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-14 - (x1)	(x1) - identifying characters and their traits, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-15 - (x0)	(x0) - describing the setting, with instructional support, using key words from a fictional text heard or read.
ELL.3-5.R.4.E-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.E-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.E-18 - (x0)	(x0) - comparing and contrasting two characters, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-19 - (x0)	(x0) - comparing and contrasting two settings, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-2 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.3-5.R.4.E-20 - (x7)	(x7) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.E-21 - (x0)	(x0) - following written directions with teacher modeling when necessary to complete classroom activities.
ELL.3-5.R.4.E-22 - (x0)	(x0) - locating information in reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.E-23 - (x0)	(x0) - recognizing signs, labels and symbols in the environment.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.4.E-24 - (x0)	(x0) - identifying and selecting external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.) within nonfiction text for a specific purpose (e.g. "Which external text will tell me _____?").
ELL.3-5.R.4.E-25 - (x0)	(x0) - identifying print (font) features in nonfiction text. (e.g., bold face, italicized, underlined, etc.)
ELL.3-5.R.4.E-26 - (x0)	(x0) - identifying organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.E-27 - (x0)	(x0) - identifying parts of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.E-28 - (x0)	(x0) - locating the organizational features of a book and a dictionary (i.e., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.4.E-29 - (x0)	(x0) - locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)
ELL.3-5.R.4.E-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, in complete sentences.
ELL.3-5.R.4.E-30 - (x0)	(x0) - comparing two items, with instructional support, within an expository text heard or read.
ELL.3-5.R.4.E-31 - (x0)	(x0) - identifying vocabulary used to influence reader's perspectives in persuasive text (e.g., emotional words, etc.), with instructional support.
ELL.3-5.R.4.E-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-33 - (x0)	(x0) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.3-5.R.4.E-34 - (x0)	(x0) - identifying repetition and rhyme in poetry.
ELL.3-5.R.4.E-4 - (x0)	(x0) - asking Yes/No questions about text in complete sentences, with instructional support.
ELL.3-5.R.4.E-5 - (x0)	(x0) - retelling a story or event using key words and pictures.
ELL.3-5.R.4.E-6 - (x0)	(x0) - making connections to text heard or read (i.e., text-to-self).
ELL.3-5.R.4.E-7 - (x0)	(x0) - identifying two-to-three details from text heard or read.
ELL.3-5.R.4.E-8 - (x0)	(x0) - identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).
ELL.3-5.R.4.E-9 - (x0)	(x0) - N/A
ELL.3-5.R.4.HI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.3-5.R.4.HI-10 - (x0)	(x0) - locating signal words that indicate cause and effect . (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.HI-11 - (x0)	(x0) - identifying the author's purpose for writing a book . (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.HI-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.HI-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.HI-14 - (x1)	(x1) - describing the characters' traits and their motivations within a fictional text .
ELL.3-5.R.4.HI-15 - (x1)	(x1) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.HI-16 - (x1)	(x1) - identifying and describing the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.HI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.HI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.HI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.HI-2 - (x0)	(x0) - generating and confirming predictions about text for accuracy.
ELL.3-5.R.4.HI-20 - (x1)	(x1) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.HI-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.HI-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.HI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.HI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.HI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.HI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.HI-27 - (x0)	(x0) - locating information from a part of a book for a specific purpose.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.4.HI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.HI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.HI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.HI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.HI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.HI-32 - (x0)	(x0) - identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.3-5.R.4.HI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, etc.) in a literary selection.
ELL.3-5.R.4.HI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.HI-4 - (x0)	(x0) - generating who, what, where, when, why, which and how questions to clarify text.
ELL.3-5.R.4.HI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
ELL.3-5.R.4.HI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.HI-7 - (x0)	(x0) - summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELL.3-5.R.4.HI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.HI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.LI-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.LI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction with instructional support.
ELL.3-5.R.4.LI-10 - (x0)	(x0) - locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.LI-11 - (x0)	(x0) - identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.LI-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection.
ELL.3-5.R.4.LI-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.LI-14 - (x0)	(x0) - describing the characters' traits and their motivations within a fictional text.
ELL.3-5.R.4.LI-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.LI-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.LI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.LI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.LI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.LI-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.LI-20 - (x0)	(x0) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.LI-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.LI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.LI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose. (e.g., "According to the population map, most people live in the Northeast.")
ELL.3-5.R.4.LI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.LI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.LI-27 - (x0)	(x0) - selecting a part of a book for a specific purpose. (e.g., "Which part of a book will tell me _____?")
ELL.3-5.R.4.LI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.4.LI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.LI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.LI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.LI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.LI-32 - (x0)	(x0) - identifying words (i.e., nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.LI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.3-5.R.4.LI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.LI-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text.
ELL.3-5.R.4.LI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end in complete sentences.
ELL.3-5.R.4.LI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.LI-7 - (x0)	(x0) - summarizing the main idea and supporting details from text.
ELL.3-5.R.4.LI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.LI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.PE-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is fiction or nonfiction with instructional support.
ELL.3-5.R.4.PE-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-11 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-12 - (x0)	(x0) - identifying two events which are related within a literary selection.
ELL.3-5.R.4.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-14 - (x0)	(x0) - identifying characters within a fictional text heard or read.
ELL.3-5.R.4.PE-15 - (x0)	(x0) - identifying the setting using key words from a fictional text heard or read.
ELL.3-5.R.4.PE-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.PE-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.PE-18 - (x0)	(x0) - identifying two characters within a fictional text heard or read.
ELL.3-5.R.4.PE-19 - (x0)	(x0) - identifying two settings within a fictional text heard or read.
ELL.3-5.R.4.PE-2 - (x0)	(x0) - making predictions based on cover, title and illustrations with instructional support.
ELL.3-5.R.4.PE-20 - (x3)	(x3) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.PE-21 - (x0)	(x0) - following written directions with visual support to complete classroom activities.
ELL.3-5.R.4.PE-22 - (x0)	(x0) - identifying a variety of reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.PE-23 - (x0)	(x0) - recognizing signs, labels, and symbols in the environment with instructional support.
ELL.3-5.R.4.PE-24 - (x0)	(x0) - identifying external text within nonfiction text. (e.g., illustrations, photographs, charts, maps, diagrams, graphs, etc.)
ELL.3-5.R.4.PE-25 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-26 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-27 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-28 - (x0)	(x0) - recognizing organizational features of a book (i.e., title, author, and table of contents) with instructional support.
ELL.3-5.R.4.PE-29 - (x0)	(x0) - identifying functional documents by their organizational structure. (e.g., menus, invitations, flyers, graphic organizers, etc.)
ELL.3-5.R.4.PE-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, with instructional support.
ELL.3-5.R.4.PE-30 - (x0)	(x0) - identifying two items within an expository text heard or read.
ELL.3-5.R.4.PE-31 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.R.4.PE-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-33 - (x0)	(x0) - participating in choral reading (e.g., clapping and chanting, etc.) in response to the rhythm of predictably patterned literary selections.
ELL.3-5.R.4.PE-34 - (x8)	(x8) - identifying repetition in poetry.
ELL.3-5.R.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-5 - (x0)	(x0) - sequencing pictures to retell text heard or read.
ELL.3-5.R.4.PE-6 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-7 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.3-5.R.4.PE-8 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-9 - (x0)	(x0) - N/A
ELL.3-5.W.1.B-1 - (x0)	(x0) - writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.
ELL.3-5.W.1.B-2 - (x0)	(x0) - writing simple poetry with rhythm and rhyme independently.
ELL.3-5.W.1.B-3 - (x7)	(x7) - taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.B-4 - (x0)	(x0) - writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.
ELL.3-5.W.1.B-5 - (x0)	(x0) - writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.
ELL.3-5.W.1.B-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.B-6.b - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.B-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.B-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.B-7 - (x0)	(x0) - writing a persuasive statement with instructional support (e.g., "Buy Charlie's Organic Chicken because it is the healthiest.").
ELL.3-5.W.1.E-1 - (x6)	(x6) - writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.
ELL.3-5.W.1.E-2 - (x0)	(x0) - writing simple poetry, rhymes, songs, or chants collaboratively.
ELL.3-5.W.1.E-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.E-4 - (x0)	(x0) - writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support.
ELL.3-5.W.1.E-5 - (x13)	(x13) - writing the topic and/or main idea of familiar text (e.g., sentence frame: This paragraph is about _____).
ELL.3-5.W.1.E-6.a - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.E-6.b - (x0)	(x0) - Friendly letters
ELL.3-5.W.1.E-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.E-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.1.HI-1 - (x3)	(x3) - writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.
ELL.3-5.W.1.HI-2 - (x0)	(x0) - writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.
ELL.3-5.W.1.HI-3 - (x0)	(x0) - taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.HI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.W.1.HI-5 - (x0)	(x0) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.).
ELL.3-5.W.1.HI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.HI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.HI-6.c - (x0)	(x0) - Procedures
ELL.3-5.W.1.HI-6.d - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.HI-6.e - (x0)	(x0) - Brochures.
ELL.3-5.W.1.HI-7 - (x0)	(x0) - writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.LI-1 - (x5)	(x5) - writing on or more narrative paragraphs based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure.
ELL.3-5.W.1.LI-2 - (x12)	(x12) - writing simple poetry, using rhythm, rhyme, similes and sensory details.
ELL.3-5.W.1.LI-3 - (x0)	(x0) - taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.LI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary.
ELL.3-5.W.1.LI-5 - (x1)	(x1) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (e.g., word bank, outline, etc.).
ELL.3-5.W.1.LI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.LI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.LI-6.c - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.LI-6.d - (x0)	(x0) - Brochures.
ELL.3-5.W.1.LI-7 - (x0)	(x0) - writing one or more persuasive paragraphs, with instructional support, that state a clear position with supporting details using persuasive vocabulary/strategies (e.g., loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.PE-1 - (x1)	(x1) - participating in a shared writing about events or characters from familiar stories.
ELL.3-5.W.1.PE-2 - (x0)	(x0) - copying/writing simple poetry or chants from a model.
ELL.3-5.W.1.PE-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.PE-4 - (x2)	(x2) - completing an expository cloze sentence or paragraph using a word bank with visual support. (e.g., The fox sleeps in the _____.)
ELL.3-5.W.1.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.1.PE-6.a - (x0)	(x0) - Friendly letters (with a frame)
ELL.3-5.W.1.PE-6.b - (x0)	(x0) - Address an envelope
ELL.3-5.W.1.PE-6.c - (x0)	(x0) - Thank you notes.
ELL.3-5.W.1.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.2.B-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.B-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.B-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.B-12 - (x14)	(x14) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.B-2 - (x0)	(x0) - spelling single-syllable words using learned spelling patterns.
ELL.3-5.W.2.B-3 - (x13)	(x13) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.B-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, days, months), titles (including book titles).
ELL.3-5.W.2.B-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.B-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.W.2.B-5.c - (x0)	(x0) - apostrophes to punctuate contractions and singular possessives.
ELL.3-5.W.2.B-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.B-7 - (x0)	(x0) - using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.
ELL.3-5.W.2.B-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.B-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet.
ELL.3-5.W.2.E-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.E-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.E-2 - (x0)	(x0) - using knowledge of letter-sound relationships to spell simple words within word families.
ELL.3-5.W.2.E-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common and homonyms) with instructional support.
ELL.3-5.W.2.E-4 - (x0)	(x0) - using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months).
ELL.3-5.W.2.E-5.a - (x0)	(x0) - endings of sentences (question mark, exclamation mark); with instructional support.
ELL.3-5.W.2.E-5.b - (x0)	(x0) - commas in greetings, closings of letters, and dates with instructional support.
ELL.3-5.W.2.E-5.c - (x0)	(x0) - apostrophes to punctuate contractions with instructional support.
ELL.3-5.W.2.E-6 - (x0)	(x0) - using various subjects (singular/plural common nouns, proper nouns, singular possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.3-5.W.2.E-7 - (x0)	(x0) - using verb tenses (simple-past, present, future; present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-9 - (x0)	(x0) - using declarative sentences (S-V), positive (She plays.) and negative (She does not play.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.HI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.HI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.HI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-2 - (x0)	(x0) - spelling multi-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.HI-3 - (x14)	(x14) - spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).
ELL.3-5.W.2.HI-4 - (x11)	(x11) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.HI-5.a - (x2)	(x2) - sentence endings
ELL.3-5.W.2.HI-5.b - (x0)	(x0) - semi-colons in a series, introductory clauses, dialogue and direct address
ELL.3-5.W.2.HI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.HI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.HI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.HI-6 - (x11)	(x11) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.HI-7 - (x2)	(x2) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.HI-8 - (x5)	(x5) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.HI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.LI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.W.2.LI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.LI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-2 - (x0)	(x0) - spelling two-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.LI-3 - (x1)	(x1) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.LI-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.LI-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.LI-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words or phrases
ELL.3-5.W.2.LI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.LI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.LI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.LI-6 - (x1)	(x1) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.LI-7 - (x0)	(x0) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.LI-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.LI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P) positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.PE-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.PE-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-2 - (x0)	(x0) - using basic phonetic spelling to write words.
ELL.3-5.W.2.PE-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency words) with instructional support.
ELL.3-5.W.2.PE-4 - (x0)	(x0) - using capitalization for the pronoun "I" and sentence beginnings.
ELL.3-5.W.2.PE-5.a - (x0)	(x0) - endings of sentences (period), with instructional support.
ELL.3-5.W.2.PE-5.b - (x0)	(x0) - colon to punctuate time with instructional support.
ELL.3-5.W.2.PE-5.c - (x0)	(x0) - commas in dates and closings of letters with instructional support.
ELL.3-5.W.2.PE-6 - (x3)	(x3) - using various subjects (singular/plural common nouns, proper nouns, and pronouns) in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-7 - (x1)	(x1) - using verb tenses (simple present and present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-8 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-9 - (x0)	(x0) - using declarative sentences (S-V) in a variety of writing applications, with instructional support.
ELL.3-5.W.3.B-1 - (x0)	(x0) - independently listing and webbing ideas to create a prewriting plan.
ELL.3-5.W.3.B-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece.
ELL.3-5.W.3.B-3 - (x0)	(x0) - using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion.
ELL.3-5.W.3.B-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.B-4.b - (x0)	(x0) - sequence of ideas (beginning, middle and end)
ELL.3-5.W.3.B-4.c - (x0)	(x0) - sentence structure (complete sentences)
ELL.3-5.W.3.B-4.d - (x0)	(x0) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.B-5 - (x3)	(x3) - reviewing student drafts for errors in conventions as a class using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.B-6 - (x0)	(x0) - publishing products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.B-7 - (x0)	(x0) - using a teacher established timeline to publish products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.W.3.E-1 - (x0)	(x0) - listing and webbing ideas as a class.
ELL.3-5.W.3.E-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.3.HI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.HI-2 - (x12)	(x12) - evaluating, organizing and selecting ideas that reflect the audience and purpose.
ELL.3-5.W.3.HI-3 - (x0)	(x0) - using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.
ELL.3-5.W.3.HI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.HI-4.b - (x0)	(x0) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.HI-4.c - (x0)	(x0) - adding/deleting/ moving supporting details
ELL.3-5.W.3.HI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.HI-4.e - (x0)	(x0) - sentence structure (combining/adding/ deleting, complete and varied sentences)
ELL.3-5.W.3.HI-4.f - (x0)	(x0) - using revision tools. (checklists, rubrics, and reference materials)
ELL.3-5.W.3.HI-5 - (x0)	(x0) - reviewing student drafts for errors in conventions as a class, in small groups and independently using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.HI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time (e.g., 15 minutes).
ELL.3-5.W.3.HI-7 - (x0)	(x0) - using time management strategies to publish products within a teacher specified period of time.
ELL.3-5.W.3.LI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.LI-2 - (x0)	(x0) - organizing ideas to reflect the audience and intended purpose.
ELL.3-5.W.3.LI-3 - (x0)	(x0) - using a prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement.
ELL.3-5.W.3.LI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.LI-4.b - (x1)	(x1) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.LI-4.c - (x0)	(x0) - adding/deleting supporting details
ELL.3-5.W.3.LI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.LI-4.e - (x1)	(x1) - sentence structure (complete and varied sentences)
ELL.3-5.W.3.LI-4.f - (x0)	(x0) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.LI-5 - (x0)	(x0) - reviewing student drafts for errors in conventions as a class or in small groups using editing tools, (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.LI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.LI-7 - (x0)	(x0) - using a teacher established timeline to publish products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.PE-1 - (x0)	(x0) - generating ideas through drawing and labeling with instructional support.
ELL.3-5.W.3.PE-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.4.B-1 - (x0)	(x0) - producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 417 References, Chiu, A. (Continued)*

Stage III - 417 References (Continued)

ELL.3-5.W.4.B-2 - (x0)	(x0) - producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support.
ELL.3-5.W.4.B-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.B-4 - (x0)	(x0) - substituting synonyms for known adjectives, verbs and nouns with instructional support or resources.
ELL.3-5.W.4.B-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.E-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame.
ELL.3-5.W.4.E-2 - (x0)	(x0) - ordering drawings and sentences/patterned text to represent a beginning, middle and end.
ELL.3-5.W.4.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.4.HI-1 - (x0)	(x0) - producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.
ELL.3-5.W.4.HI-2 - (x0)	(x0) - producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.
ELL.3-5.W.4.HI-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics).
ELL.3-5.W.4.HI-4 - (x0)	(x0) - selecting accurate, specific words and figurative language to express ideas with instructional support or resources.
ELL.3-5.W.4.HI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.LI-1 - (x0)	(x0) - producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres.
ELL.3-5.W.4.LI-2 - (x0)	(x0) - producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases.
ELL.3-5.W.4.LI-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.LI-4 - (x0)	(x0) - substituting accurate and specific synonyms for adjectives, verbs and nouns and attempting to use figurative language with instructional support or resources.
ELL.3-5.W.4.LI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.PE-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and labeling them using a word bank.
ELL.3-5.W.4.PE-2 - (x0)	(x0) - ordering drawings to represent a beginning, middle and end.
ELL.3-5.W.4.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.5.B-1 - (x0)	(x0) - recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.
ELL.3-5.W.5.E-1 - (x0)	(x0) - recording information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).
ELL.3-5.W.5.HI-1 - (x0)	(x0) - recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.LI-1 - (x0)	(x0) - recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.PE-1 - (x0)	(x0) - recording information, observations about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 180 References*

Grade 5 - (180 References)

LA.5.AZ.5.RI.10.a - (x3)	(x3) - By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LA.AZ.5.L.1.a - (x0)	(x0) - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.AZ.5.L.1.b - (x0)	(x0) - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.AZ.5.L.1.c - (x2)	(x2) - Use verb tense to convey various times, sequences, states, and conditions.
LA.AZ.5.L.1.d - (x2)	(x2) - Recognize and correct inappropriate shifts in verb tense.
LA.AZ.5.L.1.e - (x0)	(x0) - Use correlative conjunctions (e.g., either/or, neither/nor).
LA.AZ.5.L.1.f.1 - (x5)	(x5) - a topic sentence,
LA.AZ.5.L.1.f.2 - (x3)	(x3) - supporting details,
LA.AZ.5.L.1.f.3 - (x5)	(x5) - relevant information, and
LA.AZ.5.L.1.f.4 - (x0)	(x0) - concluding sentences.
LA.AZ.5.L.2.a - (x0)	(x0) - Use punctuation to separate items in a series.
LA.AZ.5.L.2.b - (x0)	(x0) - Use a comma to separate an introductory element from the rest of the sentence.
LA.AZ.5.L.2.c - (x0)	(x0) - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.AZ.5.L.2.d - (x3)	(x3) - Use underlining, quotation marks, or italics to indicate titles of works.
LA.AZ.5.L.2.e - (x1)	(x1) - Spell grade-appropriate words correctly, consulting references as needed.
LA.AZ.5.L.3.a - (x0)	(x0) - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.AZ.5.L.3.b - (x0)	(x0) - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LA.AZ.5.L.4.a - (x0)	(x0) - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.AZ.5.L.4.b - (x2)	(x2) - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.AZ.5.L.4.c - (x0)	(x0) - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.AZ.5.L.5.a - (x3)	(x3) - Interpret figurative language, including similes and metaphors, in context.
LA.AZ.5.L.5.b - (x0)	(x0) - Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.AZ.5.L.5.c - (x0)	(x0) - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.AZ.5.L.6 - (x1)	(x1) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LA.AZ.5.RF.1 - (x0)	(x0) - No standards for grade 5.
LA.AZ.5.RF.2 - (x0)	(x0) - No standards for grade 5.
LA.AZ.5.RF.3.a - (x0)	(x0) - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.AZ.5.RF.4.a - (x18)	(x18) - Read on-level text with purpose and understanding.
LA.AZ.5.RF.4.b - (x4)	(x4) - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.AZ.5.RF.4.c - (x1)	(x1) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.AZ.5.RI.1 - (x0)	(x0) - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LA.AZ.5.RI.2 - (x0)	(x0) - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 180 References, Chiu, A. (Continued)*

Grade 5 - 180 References (Continued)

LA.AZ.5.RI.3 - (x2)	(x2) - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.AZ.5.RI.4 - (x17)	(x17) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.AZ.5.RI.5 - (x0)	(x0) - Compare and contrast the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.AZ.5.RI.6 - (x0)	(x0) - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.AZ.5.RI.7 - (x0)	(x0) - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently .
LA.AZ.5.RI.8 - (x6)	(x6) - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.AZ.5.RI.9 - (x0)	(x0) - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.AZ.5.RL.1 - (x0)	(x0) - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LA.AZ.5.RL.10 - (x17)	(x17) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LA.AZ.5.RL.2 - (x13)	(x13) - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LA.AZ.5.RL.3 - (x6)	(x6) - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.AZ.5.RL.4 - (x4)	(x4) - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.AZ.5.RL.5 - (x14)	(x14) - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.AZ.5.RL.6 - (x2)	(x2) - Describe how a narrator’s or speaker’s point of view influences how events are described.
LA.AZ.5.RL.7 - (x5)	(x5) - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.AZ.5.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.5.RL.9 - (x8)	(x8) - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.AZ.5.SL.1.a - (x1)	(x1) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.AZ.5.SL.1.b - (x0)	(x0) - Follow agreed-upon rules for discussions and carry out assigned roles.
LA.AZ.5.SL.1.c - (x0)	(x0) - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.AZ.5.SL.1.d - (x0)	(x0) - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.AZ.5.SL.2 - (x0)	(x0) - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.AZ.5.SL.3 - (x0)	(x0) - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.AZ.5.SL.4 - (x0)	(x0) - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.AZ.5.SL.5 - (x0)	(x0) - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.AZ.5.SL.6 - (x0)	(x0) - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.AZ.5.W.1.a - (x3)	(x3) - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose .
LA.AZ.5.W.1.b - (x11)	(x11) - Provide logically ordered reasons that are supported by facts and details.
LA.AZ.5.W.1.c - (x0)	(x0) - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 180 References, Chiu, A. (Continued)*

Grade 5 - 180 References (Continued)

LA.AZ.5.W.1.d - (x0)	(x0) - Provide a concluding statement or section related to the opinion presented.
LA.AZ.5.W.10 - (x0)	(x0) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.AZ.5.W.2.a - (x0)	(x0) - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.AZ.5.W.2.b - (x0)	(x0) - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.AZ.5.W.2.c - (x0)	(x0) - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.AZ.5.W.2.d - (x0)	(x0) - Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.AZ.5.W.2.e - (x0)	(x0) - Provide a concluding statement or section related to the information or explanation presented.
LA.AZ.5.W.3.a - (x3)	(x3) - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.AZ.5.W.3.b - (x3)	(x3) - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.AZ.5.W.3.c - (x0)	(x0) - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.AZ.5.W.3.d - (x0)	(x0) - Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.AZ.5.W.3.e - (x0)	(x0) - Provide a conclusion that follows from the narrated experiences or events.
LA.AZ.5.W.4.a - (x5)	(x5) - Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
LA.AZ.5.W.5 - (x3)	(x3) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.AZ.5.W.6 - (x0)	(x0) - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting .
LA.AZ.5.W.7 - (x0)	(x0) - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic .
LA.AZ.5.W.8 - (x0)	(x0) - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.AZ.5.W.9.a - (x4)	(x4) - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
LA.AZ.5.W.9.b - (x0)	(x0) - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Grade 4 - (48 References)

MA.4.4.G.A.1 - (x2)	(x2) - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MA.4.4.G.A.2 - (x3)	(x3) - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MA.4.4.G.A.3 - (x0)	(x0) - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MA.4.4.MD.A.1 - (x0)	(x0) - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 118 References, Chiu, A. (Continued)***Grade 4 - 48 References (Continued)**

MA.4.4.MD.A.2 - (x0)	(x0) - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.4.MD.A.3 - (x0)	(x0) - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
MA.4.4.MD.B.4 - (x0)	(x0) - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
MA.4.4.MD.C.5.a - (x1)	(x1) - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
MA.4.4.MD.C.5.b - (x1)	(x1) - An angle that turns through \square one-degree angles is said to have an angle measure of \square degrees.
MA.4.4.MD.C.6 - (x3)	(x3) - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MA.4.4.MD.C.7 - (x0)	(x0) - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
MA.4.4.NBT.A.1 - (x0)	(x0) - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
MA.4.4.NBT.A.2 - (x7)	(x7) - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
MA.4.4.NBT.A.3 - (x1)	(x1) - Use place value understanding to round multi-digit whole numbers to any place.
MA.4.4.NBT.B.4 - (x0)	(x0) - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MA.4.4.NBT.B.5 - (x2)	(x2) - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.4.4.NBT.B.6 - (x4)	(x4) - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.4.4.NF.A.1 - (x2)	(x2) - Explain why a fraction $\frac{\square}{\square}$ is equivalent to a fraction $(\square \times \square)/(\square \times \square)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
MA.4.4.NF.A.2 - (x0)	(x0) - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.a - (x4)	(x4) - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MA.4.4.NF.B.3.b - (x1)	(x1) - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.c - (x4)	(x4) - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MA.4.4.NF.B.3.d - (x0)	(x0) - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 118 References, Chiu, A. (Continued)***Grade 4 - 48 References (Continued)**

MA.4.4.NF.B.4.a - (x0)	(x0) - Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.
MA.4.4.NF.B.4.b - (x0)	(x0) - Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.
MA.4.4.NF.B.4.c - (x0)	(x0) - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.C.5 - (x0)	(x0) - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MA.4.4.NF.C.6 - (x0)	(x0) - Use decimal notation for fractions with denominators 10 or 100.
MA.4.4.NF.C.7 - (x0)	(x0) - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
MA.4.4.OA.A.1 - (x2)	(x2) - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MA.4.4.OA.A.2 - (x8)	(x8) - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MA.4.4.OA.A.3 - (x1)	(x1) - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.4.4.OA.B.4 - (x1)	(x1) - Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
MA.4.4.OA.C.5 - (x0)	(x0) - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
MA.4.AZ.4.OA.A.3.1.a - (x0)	(x0) - Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.
MA.4.AZ.4.OA.A.3.1.b - (x1)	(x1) - Analyze relationships among representations and make connections to the multiplication principle of counting.

Grade 5 - (70 References)

MA.5.5.G.A.1 - (x1)	(x1) - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and y -coordinate, x -axis and y -coordinate).
MA.5.5.G.A.2 - (x0)	(x0) - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
MA.5.5.G.B.3 - (x2)	(x2) - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
MA.5.5.G.B.4 - (x2)	(x2) - Classify two-dimensional figures in a hierarchy based on properties.
MA.5.5.MD.A.1 - (x2)	(x2) - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MA.5.5.MD.B.2 - (x1)	(x1) - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
MA.5.5.MD.C.3.a - (x0)	(x0) - A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
MA.5.5.MD.C.3.b - (x1)	(x1) - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

Start Date: 07/22/2019

End Date: 11/21/2019

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 118 References, Chiu, A. (Continued)***Grade 5 - 70 References (Continued)**

MA.5.5.MD.C.4 - (x0)	(x0) - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
MA.5.5.MD.C.5.a - (x0)	(x0) - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MA.5.5.MD.C.5.b - (x0)	(x0) - Apply the formulas $V = l \times w \times h$ and $V = s^3$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
MA.5.5.MD.C.5.c - (x0)	(x0) - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
MA.5.5.NBT.A.1 - (x1)	(x1) - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
MA.5.5.NBT.A.2 - (x2)	(x2) - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MA.5.5.NBT.A.3.a - (x4)	(x4) - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
MA.5.5.NBT.A.3.b - (x0)	(x0) - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
MA.5.5.NBT.A.4 - (x1)	(x1) - Use place value understanding to round decimals to any place.
MA.5.5.NBT.B.5 - (x8)	(x8) - Fluently multiply multi-digit whole numbers using the standard algorithm.
MA.5.5.NBT.B.6 - (x4)	(x4) - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.5.5.NBT.B.7 - (x10)	(x10) - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.5.5.NF.A.1 - (x5)	(x5) - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MA.5.5.NF.A.2 - (x7)	(x7) - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MA.5.5.NF.B.3 - (x0)	(x0) - Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.5.NF.B.5.a - (x0)	(x0) - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MA.5.5.NF.B.5.b - (x0)	(x0) - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{a \times c}{b \times c}$ to the effect of multiplying $\frac{a}{b}$ by 1.
MA.5.5.NF.B.6 - (x1)	(x1) - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.5.NF.B.7.a - (x1)	(x1) - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
MA.5.5.NF.B.7.b - (x1)	(x1) - Interpret division of a whole number by a unit fraction, and compute such quotients.
MA.5.5.NF.B.7.c - (x5)	(x5) - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 118 References, Chiu, A. (Continued)*

Grade 5 - 70 References (Continued)

MA.5.5.NFB.4.a - (x0)	(x0) - Interpret the product $(\frac{\square}{\square}) \times \square$ as a parts of a partition of \square into \square equal parts; equivalently, as the result of a sequence of operations $\square \times \square \div \square$.
MA.5.5.NFB.4.b - (x0)	(x0) - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MA.5.5.OA.A.1 - (x0)	(x0) - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
MA.5.5.OA.A.2 - (x11)	(x11) - Write simple expressions that record calculations with numbers , and interpret numerical expressions without evaluating them.
MA.5.5.OA.B.3 - (x0)	(x0) - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Cubley, Robin

Standards Linked: 2125

Last Login: 11/21/2019

AZAcademic Standards2011, *English Language Proficiency - 928 References*

Stage I - (5 References)

ELL.K.B-1: - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it).
ELL.K.B-10: - (x0)	(x0) - completing a fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.
ELL.K.B-8: - (x0)	(x0) - completing a fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase.
ELL.K.B-9: - (x0)	(x0) - completing a fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.
ELL.K.E-1: - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you).
ELL.K.HI-9: - (x0)	(x0) - naming and describing objects, people, and events.
ELL.K.L.1.ADJ.B-1 - (x0)	(x0) - using color/ shape/ quantity/size adjectives with nouns with instructional support.
ELL.K.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives (e.g., my, your, his, her, its) with nouns with instructional support.
ELL.K.L.1.ADJ.E-1 - (x0)	(x0) - naming color/shape/ quantity/size adjectives with nouns.
ELL.K.L.1.ADJ.E-2 - (x0)	(x0) - repeating possessive adjectives (e.g., my, your) with nouns.
ELL.K.L.1.ADJ.HI-1 - (x0)	(x0) - using a series of adjectives in the correct order (e.g., quantity/size/shape/ color) with instructional support.
ELL.K.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns.
ELL.K.L.1.ADJ.LI-1 - (x0)	(x0) - using color/ shape/ quantity/size adjectives with nouns in oral communication.
ELL.K.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns with instructional support.
ELL.K.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (e.g., color, shape) with nouns.
ELL.K.L.1.ADJ.PE-2 - (x0)	(x0) - repeating a possessive adjective (e.g., my) with a noun.
ELL.K.L.1.ADV.B-1 - (x0)	(x0) - using “when” adverbs (e.g., first, then, next).
ELL.K.L.1.ADV.E-1 - (x0)	(x0) - using the “when” adverb (e.g., first, then, next) with instructional support.
ELL.K.L.1.ADV.HI-1 - (x0)	(x0) - using the “when” adverbs (e.g., first, then, next, after, before, finally) and “frequency” adverbs (always, never, and sometimes) in context with instructional support.
ELL.K.L.1.ADV.LI-1 - (x0)	(x0) - using “when” adverbs (e.g., first, then, next, after, before, finally) with instructional support.
ELL.K.L.1.ADV.PE-1 - (x0)	(x0) - following oral directions that use first, then, next.
ELL.K.L.1.C.B-1 - (x0)	(x0) - selecting conjunctions (e.g., and, or) to join noun and verb phrases.
ELL.K.L.1.C.E-1 - (x0)	(x0) - selecting conjunctions (e.g., and, or) to join noun and verb phrases with instructional support.
ELL.K.L.1.C.HI-1 - (x0)	(x0) - using conjunctions (e.g., and, or) in sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.L.1.C.LI-1 - (x0)	(x0) - differentiating between the conjunctions and and or.
ELL.K.L.1.C.PE-1 - (x0)	(x0) - repeating noun and verb phrases joined by conjunctions. (e.g., and, or)
ELL.K.L.1.I.B-1 - (x0)	(x0) - using interjections that relate to a given situation.
ELL.K.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.K.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.K.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.K.L.1.I.PE-1 - (x0)	(x0) - repeating interjections.
ELL.K.L.1.N.B-1 - (x0)	(x0) - selecting articles (e.g., a, the) for singular and plural nouns with instructional support.
ELL.K.L.1.N.B-2 - (x0)	(x0) - orally listing common nouns (singular, plural which includes the ending sound for the suffix) and singular proper nouns.
ELL.K.L.1.N.E-1 - (x0)	(x0) - selecting articles (e.g., a, the) for singular nouns with instructional support.
ELL.K.L.1.N.E-2 - (x0)	(x0) - naming singular common nouns.
ELL.K.L.1.N.HI-1 - (x0)	(x0) - selecting articles (e.g., a, an, the) for singular and plural nouns.
ELL.K.L.1.N.HI-2 - (x0)	(x0) - explaining differences between common and proper nouns in context (singular and plural).
ELL.K.L.1.N.LI-1 - (x0)	(x0) - selecting articles (e.g., a, an, the) for singular and plural nouns.
ELL.K.L.1.N.LI-2 - (x0)	(x0) - sorting common nouns (singular and plural) and singular proper nouns.
ELL.K.L.1.N.PE-1 - (x0)	(x0) - repeating articles with singular nouns.
ELL.K.L.1.N.PE-2 - (x0)	(x0) - repeating singular common nouns.
ELL.K.L.1.PH/CL.B-1 - (x0)	(x0) - producing noun phrases from a visual prompt.
ELL.K.L.1.PH/CL.B-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt.
ELL.K.L.1.PH/CL.B-3 - (x0)	(x0) - producing verb phrases with instructional support.
ELL.K.L.1.PH/CL.B-4 - (x0)	(x0) - producing joined verb phrases with instructional support. (e.g., verb + coordinating conjunction + verb: "walks and talks")
ELL.K.L.1.PH/CL.B-5 - (x0)	(x0) - producing prepositional phrases with instructional support.
ELL.K.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases from a visual prompt with instructional support.
ELL.K.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt with instructional support.
ELL.K.L.1.PH/CL.E-3 - (x0)	(x0) - producing verb phrases from a visual model with instructional support.
ELL.K.L.1.PH/CL.E-4 - (x0)	(x0) - producing joined verb phrases from a visual model with instructional support.
ELL.K.L.1.PH/CL.E-5 - (x0)	(x0) - producing prepositional phrases from a visual model with instructional support.
ELL.K.L.1.PH/CL.HI-1 - (x0)	(x0) - using a noun phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-3 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.K.L.1.PH/CL.LI-1 - (x0)	(x0) - using a noun phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-3 - (x0)	(x0) - using a verb phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-4 - (x0)	(x0) - using a joined verb phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-5 - (x0)	(x0) - using a prepositional phrase in sentence frames.
ELL.K.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases with visual support. (e.g. adjective + noun)
ELL.K.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases with visual support. (e.g., adjective + noun)
ELL.K.L.1.PH/CL.PE-3 - (x0)	(x0) - repeating and physically demonstrating verb phrases with visual support. (e.g., Verb + adverb: "walks slowly" or adverb + verb: "always talks")
ELL.K.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating joined verb phrases with visual support. (e.g., verb + adverb: "walks slowly" or adverb + verb: "always talks")
ELL.K.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating and physically demonstrating prepositional phrases with visual support.
ELL.K.L.1.PREP.B-1 - (x0)	(x0) - naming prepositions of location (e.g., on, in) from a given prompt.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.L.1.PREP.B-2 - (x0)	(x0) - naming prepositions of direction (e.g., up, down, over) from a given prompt.
ELL.K.L.1.PREP.B-3 - (x0)	(x0) - naming prepositions of time (e.g., on, at, in, by) from a given prompt.
ELL.K.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location (e.g., on, in) from a given prompt.
ELL.K.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction (e.g., up, down, over) from a given prompt.
ELL.K.L.1.PREP.E-3 - (x0)	(x0) - repeating prepositions of time (e.g., on, at, in, by) from a given prompt.
ELL.K.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location (e.g., up, down, over).
ELL.K.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction (e.g., on, in, near, behind).
ELL.K.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time (e.g., on, at, in, by).
ELL.K.L.1.PREP.LI-1 - (x0)	(x0) - selecting prepositions of location (e.g., on, in, near, behind) to complete a given sentence.
ELL.K.L.1.PREP.LI-2 - (x0)	(x0) - selecting prepositions of direction (e.g., on, in, near, behind) to complete a given sentence.
ELL.K.L.1.PREP.LI-3 - (x0)	(x0) - selecting prepositions of time (e.g., on, at, in, by) to complete a given sentence.
ELL.K.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating commands that indicate prepositions of location (e.g., on, in).
ELL.K.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically demonstrating commands that indicate prepositions of direction (e.g., up, down, over).
ELL.K.L.1.PREP.PE-3 - (x0)	(x0) - N/A
ELL.K.L.1.PRO.B-1 - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it) in oral communication.
ELL.K.L.1.PRO.E-1 - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you) in oral communication.
ELL.K.L.1.PRO.HI-1 - (x0)	(x0) - using personal singular subject and plural subject pronouns (e.g., I, you, he, she, it, we, they).
ELL.K.L.1.PRO.LI-1 - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it) and plural subject pronouns (we) in oral communication.
ELL.K.L.1.PRO.PE-1 - (x0)	(x0) - repeating personal singular subject pronoun (e.g., I) in oral communication.
ELL.K.L.1.Q.B-1 - (x0)	(x0) - forming simple questions, using inflection when produced orally, using sentence frames.
ELL.K.L.1.Q.B-2 - (x0)	(x0) - forming yes/no questions beginning with "to be" using sentence frames.
ELL.K.L.1.Q.E-1 - (x0)	(x0) - completing simple question sentence frames using picture prompts.
ELL.K.L.1.Q.E-2 - (x0)	(x0) - N/A
ELL.K.L.1.Q.HI-1 - (x0)	(x0) - forming simple questions, using inflection when produced orally.
ELL.K.L.1.Q.HI-2 - (x0)	(x0) - producing yes/no questions beginning with "to be" with inflection.
ELL.K.L.1.Q.LI-1 - (x0)	(x0) - forming simple questions, using inflection when produced orally.
ELL.K.L.1.Q.LI-2 - (x0)	(x0) - producing yes/no questions beginning with "to be" with inflection.
ELL.K.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g., What? Who?)
ELL.K.L.1.Q.PE-2 - (x0)	(x0) - N/A
ELL.K.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture.
ELL.K.L.1.SC.B-10 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.B-11 - (x0)	(x0) - forming an imperative sentence using a given imperative verb.
ELL.K.L.1.SC.B-2 - (x0)	(x0) - forming a sentence using a given subject and verb (S-V).
ELL.K.L.1.SC.B-3 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronoun, forms of "to be", and noun. (e.g., It is a bug.)
ELL.K.L.1.SC.B-4 - (x0)	(x0) - forming a sentence with S-V-C construction with given nouns and forms of "to be". (e.g., "A spider is a bug.")
ELL.K.L.1.SC.B-5 - (x0)	(x0) - forming a sentence with S-V-C construction with given plural nouns and "to be". (e.g., "Spiders are bugs.")
ELL.K.L.1.SC.B-6 - (x0)	(x0) - forming an S-V-C constructed sentence with a given noun, a "to be" verb, and an adjective.
ELL.K.L.1.SC.B-7 - (x0)	(x0) - forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.B-8 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.L.1.SC.B-9 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture with instructional support.
ELL.K.L.1.SC.E-10 - (x0)	(x0) - completing a given sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.E-11 - (x0)	(x0) - completing an oral fill-in-the-blank imperative sentence by providing an imperative verb.
ELL.K.L.1.SC.E-2 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing a subject or a verb (S-V).
ELL.K.L.1.SC.E-3 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.K.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.K.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.K.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.K.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.E-8 - (x0)	(x0) - repeating a sentence containing a subject, verb, and prepositional phrase.
ELL.K.L.1.SC.E-9 - (x0)	(x0) - completing a given sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete given sentences.
ELL.K.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using "to be" and "not" to form sentences in the negative construction.
ELL.K.L.1.SC.HI-11 - (x0)	(x0) - producing imperative sentences using imperative verbs.
ELL.K.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using S-V construction with subject-verb agreement.
ELL.K.L.1.SC.HI-3 - (x0)	(x0) - producing sentences with a pronoun as the subject using S-V-C construction with subject-verb agreement.
ELL.K.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction with subject-verb agreement.
ELL.K.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction with subject-verb agreement.
ELL.K.L.1.SC.HI-6 - (x0)	(x0) - producing S-V-C constructed sentences with adjectives as the complements with subject-verb agreement.
ELL.K.L.1.SC.HI-7 - (x0)	(x0) - producing S-V-C constructed sentences with nouns, "to be" verbs, and prepositional phrases with subject-verb agreement.
ELL.K.L.1.SC.HI-8 - (x0)	(x0) - producing sentences using a subject, verb, and prepositional phrase.
ELL.K.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using "to be" and "not" to form sentences in the negative construction.
ELL.K.L.1.SC.LI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence with instructional support.
ELL.K.L.1.SC.LI-10 - (x0)	(x0) - forming a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.LI-11 - (x0)	(x0) - forming an imperative sentence using a given imperative verb.
ELL.K.L.1.SC.LI-2 - (x0)	(x0) - forming a sentence using given subjects and verbs (S-V).
ELL.K.L.1.SC.LI-3 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronouns, "to be" verbs, and nouns. (e.g., It is a bug.)
ELL.K.L.1.SC.LI-4 - (x0)	(x0) - forming a sentence with S-V-C construction with given nouns and forms of "to be".
ELL.K.L.1.SC.LI-5 - (x0)	(x0) - forming a sentence with S-V-C construction with given plural nouns and "to be".
ELL.K.L.1.SC.LI-6 - (x0)	(x0) - forming an S-V-C constructed sentence with a given adjective as the complement.
ELL.K.L.1.SC.LI-7 - (x0)	(x0) - forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.LI-8 - (x0)	(x0) - forming a sentence using a given completing a fill-in-the-blank sentence by providing subject, verb, and prepositional phrase.
ELL.K.L.1.SC.LI-9 - (x0)	(x0) - forming a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.PE-11 - (x0)	(x0) - repeating an imperative sentence using an imperative verb.
ELL.K.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb (S-V).
ELL.K.L.1.SC.PE-3 - (x0)	(x0) - repeating a sentence using a pronoun, "to be" verb, and noun construction (S-V-C).
ELL.K.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using a noun, "to be" verb, and noun construction (S-V-C).
ELL.K.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using a plural noun, "to be" verb, and noun construction (S-V-C).
ELL.K.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a noun, "to be" verb, and adjective.
ELL.K.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using a noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.K.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.V.B-1 - (x0)	(x0) - using the simple present tense verbs with subject-verb agreement with instructional support.
ELL.K.L.1.V.B-2 - (x0)	(x0) - conjugating the present tense of the verb 'to be' (e.g., am, is, are).
ELL.K.L.1.V.B-3 - (x0)	(x0) - using the present progressive verb tense with instructional support.
ELL.K.L.1.V.B-4 - (x0)	(x0) - using simple past tense verbs with subject-verb agreement with instructional support.
ELL.K.L.1.V.B-5 - (x0)	(x0) - using simple future tense verbs (e.g., will) with subject-verb agreement with instructional support.
ELL.K.L.1.V.B-6 - (x0)	(x0) - differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.K.L.1.V.B-7 - (x0)	(x0) - using imperative verbs with instructional support. (e.g., Go away. Help me.)
ELL.K.L.1.V.E-1 - (x0)	(x0) - selecting simple present tense verbs (e.g., jump, jumps) with instructional support.
ELL.K.L.1.V.E-2 - (x0)	(x0) - conjugating the present tense of the verb 'to be' (e.g., am, is, are) with instructional support.
ELL.K.L.1.V.E-3 - (x0)	(x0) - selecting present progressive verbs to complete sentences (e.g., "I am..." and "You are...") with instructional support.
ELL.K.L.1.V.E-4 - (x0)	(x0) - selecting simple past tense verbs with instructional support.
ELL.K.L.1.V.E-5 - (x0)	(x0) - selecting simple future tense verbs (e.g., will) with instructional support.
ELL.K.L.1.V.E-6 - (x0)	(x0) - defining past, present, and future.
ELL.K.L.1.V.E-7 - (x0)	(x0) - repeating and acting out imperative verbs. (e.g., Sit down. Line up.)
ELL.K.L.1.V.HI-1 - (x0)	(x0) - using the simple present tense verbs with subject-verb agreement.
ELL.K.L.1.V.HI-2 - (x0)	(x0) - using the present tense of the verb "to be" (e.g., am, is, are).
ELL.K.L.1.V.HI-3 - (x0)	(x0) - using the present progressive verb tense.
ELL.K.L.1.V.HI-4 - (x0)	(x0) - using the simple past tense verbs with subject-verb agreement, including common irregular verbs (e.g., go, see, come).
ELL.K.L.1.V.HI-5 - (x0)	(x0) - using the simple future tense verbs (e.g., will) with subject-verb agreement.
ELL.K.L.1.V.HI-6 - (x0)	(x0) - differentiating between past, present, and future verb tenses.
ELL.K.L.1.V.HI-7 - (x0)	(x0) - using imperative verbs. (e.g., Put the markers in the box.)
ELL.K.L.1.V.LI-1 - (x0)	(x0) - using the simple present tense verbs with subject-verb agreement.
ELL.K.L.1.V.LI-2 - (x0)	(x0) - using the present tense of the verb "to be" (e.g., am, is, are) with instructional support.
ELL.K.L.1.V.LI-3 - (x0)	(x0) - using the present progressive verb tense with instructional support.
ELL.K.L.1.V.LI-4 - (x0)	(x0) - using the simple past tense verbs with subject-verb agreement.
ELL.K.L.1.V.LI-5 - (x0)	(x0) - using the simple future tense verbs (e.g., will) with subject-verb agreement.
ELL.K.L.1.V.LI-6 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.K.L.1.V.LI-7 - (x0)	(x0) - using imperative verbs. (e.g., Open the door. Close the book.)
ELL.K.L.1.V.PE-1 - (x0)	(x0) - repeating simple present tense verbs with instructional support.
ELL.K.L.1.V.PE-2 - (x0)	(x0) - repeating present tense forms of the verb 'to be'. (e.g., am, is, are)
ELL.K.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out present progressive verbs.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.L.1.V.PE-4 - (x0)	(x0) - repeating simple past tense verbs with instructional support.
ELL.K.L.1.V.PE-5 - (x0)	(x0) - repeating simple future tense verbs (e.g., will) with instructional support.
ELL.K.L.1.V.PE-6 - (x0)	(x0) - N/A
ELL.K.L.1.V.PE-7 - (x0)	(x0) - repeating and acting out imperative verbs. (e.g., Walk. Stop.)
ELL.K.L.2.B-1 - (x0)	(x0) - naming and sorting common objects or pictures with labels.
ELL.K.L.2.B-2 - (x0)	(x0) - recognizing sight words.
ELL.K.L.2.B-3 - (x0)	(x0) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.K.L.2.B-4 - (x0)	(x0) - recognizing common synonyms and antonyms.
ELL.K.L.2.B-5 - (x0)	(x0) - selecting key words, symbols or operations that represent grade specific academic vocabulary with instructional support.
ELL.K.L.2.B-6 - (x1)	(x1) - associating vocabulary words and their meaning.
ELL.K.L.2.E-1 - (x0)	(x0) - naming common objects or pictures and categorizing into basic groups with instructional support.
ELL.K.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.K.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.K.L.2.E-4 - (x0)	(x0) - repeating common synonyms and antonyms.
ELL.K.L.2.E-5 - (x0)	(x0) - recognizing key words, symbols or operations that represent grade specific academic vocabulary with visual support.
ELL.K.L.2.E-6 - (x0)	(x0) - associating vocabulary words and their meaning with instructional support.
ELL.K.L.2.HI-1 - (x0)	(x0) - naming and sorting common objects and pictures into self-selected categories and providing rationale.
ELL.K.L.2.HI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.K.L.2.HI-3 - (x1)	(x1) - identifying the meaning of and using high frequency words.
ELL.K.L.2.HI-4 - (x0)	(x0) - completing synonym and antonym word pairs.
ELL.K.L.2.HI-5 - (x0)	(x0) - using key words, symbols or operations that represent grade specific academic vocabulary within a given context.
ELL.K.L.2.HI-6 - (x1)	(x1) - determining word meaning within context.
ELL.K.L.2.LI-1 - (x0)	(x0) - naming and sorting common objects and pictures into self-selected categories with instructional support.
ELL.K.L.2.LI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.K.L.2.LI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.K.L.2.LI-4 - (x0)	(x0) - completing synonym and antonym word pairs.
ELL.K.L.2.LI-5 - (x0)	(x0) - selecting key words, symbols or operations that represent grade specific academic vocabulary within a given context.
ELL.K.L.2.LI-6 - (x0)	(x0) - determining word meaning within context with instructional support.
ELL.K.L.2.PE-1 - (x0)	(x0) - repeating names of common objects or pictures. (e.g., foods, animals, colors, shapes)
ELL.K.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.K.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.K.L.2.PE-4 - (x0)	(x0) - repeating common antonyms.
ELL.K.L.2.PE-5 - (x0)	(x0) - repeating key words, symbols or operations that represent grade specific academic vocabulary with visual support.
ELL.K.L.2.PE-6 - (x0)	(x0) - repeating vocabulary words with visual support.
ELL.K.LI-1: - (x0)	(x0) - using color/ shape/ quantity/size adjectives with nouns.
ELL.K.LI-1: - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it) and plural subject pronouns (we).
ELL.K.LI-9: - (x0)	(x0) - naming and describing objects, people, and events.
ELL.K.LS.1.B-1 - (x0)	(x0) - distinguishing between similar sounding words dictated by the teacher.
ELL.K.LS.1.B-2 - (x0)	(x0) - counting the number of words said in a repetitive sentence dictated by the teacher.
ELL.K.LS.1.B-3 - (x1)	(x1) - responding to read-alouds by identifying main ideas/concepts and details using complete sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.LS.1.B-4 - (x0)	(x0) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.
ELL.K.LS.1.B-5 - (x0)	(x0) - following two-step directions for classroom activities that are accompanied by picture cues.
ELL.K.LS.1.B-6 - (x0)	(x0) - responding to comments and questions in social conversations by sharing one's experiences and expressing one's thoughts .
ELL.K.LS.1.E-1 - (x0)	(x0) - distinguishing between similar individual phonemes dictated by the teacher.
ELL.K.LS.1.E-2 - (x0)	(x0) - counting the number of words in a short phrase dictated by the teacher.
ELL.K.LS.1.E-3 - (x0)	(x0) - identifying information/details from read-alouds using key words and phrases.
ELL.K.LS.1.E-4 - (x0)	(x0) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.
ELL.K.LS.1.E-5 - (x0)	(x0) - following one-step directions for classroom activities that are accompanied by picture cues.
ELL.K.LS.1.E-6 - (x0)	(x0) - responding to comments and questions in social conversations.
ELL.K.LS.1.HI-1 - (x0)	(x0) - distinguishing between similar sounding sentences dictated by the teacher.
ELL.K.LS.1.HI-2 - (x0)	(x0) - counting the number of words said in complete sentences dictated by the teacher.
ELL.K.LS.1.HI-3 - (x0)	(x0) - responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.
ELL.K.LS.1.HI-4 - (x0)	(x0) - sequencing events from read-alouds, presentations, and conversations.
ELL.K.LS.1.HI-5 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.K.LS.1.HI-6 - (x0)	(x0) - responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts .
ELL.K.LS.1.LI-1 - (x0)	(x0) - distinguishing between similar sounding phrases dictated by the teacher.
ELL.K.LS.1.LI-2 - (x0)	(x0) - counting the number of words said in complete sentences dictated by the teacher.
ELL.K.LS.1.LI-3 - (x0)	(x0) - responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.
ELL.K.LS.1.LI-4 - (x0)	(x0) - using sentence frames to sequence events from read-alouds, presentations, and conversations.
ELL.K.LS.1.LI-5 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.K.LS.1.LI-6 - (x0)	(x0) - responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts .
ELL.K.LS.1.PE-1 - (x0)	(x0) - distinguishing between individual phonemes dictated by the teacher.
ELL.K.LS.1.PE-2 - (x0)	(x0) - counting the number of words dictated by the teacher with assistance.
ELL.K.LS.1.PE-3 - (x0)	(x0) - responding to read-alouds, using a variety of physical actions (e.g., matching objects, pointing to an answer) or by drawing pictures.
ELL.K.LS.1.PE-4 - (x0)	(x0) - sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.
ELL.K.LS.1.PE-5 - (x0)	(x0) - following one-word commands for classroom activities that are accompanied by picture cues.
ELL.K.LS.1.PE-6 - (x0)	(x0) - responding to conversations using memorized responses. (e.g., introductions, requests, courtesies)
ELL.K.LS.2.B-1 - (x0)	(x0) - naming upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.B-10 - (x0)	(x0) - producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation with instructional support.
ELL.K.LS.2.B-2 - (x0)	(x0) - producing individual phonemes in random order, using accurate articulation with instructional support.
ELL.K.LS.2.B-3 - (x0)	(x0) - producing initial and final sounds of words with instructional support using accurate articulation.
ELL.K.LS.2.B-4 - (x0)	(x0) - producing short vowel sounds using accurate articulation.
ELL.K.LS.2.B-5 - (x0)	(x0) - producing long vowel sounds using accurate articulation with instructional support.
ELL.K.LS.2.B-6 - (x0)	(x0) - naming ordinal numbers sequentially with accurate pronunciation with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.LS.2.B-7 - (x0)	(x0) - responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.
ELL.K.LS.2.B-8 - (x0)	(x0) - using key words, phrases, and complete sentences to communicate basic needs with instructional support.
ELL.K.LS.2.B-9 - (x0)	(x0) - naming objects, people, and events with instructional support.
ELL.K.LS.2.E-1 - (x0)	(x0) - repeating the names of upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.E-10 - (x0)	(x0) - reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.
ELL.K.LS.2.E-2 - (x0)	(x0) - repeating individual phonemes in random order using accurate articulation.
ELL.K.LS.2.E-3 - (x0)	(x0) - repeating initial and final sounds (not letters) of his or her name and the names of others using accurate articulation.
ELL.K.LS.2.E-4 - (x0)	(x0) - producing short vowel sounds using accurate articulation with instructional support.
ELL.K.LS.2.E-5 - (x0)	(x0) - repeating long vowel sounds using accurate articulation.
ELL.K.LS.2.E-6 - (x0)	(x0) - naming all cardinal numbers in random order with accurate pronunciation.
ELL.K.LS.2.E-7 - (x0)	(x0) - responding to social greetings and farewells using words or phrases with instructional support.
ELL.K.LS.2.E-8 - (x0)	(x0) - using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.
ELL.K.LS.2.E-9 - (x0)	(x0) - naming familiar objects, people, and events with instructional support.
ELL.K.LS.2.HI-1 - (x0)	(x0) - naming upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.HI-10 - (x0)	(x0) - producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.
ELL.K.LS.2.HI-2 - (x0)	(x0) - producing all individual phonemes in words from print using accurate articulation.
ELL.K.LS.2.HI-3 - (x0)	(x0) - producing initial and final sounds of words using accurate articulation.
ELL.K.LS.2.HI-4 - (x0)	(x0) - producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.
ELL.K.LS.2.HI-5 - (x0)	(x0) - producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.
ELL.K.LS.2.HI-6 - (x0)	(x0) - naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation.
ELL.K.LS.2.HI-7 - (x0)	(x0) - initiating conversations and responding to social interactions using complete sentences.
ELL.K.LS.2.HI-8 - (x0)	(x0) - using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.
ELL.K.LS.2.HI-9 - (x0)	(x0) - naming objects, people, and events, into self-generated categories.
ELL.K.LS.2.LI-1 - (x0)	(x0) - naming upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.LI-10 - (x0)	(x0) - producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.
ELL.K.LS.2.LI-2 - (x0)	(x0) - producing individual phonemes of his or her name and the names of others using accurate articulation.
ELL.K.LS.2.LI-3 - (x0)	(x0) - producing initial and final sounds of words using accurate articulation.
ELL.K.LS.2.LI-4 - (x0)	(x0) - producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation with instructional support.
ELL.K.LS.2.LI-5 - (x0)	(x0) - producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation with instructional support.
ELL.K.LS.2.LI-6 - (x0)	(x0) - naming cardinal and ordinal numbers randomly with accurate pronunciation.
ELL.K.LS.2.LI-7 - (x0)	(x0) - initiating conversations and responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.
ELL.K.LS.2.LI-8 - (x0)	(x0) - using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.
ELL.K.LS.2.LI-9 - (x0)	(x0) - naming and organizing objects, people, and events, into predetermined categories in context.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.LS.2.PE-1 - (x0)	(x0) - repeating the names of upper and lower case alphabet letters in order with accurate pronunciation.
ELL.K.LS.2.PE-10 - (x0)	(x0) - repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.
ELL.K.LS.2.PE-2 - (x0)	(x0) - repeating individual phonemes in sequential order using accurate articulation.
ELL.K.LS.2.PE-3 - (x0)	(x0) - repeating the initial sounds (not letters) of his or her name and the names of others using accurate articulation.
ELL.K.LS.2.PE-4 - (x0)	(x0) - repeating short vowel sounds using accurate articulation.
ELL.K.LS.2.PE-5 - (x0)	(x0) - N/A
ELL.K.LS.2.PE-6 - (x0)	(x0) - repeating cardinal numbers in order with accurate pronunciation.
ELL.K.LS.2.PE-7 - (x0)	(x0) - repeating one- or two-word social greetings and farewells.
ELL.K.LS.2.PE-8 - (x0)	(x0) - using isolated words accompanied by gestures to communicate basic needs.
ELL.K.LS.2.PE-9 - (x0)	(x0) - repeating familiar objects, people, and events with instructional support.
ELL.K.PE-1: - (x0)	(x0) - repeating personal singular subject pronoun (e.g., I).
ELL.K.R.1.B-1 - (x0)	(x0) - identifying the front cover, back cover, and title page of a book to establish directionality.
ELL.K.R.1.B-2 - (x0)	(x0) - recognizing that sentences are made up of separate words.
ELL.K.R.1.B-3 - (x0)	(x0) - recognizing common print conventions with instructional support. (e.g., periods, question marks, capital letters and quotation marks)
ELL.K.R.1.E-1 - (x0)	(x0) - recognizing left to right and top to bottom directionality of reading.
ELL.K.R.1.E-2 - (x0)	(x0) - recognizing that print represents spoken language and conveys meaning.
ELL.K.R.1.E-3 - (x0)	(x0) - recognizing common print conventions with instructional support. (e.g., periods and question marks)
ELL.K.R.1.HI-1 - (x0)	(x0) - demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
ELL.K.R.1.HI-2 - (x0)	(x0) - demonstrating the one-to-one correlation between a spoken word and a printed word.
ELL.K.R.1.HI-3 - (x0)	(x0) - naming common print conventions.
ELL.K.R.1.LI-1 - (x0)	(x0) - demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.
ELL.K.R.1.LI-2 - (x0)	(x0) - recognizing that words are represented by a sequence of letters.
ELL.K.R.1.LI-3 - (x0)	(x0) - recognizing common print conventions. (e.g., periods, question marks, capital letters and quotation marks)
ELL.K.R.1.PE-1 - (x0)	(x0) - holding the book right side up and turning pages in the correct direction.
ELL.K.R.1.PE-2 - (x0)	(x0) - recognizing that environmental print and symbols represent and convey meaning.
ELL.K.R.1.PE-3 - (x0)	(x0) - recognizing common print conventions with instructional support. (e.g., periods)
ELL.K.R.2.B-1 - (x0)	(x0) - discriminating between initial, medial, and final spoken sounds within a word.
ELL.K.R.2.B-10 - (x0)	(x0) - blending common CVC words with instructional support.
ELL.K.R.2.B-2 - (x0)	(x0) - sorting groups of pictures that begin with the same initial sounds.
ELL.K.R.2.B-3 - (x0)	(x0) - N/A
ELL.K.R.2.B-4 - (x0)	(x0) - identifying rhyming words in response to an oral prompt.
ELL.K.R.2.B-5 - (x0)	(x0) - matching and naming upper case letters to lower case letters.
ELL.K.R.2.B-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants and vowels with support.
ELL.K.R.2.B-7 - (x0)	(x0) - reading high frequency words with instructional support.
ELL.K.R.2.B-8 - (x0)	(x0) - producing new words when an initial letter is changed (i.e., word families) with instructional support.
ELL.K.R.2.B-9 - (x0)	(x0) - recognizing that a new word is created when a specific letter is changed, added, or removed.
ELL.K.R.2.E-1 - (x0)	(x0) - identifying the initial and final sounds (not letters) of a spoken word.
ELL.K.R.2.E-10 - (x0)	(x0) - producing isolated initial, medial and final sounds of common CVC words with instructional support.
ELL.K.R.2.E-2 - (x0)	(x0) - comparing two to three pictures and identifying those with the same initial sound.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.R.2.E-3 - (x0)	(x0) - N/A
ELL.K.R.2.E-4 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words.
ELL.K.R.2.E-5 - (x0)	(x0) - matching upper case and lower case letters.
ELL.K.R.2.E-6 - (x0)	(x0) - repeating letter sounds represented by the single lettered consonants and vowels.
ELL.K.R.2.E-7 - (x0)	(x0) - recognizing high frequency words.
ELL.K.R.2.E-8 - (x0)	(x0) - recognizing that a new word is created when an initial letter is changed (i.e., word families).
ELL.K.R.2.E-9 - (x0)	(x0) - N/A
ELL.K.R.2.HI-1 - (x0)	(x0) - segmenting one-syllable words into its phonemes.
ELL.K.R.2.HI-10 - (x0)	(x0) - decoding common CVC words.
ELL.K.R.2.HI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration).
ELL.K.R.2.HI-3 - (x0)	(x0) - blending two or three spoken syllables to produce words.
ELL.K.R.2.HI-4 - (x0)	(x0) - orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
ELL.K.R.2.HI-5 - (x0)	(x0) - naming all upper and lower case letters of the alphabet with different fonts out of sequence.
ELL.K.R.2.HI-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants and vowels.
ELL.K.R.2.HI-7 - (x0)	(x0) - reading high frequency words with automaticity in context.
ELL.K.R.2.HI-8 - (x0)	(x0) - producing new words when initial sound(s), including diagraphs, are changed (i.e., word families).
ELL.K.R.2.HI-9 - (x0)	(x0) - decoding a new word when a specific letter is changed, added, or removed.
ELL.K.R.2.LI-1 - (x0)	(x0) - segmenting one-syllable words into its phonemes, with instructional support.
ELL.K.R.2.LI-10 - (x0)	(x0) - decoding common CVC words with instructional support.
ELL.K.R.2.LI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.
ELL.K.R.2.LI-3 - (x0)	(x0) - blending initial, medial, and final spoken sounds to produce words.
ELL.K.R.2.LI-4 - (x0)	(x0) - producing rhyming words in response to an oral prompt.
ELL.K.R.2.LI-5 - (x0)	(x0) - matching and naming upper case and lower case letters with different fonts .
ELL.K.R.2.LI-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants.
ELL.K.R.2.LI-7 - (x0)	(x0) - reading high frequency words with automaticity.
ELL.K.R.2.LI-8 - (x0)	(x0) - producing new words when initial sound(s), including blends, are changed (i.e., word families).
ELL.K.R.2.LI-9 - (x0)	(x0) - decoding a new word when a specific letter is changed, added, or removed with instructional support.
ELL.K.R.2.PE-1 - (x0)	(x0) - identifying the initial sound (not letter) of a spoken word.
ELL.K.R.2.PE-10 - (x0)	(x0) - repeating initial, medial, and final sounds of common CVC words.
ELL.K.R.2.PE-2 - (x0)	(x0) - identifying pictures that begin with the same given initial sound.
ELL.K.R.2.PE-3 - (x0)	(x0) - N/A
ELL.K.R.2.PE-4 - (x0)	(x0) - repeating rhymes with instructional support.
ELL.K.R.2.PE-5 - (x0)	(x0) - distinguishing letters from numbers and symbols.
ELL.K.R.2.PE-6 - (x0)	(x0) - repeating letter sounds represented by the single lettered consonants.
ELL.K.R.2.PE-7 - (x0)	(x0) - repeating high frequency words.
ELL.K.R.2.PE-8 - (x0)	(x0) - repeating words within word families.
ELL.K.R.2.PE-9 - (x0)	(x0) - N/A
ELL.K.R.3.B-1 - (x0)	(x0) - participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy.
ELL.K.R.3.B-10 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.K.R.3.B-11 - (x0)	(x0) - following simple written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.B-12 - (x0)	(x0) - interpreting signs, labels, symbols, and captions within the environment with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.R.3.B-2 - (x0)	(x0) - making predictions based on the title, cover illustrations, and text.
ELL.K.R.3.B-3 - (x0)	(x0) - answering comprehension questions to respond to text heard or read.
ELL.K.R.3.B-4 - (x0)	(x0) - sequencing a series of given pictures to retell a story or event using key words.
ELL.K.R.3.B-5 - (x0)	(x0) - participating in teacher guided discussions to restate facts from text read aloud.
ELL.K.R.3.B-6 - (x0)	(x0) - retelling a story with a beginning, middle, and end.
ELL.K.R.3.B-7 - (x0)	(x0) - identifying the main characters of a story heard or read.
ELL.K.R.3.B-8 - (x0)	(x0) - identifying the setting of a story heard or read.
ELL.K.R.3.B-9 - (x0)	(x0) - identifying the key events of a story heard or read.
ELL.K.R.3.E-1 - (x0)	(x0) - N/A
ELL.K.R.3.E-10 - (x0)	(x0) - responding to teacher guided prompts about information from a completed graphic organizer.
ELL.K.R.3.E-11 - (x0)	(x0) - following simple written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.E-12 - (x0)	(x0) - recognizing signs, labels, symbols, and captions within the environment.
ELL.K.R.3.E-2 - (x0)	(x0) - responding to teacher guided prompts to make predictions about the title, cover illustrations, and text.
ELL.K.R.3.E-3 - (x0)	(x0) - answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.
ELL.K.R.3.E-4 - (x0)	(x0) - sequencing a series of given pictures to retell a story or event.
ELL.K.R.3.E-5 - (x0)	(x0) - illustrating facts or events from text read aloud.
ELL.K.R.3.E-6 - (x0)	(x0) - retelling a story using illustrations.
ELL.K.R.3.E-7 - (x0)	(x0) - responding to teacher guided prompts to identifying the main characters of the story in a story read aloud.
ELL.K.R.3.E-8 - (x0)	(x0) - responding to teacher guided prompts to identifying the setting of the story in a story read aloud.
ELL.K.R.3.E-9 - (x0)	(x0) - N/A
ELL.K.R.3.HI-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is real or fantasy.
ELL.K.R.3.HI-10 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.K.R.3.HI-11 - (x0)	(x0) - following multi-step written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.HI-12 - (x0)	(x0) - creating signs, labels, symbols, and captions within the environment.
ELL.K.R.3.HI-2 - (x0)	(x0) - making and confirming predictions based on the title, cover illustrations, and text.
ELL.K.R.3.HI-3 - (x0)	(x0) - using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.
ELL.K.R.3.HI-4 - (x0)	(x0) - sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)
ELL.K.R.3.HI-5 - (x0)	(x0) - identifying facts from text read aloud.
ELL.K.R.3.HI-6 - (x0)	(x0) - retelling a story including the beginning, middle, and end using transition words (e.g., first, next, last) in complete sentences.
ELL.K.R.3.HI-7 - (x0)	(x0) - describing the main characters of a story.
ELL.K.R.3.HI-8 - (x0)	(x0) - describing the setting of a story.
ELL.K.R.3.HI-9 - (x0)	(x0) - describing the key events of a story.
ELL.K.R.3.LI-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is real or fantasy, with instructional support.
ELL.K.R.3.LI-10 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.K.R.3.LI-11 - (x0)	(x0) - following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.LI-12 - (x0)	(x0) - interpreting signs, labels, symbols, and captions within the environment.
ELL.K.R.3.LI-2 - (x0)	(x0) - making and confirming predictions based on the title, cover illustrations, and text with instructional support.
ELL.K.R.3.LI-3 - (x0)	(x0) - using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.R.3.LI-4 - (x0)	(x0) - sequencing a story or event in complete sentences.
ELL.K.R.3.LI-5 - (x0)	(x0) - identifying facts from text read aloud, with instructional support.
ELL.K.R.3.LI-6 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end in complete sentences.
ELL.K.R.3.LI-7 - (x0)	(x0) - describing the main characters of a story with instructional support.
ELL.K.R.3.LI-8 - (x0)	(x0) - describing the setting of a story with instructional support.
ELL.K.R.3.LI-9 - (x0)	(x0) - describing the key events of a story with instructional support.
ELL.K.R.3.PE-1 - (x0)	(x0) - N/A
ELL.K.R.3.PE-10 - (x0)	(x0) - participating in teacher guided discussions about information from a completed graphic organizer.
ELL.K.R.3.PE-11 - (x0)	(x0) - N/A
ELL.K.R.3.PE-12 - (x0)	(x0) - recognizing signs, labels, symbols, and captions within the environment, with instructional support.
ELL.K.R.3.PE-2 - (x0)	(x0) - participating in teacher guided discussions about the title, cover illustrations, and text.
ELL.K.R.3.PE-3 - (x0)	(x0) - answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.
ELL.K.R.3.PE-4 - (x0)	(x0) - sequencing a series of given pictures to retell a story or event, with instructional support.
ELL.K.R.3.PE-5 - (x0)	(x0) - repeating facts or events from text read aloud.
ELL.K.R.3.PE-6 - (x0)	(x0) - retelling a story using illustrations
ELL.K.R.3.PE-7 - (x0)	(x0) - participating in teacher guided discussions of the main characters in a story read aloud.
ELL.K.R.3.PE-8 - (x0)	(x0) - participating in teacher guided discussions of the setting in a story read aloud.
ELL.K.R.3.PE-9 - (x0)	(x0) - N/A
ELL.K.W.1.B-1 - (x0)	(x0) - drawing and using experimental writing to express ideas.
ELL.K.W.1.B-2 - (x0)	(x0) - participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.
ELL.K.W.1.B3 - (x0)	(x0) - participating in shared writing to provide directions or information related to real world tasks.
ELL.K.W.1.B-4 - (x0)	(x0) - participating in guided writing that includes friendly letters or thank you notes.
ELL.K.W.1.B-5 - (x1)	(x1) - responding to literary selections with drawings, dictation or writing key, self-selected words.
ELL.K.W.1.E-1 - (x0)	(x0) - drawing and dictating to express ideas.
ELL.K.W.1.E-2 - (x0)	(x0) - drawing and dictating to describe, explain or inform with instructional support.
ELL.K.W.1.E-3 - (x0)	(x0) - illustrating and dictating directions or information related to real world tasks with instructional support.
ELL.K.W.1.E-4 - (x0)	(x0) - participating in shared writing of friendly letters or thank you notes using a template.
ELL.K.W.1.E-5 - (x0)	(x0) - responding with shared writing and/or drawings to literary selections.
ELL.K.W.1.HI-1 - (x0)	(x0) - writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.
ELL.K.W.1.HI-2 - (x0)	(x0) - writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.
ELL.K.W.1.HI-3 - (x0)	(x0) - writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.
ELL.K.W.1.HI-4 - (x0)	(x0) - writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling.
ELL.K.W.1.HI-5 - (x0)	(x0) - responding to literary selections by writing simple sentences.
ELL.K.W.1.LI-1 - (x0)	(x0) - writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.
ELL.K.W.1.LI-2 - (x0)	(x0) - writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.
ELL.K.W.1.LI-3 - (x0)	(x0) - writing to provide directions or information related to real world tasks using phrases or simple sentences that include sight words, CVC words, and phonetic spelling.
ELL.K.W.1.LI-4 - (x0)	(x0) - writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.W.1.LI-5 - (x0)	(x0) - responding to literary selections by writing key, self-selected words, or simple sentences.
ELL.K.W.1.PE-1 - (x0)	(x0) - drawing to express ideas.
ELL.K.W.1.PE-2 - (x0)	(x0) - drawing to describe or inform with instructional support. (e.g., labels, lists, observations, journals, summaries)
ELL.K.W.1.PE-3 - (x0)	(x0) - illustrating directions or information related to real world tasks, with instructional support.
ELL.K.W.1.PE-4 - (x0)	(x0) - participating in shared writing of friendly letters or thank you notes.
ELL.K.W.1.PE-5 - (x0)	(x0) - responding with drawings to literary selections.
ELL.K.W.2.B-1 - (x0)	(x0) - writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.
ELL.K.W.2.B-10 - (x0)	(x0) - participating in teacher guided shared writing that includes yes/no questions beginning with "to be".
ELL.K.W.2.B-11 - (x0)	(x0) - participating in teacher guided shared writing that includes interrogative sentences (e.g., Who... What... When...) in a variety of writing applications.
ELL.K.W.2.B-2 - (x0)	(x0) - applying letter-sound relationships to write beginning sounds of words.
ELL.K.W.2.B-3 - (x0)	(x0) - Using classroom resources to spell words with instructional support.
ELL.K.W.2.B-4 - (x0)	(x0) - using a capital letter to write student's own first name .
ELL.K.W.2.B-5 - (x0)	(x0) - using a capital letter at the beginning of sentences and proper nouns with instructional support.
ELL.K.W.2.B-6 - (x0)	(x0) - using ending punctuation with instructional support.
ELL.K.W.2.B-7 - (x0)	(x0) - using left to right directionality in writing with instructional support.
ELL.K.W.2.B-8 - (x0)	(x0) - using the placing of spaces between words with instructional support.
ELL.K.W.2.B-9 - (x0)	(x0) - participating in teacher guided shared writing that includes simple declarative sentences with subject-verb agreement.
ELL.K.W.2.E-1 - (x0)	(x0) - Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.
ELL.K.W.2.E-10 - (x0)	(x0) - N/A
ELL.K.W.2.E-11 - (x0)	(x0) - N/A
ELL.K.W.2.E-2 - (x0)	(x0) - writing letters of given sounds.
ELL.K.W.2.E-3 - (x0)	(x0) - Locating classroom resources to spell words.
ELL.K.W.2.E-4 - (x0)	(x0) - writing student's own first name with instructional support .
ELL.K.W.2.E-5 - (x0)	(x0) - practicing capital letters in modeled writing.
ELL.K.W.2.E-6 - (x0)	(x0) - practicing the use of ending punctuation in modeled writing.
ELL.K.W.2.E-7 - (x0)	(x0) - using left to right directionality in writing with instructional support.
ELL.K.W.2.E-8 - (x0)	(x0) - practicing the placing of spaces between words in modeled writing.
ELL.K.W.2.E-9 - (x0)	(x0) - participating in whole group instruction introducing simple declarative sentences with subject-verb agreement.
ELL.K.W.2.HI-1 - (x0)	(x0) - writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.
ELL.K.W.2.HI-10 - (x0)	(x0) - writing yes/no questions beginning with "to be".
ELL.K.W.2.HI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.K.W.2.HI-2 - (x0)	(x0) - applying letter-sound relationships to write simple CVC words and attempt more complex words.
ELL.K.W.2.HI-3 - (x0)	(x0) - using resources throughout the classroom to spell words.
ELL.K.W.2.HI-4 - (x0)	(x0) - using capital letters to write student's own name .
ELL.K.W.2.HI-5 - (x0)	(x0) - using a capital letter at the beginning of sentences and proper nouns.
ELL.K.W.2.HI-6 - (x0)	(x0) - using ending punctuation.
ELL.K.W.2.HI-7 - (x0)	(x0) - using left to right directionality in writing.
ELL.K.W.2.HI-8 - (x0)	(x0) - using the placing of spaces between words.
ELL.K.W.2.HI-9 - (x0)	(x0) - using prompt, write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.W.2.LI-1 - (x0)	(x0) - writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.
ELL.K.W.2.LI-10 - (x0)	(x0) - writing yes/no questions beginning with "to be" with support.
ELL.K.W.2.LI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.K.W.2.LI-2 - (x0)	(x0) - applying letter-sound relationships to write beginning and ending sounds of simple words.
ELL.K.W.2.LI-3 - (x0)	(x0) - Using classroom resources to spell words with prompting.
ELL.K.W.2.LI-4 - (x0)	(x0) - using capital letters to write student's own name with instructional support .
ELL.K.W.2.LI-5 - (x0)	(x0) - using a capital letter at the beginning of sentences and proper nouns with instructional support.
ELL.K.W.2.LI-6 - (x0)	(x0) - using ending punctuation with instructional support.
ELL.K.W.2.LI-7 - (x0)	(x0) - using left to right directionality in writing with instructional support.
ELL.K.W.2.LI-8 - (x0)	(x0) - using the placing of spaces between words.
ELL.K.W.2.LI-9 - (x0)	(x0) - writing simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement and with teacher guidance.
ELL.K.W.2.PE-1 - (x0)	(x0) - writing a minimum of 5 letters of the alphabet with instructional support.
ELL.K.W.2.PE-10 - (x0)	(x0) - N/A
ELL.K.W.2.PE-11 - (x0)	(x0) - N/A
ELL.K.W.2.PE-2 - (x0)	(x0) - writing letters as teacher models letter and sound. (e.g., from the phoneme to the grapheme).
ELL.K.W.2.PE-3 - (x0)	(x0) - exploring classroom resources to spell words. (e.g. word walls, grammar walls, graphic organizers)
ELL.K.W.2.PE-4 - (x0)	(x0) - modeling and tracing student's own first name .
ELL.K.W.2.PE-5 - (x0)	(x0) - participating in whole group instruction introducing capital letters.
ELL.K.W.2.PE-6 - (x0)	(x0) - participating in whole group instruction introducing ending punctuation marks.
ELL.K.W.2.PE-7 - (x0)	(x0) - practicing left to right directionality in modeled writing.
ELL.K.W.2.PE-8 - (x0)	(x0) - practicing the placing of spaces between words in modeled writing.
ELL.K.W.2.PE-9 - (x0)	(x0) - participating in whole group instruction introducing simple declarative sentences.
ELL.K.W.3.B-1 - (x0)	(x0) - generating ideas through class discussion by drawing pictures about the ideas generated.
ELL.K.W.3.B-2 - (x0)	(x0) - creating a group draft by drawing or dictating for a specific purpose.
ELL.K.W.3.B-3 - (x0)	(x0) - revising original group draft by adding additional details.
ELL.K.W.3.B-4 - (x0)	(x0) - participating in editing during shared writing to include left to right, capital letters, spaces between words, and ending punctuation.
ELL.K.W.3.B-5 - (x0)	(x0) - finalizing a piece of group writing for an intended audience.
ELL.K.W.3.E-1 - (x0)	(x0) - participating in class discussion by drawing pictures about the ideas generated.
ELL.K.W.3.E-2 - (x0)	(x0) - communicating ideas by drawing, or dictating for a purpose.
ELL.K.W.3.E-3 - (x0)	(x0) - adding detail to drawings with teacher prompting.
ELL.K.W.3.E-4 - (x0)	(x0) - participating in whole group editing to include capital letters, spaces between words and ending punctuation.
ELL.K.W.3.E-5 - (x0)	(x0) - contributing a page to a group writing project for an intended audience.
ELL.K.W.3.HI-1 - (x0)	(x0) - generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)
ELL.K.W.3.HI-2 - (x0)	(x0) - experimenting with writing a draft for a specific purpose.
ELL.K.W.3.HI-3 - (x0)	(x0) - revising original draft for clarity by adding additional details to improve audience understanding.
ELL.K.W.3.HI-4 - (x0)	(x0) - experimenting with reviewing the draft for errors in conventions including left to right, return sweep, capital letters at the beginning of sentences and names, spaces between words and ending punctuation.
ELL.K.W.3.HI-5 - (x0)	(x0) - finalizing an original piece of writing for an intended audience.
ELL.K.W.3.LI-1 - (x0)	(x0) - generating ideas through class discussion by drawing pictures in graphic organizers. (e.g., storyboard)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage I - 5 References (Continued)

ELL.K.W.3.LI-2 - (x0)	(x0) - creating a draft by selecting ideas from prewriting activities for a specific purpose.
ELL.K.W.3.LI-3 - (x0)	(x0) - revising original draft for clarity by adding additional details with teacher prompting.
ELL.K.W.3.LI-4 - (x0)	(x0) - reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation.
ELL.K.W.3.LI-5 - (x0)	(x0) - finalizing an original piece of writing with instructional support for an intended audience.
ELL.K.W.3.PE-1 - (x0)	(x0) - participating in class discussion by drawing pictures about the ideas generated.
ELL.K.W.3.PE-2 - (x0)	(x0) - participating in class discussion for writing purpose.
ELL.K.W.3.PE-3 - (x0)	(x0) - adding detail to drawings with teacher prompting.
ELL.K.W.3.PE-4 - (x0)	(x0) - participating in whole group editing to include capital letters, and ending punctuation.
ELL.K.W.3.PE-5 - (x0)	(x0) - contributing a page to a group writing project for an intended audience.

Stage II - (923 References)

ELL.1-2.B-3: - (x0)	(x0) - N/A
ELL.1-2.E-3: - (x0)	(x0) - N/A
ELL.1-2.HI-3: - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.B-1 - (x6)	(x6) - selecting adjectives to complete a given sentence.
ELL.1-2.L.1.ADJ.B-2 - (x3)	(x3) - selecting a noun as a modifier to complete a given sentence.
ELL.1-2.L.1.ADJ.B-3 - (x5)	(x5) - selecting a sensory/personality adjective (sticky, proud) to complete a given sentence.
ELL.1-2.L.1.ADJ.B-4 - (x3)	(x3) - using singular possessive adjectives (my, your, his, her, its) with a noun.
ELL.1-2.L.1.ADJ.B-5 - (x0)	(x0) - repeating a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).
ELL.1-2.L.1.ADJ.E-1 - (x0)	(x0) - naming and sorting adjectives (three, beautiful, big, red, square) with nouns.
ELL.1-2.L.1.ADJ.E-2 - (x0)	(x0) - using a noun as a modifier with instructional support.
ELL.1-2.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.E-4 - (x0)	(x0) - using singular possessive adjectives (my, your) with a noun.
ELL.1-2.L.1.ADJ.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order.
ELL.1-2.L.1.ADJ.HI-2 - (x0)	(x0) - using nouns as modifiers.
ELL.1-2.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.1-2.L.1.ADJ.HI-4 - (x0)	(x0) - using singular and plural possessive adjectives (my, your, his, her, its, our, their).
ELL.1-2.L.1.ADJ.HI-5 - (x1)	(x1) - using demonstrative adjectives.
ELL.1-2.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (quantity/opinion/ size/shape/color) with instructional support.
ELL.1-2.L.1.ADJ.LI-2 - (x0)	(x0) - using nouns as modifiers with instructional support.
ELL.1-2.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives with instructional support.
ELL.1-2.L.1.ADJ.LI-4 - (x0)	(x0) - using singular and plural possessive adjectives (my, your, his, her, its, our).
ELL.1-2.L.1.ADJ.LI-5 - (x1)	(x1) - listing and using demonstrative adjectives (this, that, these, those) with instructional support.
ELL.1-2.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (quantity/ size/shape/color) with nouns.
ELL.1-2.L.1.ADJ.PE-2 - (x0)	(x0) - repeating a noun as a modifier (e.g., shoe store, kitchen table, etc.).
ELL.1-2.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.PE-4 - (x0)	(x0) - repeating a singular possessive adjective with a noun.
ELL.1-2.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.B-1 - (x0)	(x0) - using "when" (first, then, next, after, before, finally) with instructional support.
ELL.1-2.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs (always, never, sometimes) with instructional support.
ELL.1-2.L.1.ADV.B-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there) with instructional support.
ELL.1-2.L.1.ADV.B-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (i.e., sadly, proudly) with instructional support.
ELL.1-2.L.1.ADV.B-5 - (x0)	(x0) - selecting and listing adjectival adverbs (beautiful, beautifully) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.ADV.E-1 - (x0)	(x0) - using the "when" adverb (first, then, next, after, before, finally) with instructional support.
ELL.1-2.L.1.ADV.E-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs (always, never, sometimes).
ELL.1-2.L.1.ADV.E-3 - (x0)	(x0) - following oral directions that use "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.HI-1 - (x0)	(x0) - using "when".
ELL.1-2.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.1-2.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.1-2.L.1.ADV.HI-5 - (x0)	(x0) - using adjectival adverbs.
ELL.1-2.L.1.ADV.LI-1 - (x0)	(x0) - using "when".
ELL.1-2.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.1-2.L.1.ADV.LI-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.LI-4 - (x0)	(x0) - using "how/degree" adverbs (quickly ran, too cold, very quickly) with instructional support.
ELL.1-2.L.1.ADV.LI-5 - (x0)	(x0) - using adjectival adverbs with instructional support.
ELL.1-2.L.1.ADV.PE-1 - (x0)	(x0) - following oral directions that use first, then, next.
ELL.1-2.L.1.ADV.PE-2 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.C.B-1 - (x3)	(x3) - selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.
ELL.1-2.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or) to complete a given sentence.
ELL.1-2.L.1.C.HI-1 - (x0)	(x0) - using coordinating conjunctions.
ELL.1-2.L.1.C.LI-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.
ELL.1-2.L.1.C.PE-1 - (x0)	(x0) - repeating coordinating conjunctions (i.e., and, or) which show relationships (milk and cookies, coffee or tea).
ELL.1-2.L.1.I.B-1 - (x0)	(x0) - using interjections that relate to a given situation.
ELL.1-2.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.1-2.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.1-2.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.1-2.L.1.I.PE-1 - (x0)	(x0) - repeating interjections.
ELL.1-2.L.1.N.B-1 - (x9)	(x9) - selecting articles (a, an, the) for singular and plural nouns with instructional support.
ELL.1-2.L.1.N.B-2 - (x12)	(x12) - orally listing common nouns (singular and plural) and singular proper nouns.
ELL.1-2.L.1.N.B-3 - (x0)	(x0) - listing irregular nouns.
ELL.1-2.L.1.N.B-4 - (x3)	(x3) - defining possessive nouns; repeating phrases with singular possessive nouns.
ELL.1-2.L.1.N.B-5 - (x0)	(x0) - defining possessive nouns; repeating phrases with plural possessive nouns.
ELL.1-2.L.1.N.E-1 - (x0)	(x0) - selecting articles (a, an, the) for singular nouns with instructional support.
ELL.1-2.L.1.N.E-2 - (x4)	(x4) - naming singular common nouns.
ELL.1-2.L.1.N.E-3 - (x0)	(x0) - repeating irregular nouns.
ELL.1-2.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.HI-1 - (x0)	(x0) - selecting articles (a, an, the) for singular and plural nouns.
ELL.1-2.L.1.N.HI-2 - (x3)	(x3) - explaining differences between common and proper nouns in context (singular and plural).
ELL.1-2.L.1.N.HI-3 - (x1)	(x1) - converting a given singular noun into plural noun, including irregular.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.N.HI-4 - (x1)	(x1) - using singular possessive nouns.
ELL.1-2.L.1.N.HI-5 - (x1)	(x1) - using plural possessive nouns.
ELL.1-2.L.1.N.LI-1 - (x1)	(x1) - selecting articles (a, an, the) for singular and plural nouns.
ELL.1-2.L.1.N.LI-2 - (x3)	(x3) - sorting common nouns (singular and plural) and singular proper nouns.
ELL.1-2.L.1.N.LI-3 - (x0)	(x0) - converting a given singular noun into plural noun, including irregular.
ELL.1-2.L.1.N.LI-4 - (x0)	(x0) - producing a response using a singular possessive noun. (i.e., It is Mary's book.).
ELL.1-2.L.1.N.LI-5 - (x0)	(x0) - producing a response using a plural possessive noun. (i.e., That is the Jones' house.)
ELL.1-2.L.1.N.PE-1 - (x0)	(x0) - reciting articles with singular nouns.
ELL.1-2.L.1.N.PE-2 - (x0)	(x0) - repeating singular common nouns.
ELL.1-2.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.B-1 - (x0)	(x0) - using noun phrases to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-2 - (x0)	(x0) - using a joined noun phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-3 - (x0)	(x0) - repeating a phrase with a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).
ELL.1-2.L.1.PH/CL.B-4 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-5 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-7 - (x0)	(x0) - repeating infinitive verb phrases with visual support. (to buy a bicycle)
ELL.1-2.L.1.PH/CL.B-8 - (x0)	(x0) - using adverbial phrases (including when, frequency, where) to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (i.e., "did go," "may go," "will have gone") to complete sentence frames.
ELL.1-2.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table) from a visual prompt.
ELL.1-2.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt.
ELL.1-2.L.1.PH/CL.E-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to a complete sentence frame with instructional support.
ELL.1-2.L.1.PH/CL.E-5 - (x0)	(x0) - using a joined verb phrase to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases to complete sentence frames with instructional support. (after opening the door...).
ELL.1-2.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: did go) to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.HI-8 - (x0)	(x0) - using adverbial phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective (this, that, these, those) and a noun in a complete sentence with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.PH/CL.LI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.1-2.L.1.PH/CL.LI-8 - (x0)	(x0) - using adverbial phrases in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun) with visual support.
ELL.1-2.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.1-2.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases with visual support. (verb + adverb, adverb + verb) (ran quickly, quickly ran)
ELL.1-2.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases with visual support. (verb + coordinating conjunction + verb, i.e., walks and talks).
ELL.1-2.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases with visual support. (e.g., on the table).
ELL.1-2.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.
ELL.1-2.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.1-2.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence.
ELL.1-2.L.1.PREP.B-4 - (x0)	(x0) - selecting a preposition of action and movement to complete a sentence with instructional support.
ELL.1-2.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence (before/after, off/on, with/without) with instructional support.
ELL.1-2.L.1.PREP.B-6 - (x0)	(x0) - defining a preposition.
ELL.1-2.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt.
ELL.1-2.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt.
ELL.1-2.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.1-2.L.1.PREP.E-4 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (to, from, off, out of).
ELL.1-2.L.1.PREP.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.1-2.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.1-2.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.1-2.L.1.PREP.HI-4 - (x0)	(x0) - using prepositions of action and movement.
ELL.1-2.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of opposition.
ELL.1-2.L.1.PREP.HI-6 - (x0)	(x0) - differentiating among prepositions of location, direction and time.
ELL.1-2.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.1-2.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.
ELL.1-2.L.1.PREP.LI-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justifying selection.
ELL.1-2.L.1.PREP.LI-4 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence.
ELL.1-2.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.1-2.L.1.PREP.LI-6 - (x0)	(x0) - differentiating among prepositions of location, direction and time with instructional support.
ELL.1-2.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (on, in, near, behind).
ELL.1-2.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically showing prepositions of direction (up, down, over).
ELL.1-2.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time from a given prompt (during, past, since).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.B-1 - (x0)	(x0) - defining a pronoun and using personal singular subjective pronouns (I, you, he, she, it) with instructional support.
ELL.1-2.L.1.PRO.B-2 - (x0)	(x0) - using singular personal objective pronouns (me, you, him, her, it) with instructional support.
ELL.1-2.L.1.PRO.B-3 - (x0)	(x0) - using singular personal possessive pronouns (mine, yours, his, hers, its) with instructional support.
ELL.1-2.L.1.PRO.B-4 - (x0)	(x0) - categorizing subjective, objective and possessive pronouns.
ELL.1-2.L.1.PRO.B-5 - (x0)	(x0) - using interrogative pronouns (i.e., who, what) with instructional support.
ELL.1-2.L.1.PRO.B-6 - (x0)	(x0) - repeating demonstrative pronouns (i.e., this, that).
ELL.1-2.L.1.PRO.E-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you) with instructional support.
ELL.1-2.L.1.PRO.E-2 - (x0)	(x0) - using singular personal objective pronouns (me, you) with instructional support.
ELL.1-2.L.1.PRO.E-3 - (x0)	(x0) - using singular personal possessive pronouns (mine, yours) with instructional support.
ELL.1-2.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.HI-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronouns (we, they).
ELL.1-2.L.1.PRO.HI-2 - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us, them).
ELL.1-2.L.1.PRO.HI-3 - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours, theirs).
ELL.1-2.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between subjective, objective, possessive pronouns, and their placement in sentences.
ELL.1-2.L.1.PRO.HI-5 - (x0)	(x0) - using interrogative pronouns (i.e., who, what, which).
ELL.1-2.L.1.PRO.HI-6 - (x0)	(x0) - using demonstrative pronouns (i.e., this, that).
ELL.1-2.L.1.PRO.LI-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we) in oral communication.
ELL.1-2.L.1.PRO.LI-2 - (x1)	(x1) - using singular and plural personal objective pronouns (me, you, him, her, it, us) in oral communication.
ELL.1-2.L.1.PRO.LI-3 - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours) in oral communication.
ELL.1-2.L.1.PRO.LI-4 - (x0)	(x0) - selecting the appropriate subjective, objective, and possessive pronouns to complete a given sentence.
ELL.1-2.L.1.PRO.LI-5 - (x0)	(x0) - listing and using interrogative pronouns (i.e., who, what, which) with instructional support.
ELL.1-2.L.1.PRO.LI-6 - (x0)	(x0) - listing and using demonstrative pronouns (i.e., this, that) with instructional support.
ELL.1-2.L.1.PRO.PE-1 - (x0)	(x0) - repeating personal singular subjective pronoun (I).
ELL.1-2.L.1.PRO.PE-2 - (x0)	(x0) - repeating singular personal objective pronouns (me), in context.
ELL.1-2.L.1.PRO.PE-3 - (x0)	(x0) - repeating singular personal possessive pronouns (mine) in context.
ELL.1-2.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.B-1 - (x0)	(x0) - forming questions, using inflection when produced orally, using sentence frames.
ELL.1-2.L.1.Q.B-10 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.1-2.L.1.Q.B-11 - (x6)	(x6) - completing interrogative sentence frames beginning with "Why."
ELL.1-2.L.1.Q.B-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "How."
ELL.1-2.L.1.Q.B-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.1-2.L.1.Q.B-2 - (x0)	(x0) - forming a Yes/No question in the simple present tense with a given form of "to do" + subject + verb.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cublely, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.Q.B-3 - (x0)	(x0) - forming a Yes/No question with a given form of "to be" + subject + complement.
ELL.1-2.L.1.Q.B-4 - (x1)	(x1) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing).
ELL.1-2.L.1.Q.B-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames "to do" + subject + verb.
ELL.1-2.L.1.Q.B-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames "Will" + subject + verb.
ELL.1-2.L.1.Q.B-7 - (x1)	(x1) - completing interrogative sentence frames beginning with "What."
ELL.1-2.L.1.Q.B-8 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.1-2.L.1.Q.B-9 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.1-2.L.1.Q.E-1 - (x0)	(x0) - completing simple question sentence frames using picture prompts.
ELL.1-2.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.1-2.L.1.Q.E-3 - (x0)	(x0) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.1-2.L.1.Q.E-4 - (x0)	(x0) - repeating Yes/No questions in the present progressive tense ("to be" + subject + verb + -ing).
ELL.1-2.L.1.Q.E-5 - (x0)	(x0) - repeating Yes/No questions in the simple past tense of "to do."
ELL.1-2.L.1.Q.E-6 - (x0)	(x0) - repeating Yes/No questions in the simple future tense. ("Will" + subject + verb?).
ELL.1-2.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.HI-1 - (x0)	(x0) - producing questions, using inflection when produced orally.
ELL.1-2.L.1.Q.HI-10 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.1-2.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.1-2.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.1-2.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.1-2.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.1-2.L.1.Q.HI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.1-2.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.1-2.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense.
ELL.1-2.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense.
ELL.1-2.L.1.Q.HI-7 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.1-2.L.1.Q.HI-8 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.1-2.L.1.Q.HI-9 - (x1)	(x1) - producing interrogative sentences beginning with "Who."
ELL.1-2.L.1.Q.LI-1 - (x0)	(x0) - producing questions, using inflection when produced orally.
ELL.1-2.L.1.Q.LI-10 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.1-2.L.1.Q.LI-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."
ELL.1-2.L.1.Q.LI-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.1-2.L.1.Q.LI-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.1-2.L.1.Q.LI-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.1-2.L.1.Q.LI-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.Q.LI-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verbs + -ing.
ELL.1-2.L.1.Q.LI-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.1-2.L.1.Q.LI-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.1-2.L.1.Q.LI-7 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.1-2.L.1.Q.LI-8 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.1-2.L.1.Q.LI-9 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.1-2.L.1.Q.PE-1 - (x2)	(x2) - repeating single word questions with inflection.
ELL.1-2.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?).
ELL.1-2.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses ("to be" + subject + complement?).
ELL.1-2.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture.
ELL.1-2.L.1.SC.B-10 - (x4)	(x4) - forming a sentence using a given subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.1-2.L.1.SC.B-11 - (x0)	(x0) - forming a sentence using "There" + a given form of "to be," subject, and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.B-12 - (x0)	(x0) - forming a sentence using a given subject, verb, and direct object (noun) with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.B-13 - (x1)	(x1) - forming a sentence using a given subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.B-14 - (x0)	(x0) - forming a sentence with a given subject, verb, and adverb to modify the verb.
ELL.1-2.L.1.SC.B-15 - (x2)	(x2) - forming an imperative sentence with a given verb. (e.g., Close the door. Open the door.)
ELL.1-2.L.1.SC.B-2 - (x3)	(x3) - producing a sentence using a given subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.B-3 - (x1)	(x1) - completing a given sentence in the negative S-V construction by providing a subject, auxiliary verb, "not", and main verb.
ELL.1-2.L.1.SC.B-4 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronoun (as the subject), forms of "to be", and noun, with subject-verb agreement.
ELL.1-2.L.1.SC.B-5 - (x0)	(x0) - forming a sentence with S-V-C construction with a given noun (as the subject), form of "to be," and noun as the complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-6 - (x0)	(x0) - forming a sentence with S-V-C construction with a given plural noun (as the subject), "to be", and a plural noun as the complement with subject-verb agreement.
ELL.1-2.L.1.SC.B-7 - (x0)	(x0) - forming a sentence with S-V-C construction with a given subject, form of "to be" and adjective as a complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-8 - (x0)	(x0) - forming a sentence in the negative S-V-C construction with a given subject, form of "to be", and an adjective as complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-9 - (x0)	(x0) - forming a sentence using a given subject, "to be", and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture with instructional support.
ELL.1-2.L.1.SC.E-10 - (x0)	(x0) - completing a sentence frame by using a subject + verb + prepositional phrase. (S-V-P)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.1-2.L.1.SC.E-12 - (x0)	(x0) - completing sentence frames using subject + verb + direct object (noun) construction. (S-V-O)
ELL.1-2.L.1.SC.E-13 - (x0)	(x0) - completing sentence frames using subject + verb + object pronoun construction. (S-V-O)
ELL.1-2.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.1-2.L.1.SC.E-15 - (x2)	(x2) - completing an imperative sentence frame. (e.g., Walk. Stop. Line up.)
ELL.1-2.L.1.SC.E-2 - (x1)	(x1) - completing a given sentence by providing a subject or verb. (S-V)
ELL.1-2.L.1.SC.E-3 - (x1)	(x1) - repeating a sentence in the negative S-V construction. (subject + auxiliary verb + "not" + main verb)
ELL.1-2.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.1-2.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.1-2.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.1-2.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.1-2.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a subject + "to be" + "not" + adjective as a complement to form sentences in the negative S-V-C construction.
ELL.1-2.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a subject + "to be" + prepositional phrase.
ELL.1-2.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence.
ELL.1-2.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.1-2.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.1-2.L.1.SC.HI-15 - (x0)	(x0) - producing imperative sentences.
ELL.1-2.L.1.SC.HI-2 - (x5)	(x5) - producing sentences using a subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.HI-3 - (x0)	(x0) - producing sentences with negative S-V construction, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement.
ELL.1-2.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.LI-1 - (x1)	(x1) - selecting a subject (singular or plural) to complete a given sentence with instructional support.
ELL.1-2.L.1.SC.LI-10 - (x2)	(x2) - producing sentences using given subjects, verbs, and prepositional phrases, with instructional support. (S-V-P)
ELL.1-2.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There", given forms of "to be," subjects, and prepositional phrases, with instructional support.
ELL.1-2.L.1.SC.LI-12 - (x2)	(x2) - producing sentences using given subjects, verbs, and direct object (noun), with instructional support. (S-V-O)
ELL.1-2.L.1.SC.LI-13 - (x1)	(x1) - producing sentences using given subjects, verbs, and object pronouns, with instructional support. (S-V-O)
ELL.1-2.L.1.SC.LI-14 - (x0)	(x0) - producing sentences with given subjects, verbs, and adverbs to modify verbs, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.SC.LI-15 - (x0)	(x0) - producing imperative sentences with given verbs, with instructional support. (e.g., Put the markers in the box.)
ELL.1-2.L.1.SC.LI-2 - (x2)	(x2) - producing sentences using a subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction, with instructional support.
ELL.1-2.L.1.SC.LI-4 - (x0)	(x0) - producing sentences with S-V-C construction given pronouns (as the subject), forms of "to be", and nouns.
ELL.1-2.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with S-V-C construction, given nouns (as the subject), forms of "to be," and nouns as the complement with subject-verb agreement.
ELL.1-2.L.1.SC.LI-6 - (x2)	(x2) - producing sentences with S-V-C construction, given plural nouns (as the subject), forms of "to be," and plural nouns as the complement, with instructional support.
ELL.1-2.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with S-V-C construction with an adjective as the complement, with instructional support.
ELL.1-2.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative (S-V-C) construction, with given subjects, forms of "to be," and adjectives as a complement, with instructional support.
ELL.1-2.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using given subjects, forms of "to be," and prepositional phrases, with instructional support.
ELL.1-2.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject with instructional support.
ELL.1-2.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence containing a subject + verb+ prepositional phrase. (S-V-P)
ELL.1-2.L.1.SC.PE-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-15 - (x0)	(x0) - repeating imperative sentences. (e.g., Walk. Stop.)
ELL.1-2.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb. (S-V)
ELL.1-2.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + forms of "to be" + noun. (S-V-C)
ELL.1-2.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using noun + "to be" + noun. (S-V-C)
ELL.1-2.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + a plural noun. (S-V-C)
ELL.1-2.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using subject + "to be" + adjective. (S-V-C)
ELL.1-2.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using subject + "to be" + prepositional phrase.
ELL.1-2.L.1.V.B-1 - (x6)	(x6) - identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.
ELL.1-2.L.1.V.B-10 - (x0)	(x0) - choosing simple future tense verb (will, going to) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.1-2.L.1.V.B-11 - (x0)	(x0) - choosing linking verbs of sensation to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.1-2.L.1.V.B-12 - (x0)	(x0) - choosing linking verbs of being to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-13 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.1-2.L.1.V.B-14 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do).
ELL.1-2.L.1.V.B-15 - (x0)	(x0) - choosing modal auxiliary verbs (will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-2 - (x6)	(x6) - differentiating between past, present, present progressive, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.1-2.L.1.V.B-3 - (x0)	(x0) - using imperative verbs with instructional support.
ELL.1-2.L.1.V.B-4 - (x0)	(x0) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-5 - (x3)	(x3) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-6 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.V.B-7 - (x1)	(x1) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-8 - (x1)	(x1) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-9 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.1-2.L.1.V.E-10 - (x1)	(x1) - selecting simple future tense (will) with instructional support.
ELL.1-2.L.1.V.E-11 - (x0)	(x0) - selecting linking verbs of sensation with instructional support.
ELL.1-2.L.1.V.E-12 - (x0)	(x0) - selecting linking verbs of being with instructional support.
ELL.1-2.L.1.V.E-13 - (x0)	(x0) - selecting past progressive tense verbs with instructional support.
ELL.1-2.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.E-15 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.E-2 - (x0)	(x0) - defining the concept of time.
ELL.1-2.L.1.V.E-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk, Stop, Line up, etc.).
ELL.1-2.L.1.V.E-4 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go, with instructional support.
ELL.1-2.L.1.V.E-5 - (x1)	(x1) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.1-2.L.1.V.E-6 - (x0)	(x0) - identifying the present participle; selecting present progressive tense regular verbs with instructional support.
ELL.1-2.L.1.V.E-7 - (x1)	(x1) - selecting simple past tense regular verbs with instructional support.
ELL.1-2.L.1.V.E-8 - (x0)	(x0) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.1-2.L.1.V.E-9 - (x0)	(x0) - selecting irregular simple past tense verbs with instructional support.
ELL.1-2.L.1.V.HI-1 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.HI-10 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) with subject-verb agreement.
ELL.1-2.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement.
ELL.1-2.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement.
ELL.1-2.L.1.V.HI-13 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.1-2.L.1.V.HI-14 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.1-2.L.1.V.HI-15 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement.
ELL.1-2.L.1.V.HI-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses.
ELL.1-2.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs.
ELL.1-2.L.1.V.HI-4 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.1-2.L.1.V.HI-5 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-8 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.1-2.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.LI-1 - (x0)	(x0) - identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.1.V.LI-10 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will, going to) (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using linking verbs of sensation (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using linking verbs of being (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-13 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-14 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.1-2.L.1.V.LI-15 - (x1)	(x1) - producing declarative, negative, and interrogative simple sentences using modal auxiliary verbs (will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses by responding to a prompt.
ELL.1-2.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs.
ELL.1-2.L.1.V.LI-4 - (x1)	(x1) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.1-2.L.1.V.LI-5 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-8 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as a verb with instructional support.
ELL.1-2.L.1.V.PE-10 - (x1)	(x1) - repeating simple future tense (will, going to) with instructional support.
ELL.1-2.L.1.V.PE-11 - (x0)	(x0) - repeating linking verbs of sensation (smell, sound, taste, feel) with instructional support.
ELL.1-2.L.1.V.PE-12 - (x0)	(x0) - repeating linking verbs of being (act, seem, appear, look, become) with instructional support.
ELL.1-2.L.1.V.PE-13 - (x0)	(x0) - repeating past progressive tense verbs with instructional support.
ELL.1-2.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.PE-15 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.PE-2 - (x1)	(x1) - defining the concept of time (past, present and future) with instructional support.
ELL.1-2.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop, etc.).
ELL.1-2.L.1.V.PE-4 - (x1)	(x1) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.1-2.L.1.V.PE-5 - (x1)	(x1) - repeating simple present tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-6 - (x0)	(x0) - repeating present progressive tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-7 - (x1)	(x1) - repeating simple past tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-8 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.1-2.L.1.V.PE-9 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.1-2.L.2.B-1 - (x0)	(x0) - naming and grouping common objects and pictures with self-selected categories and providing rationale.
ELL.1-2.L.2.B-10 - (x0)	(x0) - recognizing the words represented by common abbreviations.
ELL.1-2.L.2.B-11 - (x10)	(x10) - recognizing common synonyms and antonyms.
ELL.1-2.L.2.B-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.B-13 - (x0)	(x0) - locating a given word in a resource with instructional support.
ELL.1-2.L.2.B-2 - (x2)	(x2) - recognizing sight words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.2.B-3 - (x3)	(x3) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.1-2.L.2.B-4 - (x31)	(x31) - selecting grade specific academic vocabulary and symbols within a given context.
ELL.1-2.L.2.B-5 - (x20)	(x20) - determining the meaning of grade-level content area words with instructional support.
ELL.1-2.L.2.B-6 - (x9)	(x9) - recognizing, with visual cues, that two words can make a compound word.
ELL.1-2.L.2.B-7 - (x1)	(x1) - reading common contractions.
ELL.1-2.L.2.B-8 - (x0)	(x0) - identifying the meaning of common prefixes.
ELL.1-2.L.2.B-9 - (x1)	(x1) - recognizing how base words are changed by the addition of suffixes .
ELL.1-2.L.2.E-1 - (x0)	(x0) - naming and grouping common objects and pictures into given categories with instructional support.
ELL.1-2.L.2.E-10 - (x0)	(x0) - repeating common abbreviations from text.
ELL.1-2.L.2.E-11 - (x0)	(x0) - repeating common synonyms and antonyms.
ELL.1-2.L.2.E-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-13 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.1-2.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.1-2.L.2.E-4 - (x3)	(x3) - recognizing grade specific academic vocabulary and symbols.
ELL.1-2.L.2.E-5 - (x0)	(x0) - recognizing content area words with visual support.
ELL.1-2.L.2.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-7 - (x0)	(x0) - identifying words that comprise common contractions with instructional support.
ELL.1-2.L.2.E-8 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-9 - (x0)	(x0) - N/A
ELL.1-2.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale.
ELL.1-2.L.2.HI-10 - (x0)	(x0) - associating common abbreviations with words.
ELL.1-2.L.2.HI-11 - (x8)	(x8) - clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary.
ELL.1-2.L.2.HI-12 - (x1)	(x1) - applying knowledge of homophones within text.
ELL.1-2.L.2.HI-13 - (x0)	(x0) - determining the meaning of a word by using resources.
ELL.1-2.L.2.HI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.1-2.L.2.HI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.1-2.L.2.HI-4 - (x8)	(x8) - using grade specific academic vocabulary and symbols within context.
ELL.1-2.L.2.HI-5 - (x11)	(x11) - applying knowledge of grade-level vocabulary (including content area words) in text.
ELL.1-2.L.2.HI-6 - (x2)	(x2) - determining the meaning of compound words using knowledge of individual words.
ELL.1-2.L.2.HI-7 - (x0)	(x0) - reading contractions.
ELL.1-2.L.2.HI-8 - (x0)	(x0) - constructing meaning by applying knowledge of prefixes.
ELL.1-2.L.2.HI-9 - (x2)	(x2) - constructing meaning by applying knowledge of suffixes .
ELL.1-2.L.2.LI-1 - (x0)	(x0) - classifying common words into basic conceptual categories (colors, shapes, foods) and providing rationale.
ELL.1-2.L.2.LI-10 - (x0)	(x0) - stating the words represented by common abbreviations.
ELL.1-2.L.2.LI-11 - (x0)	(x0) - completing synonym and antonym word pairs.
ELL.1-2.L.2.LI-12 - (x1)	(x1) - identifying homophones and their meaning (their-there-they're).
ELL.1-2.L.2.LI-13 - (x0)	(x0) - determining the meaning of a word by using resources with instructional support.
ELL.1-2.L.2.LI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.1-2.L.2.LI-3 - (x1)	(x1) - identifying the meaning of and using high frequency words.
ELL.1-2.L.2.LI-4 - (x15)	(x15) - using grade specific academic vocabulary and symbols with instructional support.
ELL.1-2.L.2.LI-5 - (x1)	(x1) - determining the meaning of grade-level content area words.
ELL.1-2.L.2.LI-6 - (x2)	(x2) - recognizing that two words can make a compound word.
ELL.1-2.L.2.LI-7 - (x0)	(x0) - identifying words that comprise complex contractions with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.L.2.LI-8 - (x0)	(x0) - differentiating the meaning of words by applying knowledge of prefixes .
ELL.1-2.L.2.LI-9 - (x0)	(x0) - differentiating the meaning of words by applying knowledge of suffixes .
ELL.1-2.L.2.PE-1 - (x0)	(x0) - repeating and grouping the names of common objects or pictures into basic given categories with instructional support.
ELL.1-2.L.2.PE-10 - (x0)	(x0) - repeating common abbreviations from text.
ELL.1-2.L.2.PE-11 - (x10)	(x10) - repeating common synonyms and antonyms.
ELL.1-2.L.2.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.1-2.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.1-2.L.2.PE-4 - (x1)	(x1) - repeating grade specific academic vocabulary, including key words, symbols, and operations, with visual support.
ELL.1-2.L.2.PE-5 - (x1)	(x1) - repeating content area words with visual support.
ELL.1-2.L.2.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-7 - (x1)	(x1) - repeating common contractions from text.
ELL.1-2.L.2.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-9 - (x0)	(x0) - N/A
ELL.1-2.LI-1: - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we).
ELL.1-2.LI-2: - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us).
ELL.1-2.LI-3: - (x0)	(x0) - N/A
ELL.1-2.LI-3: - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours).
ELL.1-2.LS.1.B-1 - (x12)	(x12) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).
ELL.1-2.LS.1.B-2 - (x25)	(x25) - responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.
ELL.1-2.LS.1.B-3 - (x14)	(x14) - sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.
ELL.1-2.LS.1.B-4 - (x10)	(x10) - retelling the main idea and key points/details of a presentation using sentence frames.
ELL.1-2.LS.1.B-5 - (x5)	(x5) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.1-2.LS.1.B-6 - (x24)	(x24) - following multiple-step directions for classroom and other activities.
ELL.1-2.LS.1.B-7 - (x20)	(x20) - responding to academic questions using key words and phrases.
ELL.1-2.LS.1.E-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.1-2.LS.1.E-2 - (x3)	(x3) - responding to main ideas from read-alouds (fiction and nonfiction) using key words and phrases with instructional support.
ELL.1-2.LS.1.E-3 - (x0)	(x0) - sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.
ELL.1-2.LS.1.E-4 - (x0)	(x0) - identifying the main idea of a presentation.
ELL.1-2.LS.1.E-5 - (x0)	(x0) - responding to comments and questions in social conversations.
ELL.1-2.LS.1.E-6 - (x0)	(x0) - following two- to three-step directions for classroom activities that are accompanied by visual cues.
ELL.1-2.LS.1.E-7 - (x5)	(x5) - responding to academic discussions using key words and phrases with instructional support.
ELL.1-2.LS.1.HI-1 - (x3)	(x3) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.1-2.LS.1.HI-2 - (x1)	(x1) - summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.1-2.LS.1.HI-3 - (x1)	(x1) - sequencing a series of events from read-alouds, presentations, and conversations using transition words/ phrases in complete sentences.
ELL.1-2.LS.1.HI-4 - (x0)	(x0) - summarizing the main idea and key points/details of a presentation using complete sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.LS.1.HI-5 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.1-2.LS.1.HI-6 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.1-2.LS.1.HI-7 - (x0)	(x0) - responding to academic discussions by sharing one's view on facts , ideas, and/or events using academic vocabulary.
ELL.1-2.LS.1.LI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support (minimal phrases, minimal sentences).
ELL.1-2.LS.1.LI-2 - (x10)	(x10) - summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences with instructional support.
ELL.1-2.LS.1.LI-3 - (x2)	(x2) - sequencing a series of events from read-alouds, presentations, and conversations using sentence frames.
ELL.1-2.LS.1.LI-4 - (x1)	(x1) - paraphrasing the main idea and key points/details of a presentation using complete sentences.
ELL.1-2.LS.1.LI-5 - (x1)	(x1) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.1-2.LS.1.LI-6 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.1-2.LS.1.LI-7 - (x3)	(x3) - responding to academic discussions by sharing one's view on facts , ideas, and/or events using academic vocabulary.
ELL.1-2.LS.1.PE-1 - (x2)	(x2) - identifying phonemes in the initial and/or final positions of words.
ELL.1-2.LS.1.PE-2 - (x2)	(x2) - repeating main ideas from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.1-2.LS.1.PE-3 - (x0)	(x0) - sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.
ELL.1-2.LS.1.PE-4 - (x0)	(x0) - repeating the main idea of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.).
ELL.1-2.LS.1.PE-5 - (x0)	(x0) - responding to social conversation using memorized responses. (e.g., introductions, requests, courtesies, etc.).
ELL.1-2.LS.1.PE-6 - (x0)	(x0) - following one- or two-step directions for classroom activities that are accompanied by visual cues and gestures.
ELL.1-2.LS.1.PE-7 - (x0)	(x0) - repeating key words in academic discussion.
ELL.1-2.LS.2.B-1 - (x7)	(x7) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.B-2 - (x2)	(x2) - chorally reciting familiar rhymes, songs, chants, and text with accurate pronunciation and prosody (rhythm, pacing, and intonation).
ELL.1-2.LS.2.B-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.B-4 - (x0)	(x0) - participating in conversations and differentiating between formal and informal greetings , courtesies and farewells using complete sentences.
ELL.1-2.LS.2.B-5 - (x25)	(x25) - asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).
ELL.1-2.LS.2.B-6 - (x1)	(x1) - asking and responding to social questions using complete sentences with instructional support.
ELL.1-2.LS.2.B-7 - (x3)	(x3) - stating single-step directions or commands that the listener can follow.
ELL.1-2.LS.2.E-1 - (x4)	(x4) - articulating the 44 phonemes accurately with instructional support.
ELL.1-2.LS.2.E-2 - (x0)	(x0) - repeating familiar rhymes, songs, chants, and text.
ELL.1-2.LS.2.E-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences with instructional support.
ELL.1-2.LS.2.E-4 - (x0)	(x0) - expressing and responding to greetings, courtesies, and farewells with short phrases and complete sentences, with instructional support.
ELL.1-2.LS.2.E-5 - (x1)	(x1) - asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when)
ELL.1-2.LS.2.E-6 - (x0)	(x0) - asking and responding to social questions using complete sentences with instructional support.
ELL.1-2.LS.2.E-7 - (x0)	(x0) - stating two- to three-word directions or commands that the listener can follow, with instructional support.
ELL.1-2.LS.2.HI-1 - (x0)	(x0) - articulating the 44 phonemes accurately.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.LS.2.HI-2 - (x0)	(x0) - independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.
ELL.1-2.LS.2.HI-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.HI-4 - (x0)	(x0) - initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., greetings, courtesies, farewells, apologies, and invitations, etc.).
ELL.1-2.LS.2.HI-5 - (x0)	(x0) - asking and responding to academic questions using complete sentences. (e.g., expressing probabilities, and hypothetical questions, etc.).
ELL.1-2.LS.2.HI-6 - (x0)	(x0) - asking and responding to social questions using complete sentences.
ELL.1-2.LS.2.HI-7 - (x0)	(x0) - stating multi-step directions or commands that the listener can follow.
ELL.1-2.LS.2.LI-1 - (x1)	(x1) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.LI-2 - (x0)	(x0) - independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, and voice projection.
ELL.1-2.LS.2.LI-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.LI-4 - (x0)	(x0) - initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., formal and informal greetings, courtesies, and farewells, etc.).
ELL.1-2.LS.2.LI-5 - (x1)	(x1) - asking and responding to academic questions using complete sentences. (i.e., who, what, where, when, why, how, which, whose) (e.g., making comparisons, describing events, agreeing/ disagreeing with others, etc.).
ELL.1-2.LS.2.LI-6 - (x0)	(x0) - asking and responding to social questions using complete sentences.
ELL.1-2.LS.2.LI-7 - (x0)	(x0) - stating multi-step directions or commands that the listener can follow.
ELL.1-2.LS.2.PE-1 - (x2)	(x2) - articulating the 44 phonemes accurately with instructional support.
ELL.1-2.LS.2.PE-2 - (x0)	(x0) - repeating words and phrases from familiar rhymes, songs, chants and text.
ELL.1-2.LS.2.PE-3 - (x0)	(x0) - repeating personal/survival needs and emotions, using key words.
ELL.1-2.LS.2.PE-4 - (x0)	(x0) - expressing and responding to greetings and farewells with key words with instructional support.
ELL.1-2.LS.2.PE-5 - (x0)	(x0) - repeating academic questions and responses. (i.e., who, what, where, when).
ELL.1-2.LS.2.PE-6 - (x0)	(x0) - responding to social questions with instructional support.
ELL.1-2.LS.2.PE-7 - (x0)	(x0) - repeating oral commands while performing the corresponding action.
ELL.1-2.R.1.B-1 - (x13)	(x13) - tracking written words read aloud with one-to-one correlation.
ELL.1-2.R.1.B-2 - (x19)	(x19) - distinguishing between printed letters, words, sentences, and paragraphs.
ELL.1-2.R.1.B-3 - (x18)	(x18) - identifying features of a sentence (initial capitalization and ending punctuation).
ELL.1-2.R.1.B-4 - (x3)	(x3) - locating and identifying the title, author, illustrator, title page, and table of contents of a book.
ELL.1-2.R.1.B-5 - (x0)	(x0) - alphabetizing a series of words to the first letter with instructional support.
ELL.1-2.R.1.E-1 - (x0)	(x0) - tracking text left to right and top to bottom, with return sweep.
ELL.1-2.R.1.E-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case), words, and sentences.
ELL.1-2.R.1.E-3 - (x1)	(x1) - locating features of a sentence (initial capitalization and periods).
ELL.1-2.R.1.E-4 - (x0)	(x0) - locating and identifying the title, author, and illustrator of a book.
ELL.1-2.R.1.E-5 - (x0)	(x0) - organizing the letters of the alphabet in order with a visual model.
ELL.1-2.R.1.HI-1 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-2 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-3 - (x2)	(x2) - identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
ELL.1-2.R.1.HI-4 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-5 - (x0)	(x0) - alphabetizing a series of words to the second letter with instructional support.
ELL.1-2.R.1.LI-1 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-2 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-3 - (x0)	(x0) - identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
ELL.1-2.R.1.LI-4 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.R.1.LI-5 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.1-2.R.1.PE-1 - (x0)	(x0) - tracking text left to right and top to bottom, with return sweep.
ELL.1-2.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.1-2.R.1.PE-3 - (x0)	(x0) - recognizing common print conventions with support (initial capitalization and periods).
ELL.1-2.R.1.PE-4 - (x0)	(x0) - locating the front and back cover of a book.
ELL.1-2.R.1.PE-5 - (x0)	(x0) - repeating the letters of the alphabet in order with a visual model.
ELL.1-2.R.2.B-1 - (x4)	(x4) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.B-10 - (x0)	(x0) - recognizing that a new word is created when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.B-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.B-12 - (x5)	(x5) - repeating base words that have been modified by inflectional endings.
ELL.1-2.R.2.B-13 - (x8)	(x8) - reading high frequency words and irregular sight words with instructional support.
ELL.1-2.R.2.B-14 - (x0)	(x0) - repeating common contractions.
ELL.1-2.R.2.B-15 - (x6)	(x6) - using context to confirm decoding in a sentence.
ELL.1-2.R.2.B-2 - (x0)	(x0) - sorting groups of pictures that begin with initial sounds.
ELL.1-2.R.2.B-3 - (x12)	(x12) - distinguishing between long and short vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.B-4 - (x3)	(x3) - segmenting one-syllable words with more than three sounds into phonemes.
ELL.1-2.R.2.B-5 - (x2)	(x2) - blending spoken phonemes with more than three sounds into one-syllable words.
ELL.1-2.R.2.B-6 - (x0)	(x0) - identifying rhyming words in response to oral prompt. (What rhymes with hat?).
ELL.1-2.R.2.B-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.B-8 - (x0)	(x0) - matching and naming upper case and lower case letters with different fonts .
ELL.1-2.R.2.B-9 - (x13)	(x13) - reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
ELL.1-2.R.2.E-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.E-10 - (x0)	(x0) - producing new words when an initial grapheme is changed (word families) with instructional support.
ELL.1-2.R.2.E-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-12 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-13 - (x0)	(x0) - reading high frequency words with instructional support.
ELL.1-2.R.2.E-14 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-15 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-2 - (x0)	(x0) - comparing two to three pictures and identifying those with the same initial sound.
ELL.1-2.R.2.E-3 - (x4)	(x4) - identifying short and long vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.E-4 - (x3)	(x3) - orally segmenting one-syllable words into its phonemes.
ELL.1-2.R.2.E-5 - (x0)	(x0) - blending spoken phonemes to form a single-syllable word.
ELL.1-2.R.2.E-6 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words.
ELL.1-2.R.2.E-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-8 - (x0)	(x0) - matching and naming upper case letters to lower case letters.
ELL.1-2.R.2.E-9 - (x4)	(x4) - producing letter sounds represented by the single-letter consonants and vowel graphemes.
ELL.1-2.R.2.HI-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.HI-10 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.HI-11 - (x0)	(x0) - reading multi-syllabic words, using syllabication rules.
ELL.1-2.R.2.HI-12 - (x2)	(x2) - identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech).
ELL.1-2.R.2.HI-13 - (x4)	(x4) - reading high frequency words and irregular sight words fluently.
ELL.1-2.R.2.HI-14 - (x0)	(x0) - reading contractions fluently.
ELL.1-2.R.2.HI-15 - (x0)	(x0) - using knowledge of word order (syntax) and context to confirm decoding of text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.R.2.HI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration).
ELL.1-2.R.2.HI-3 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-4 - (x2)	(x2) - segmenting multi-syllable words into syllables.
ELL.1-2.R.2.HI-5 - (x0)	(x0) - blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.
ELL.1-2.R.2.HI-6 - (x1)	(x1) - forming words by blending spoken simple onsets (/c/) and rimes (/at/).
ELL.1-2.R.2.HI-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-8 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-9 - (x2)	(x2) - reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.1-2.R.2.LI-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.LI-10 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.LI-11 - (x0)	(x0) - reading two-syllable words, using syllabication rules.
ELL.1-2.R.2.LI-12 - (x0)	(x0) - identifying base words that have been modified by inflectional endings.
ELL.1-2.R.2.LI-13 - (x4)	(x4) - reading high frequency words and irregular sight words.
ELL.1-2.R.2.LI-14 - (x1)	(x1) - recognizing common contractions.
ELL.1-2.R.2.LI-15 - (x0)	(x0) - using knowledge of word order (syntax) and context to confirm decoding.
ELL.1-2.R.2.LI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.
ELL.1-2.R.2.LI-3 - (x0)	(x0) - N/A
ELL.1-2.R.2.LI-4 - (x4)	(x4) - segmenting two-syllable words into syllables.
ELL.1-2.R.2.LI-5 - (x1)	(x1) - blending two syllables to form words, using r-controlled vowel sounds, digraphs, and diphthongs.
ELL.1-2.R.2.LI-6 - (x1)	(x1) - orally producing rhyming words in response to spoken words.
ELL.1-2.R.2.LI-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.LI-8 - (x0)	(x0) - naming all upper and lower case letters of the alphabet with different fonts out of sequence.
ELL.1-2.R.2.LI-9 - (x5)	(x5) - reading regularly spelled two-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck).
ELL.1-2.R.2.PE-1 - (x3)	(x3) - identifying the initial and final sound (not letters) of a spoken word.
ELL.1-2.R.2.PE-10 - (x0)	(x0) - recognizing that a new word is created when an initial grapheme is changed. (word families)
ELL.1-2.R.2.PE-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-12 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-13 - (x2)	(x2) - repeating high frequency words.
ELL.1-2.R.2.PE-14 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-15 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-2 - (x3)	(x3) - identifying pictures that begin with the same given initial sound.
ELL.1-2.R.2.PE-3 - (x3)	(x3) - identifying short vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.PE-4 - (x3)	(x3) - orally segmenting one-syllable words into its phonemes with instructional support.
ELL.1-2.R.2.PE-5 - (x3)	(x3) - blending spoken phonemes to form two-letter words with instructional support.
ELL.1-2.R.2.PE-6 - (x0)	(x0) - repeat rhyming words.
ELL.1-2.R.2.PE-7 - (x0)	(x0) - distinguishing letters from numbers and symbols.
ELL.1-2.R.2.PE-8 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet.
ELL.1-2.R.2.PE-9 - (x2)	(x2) - repeating letter sounds represented by the single-letter consonants and vowels.
ELL.1-2.R.3.B-1 - (x17)	(x17) - reading aloud (including high frequency/sight words) with fluency and instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.R.3.B-2 - (x8)	(x8) - using punctuation, including periods, question marks, and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.E-1 - (x4)	(x4) - echo reading (including high frequency/sight words) with fluency.
ELL.1-2.R.3.E-2 - (x0)	(x0) - using punctuation including periods, question marks, and exclamation marks to guide echo reading.
ELL.1-2.R.3.HI-1 - (x5)	(x5) - reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
ELL.1-2.R.3.HI-2 - (x1)	(x1) - using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.LI-1 - (x5)	(x5) - reading aloud (including high frequency/sight words) with fluency.
ELL.1-2.R.3.LI-2 - (x5)	(x5) - using punctuation, including commas, periods, question marks and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.PE-1 - (x5)	(x5) - echo reading short phrases (including high frequency/sight words) with fluency.
ELL.1-2.R.3.PE-2 - (x0)	(x0) - using punctuation to guide echo reading.
ELL.1-2.R.4.B-1 - (x0)	(x0) - identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.
ELL.1-2.R.4.B-10 - (x0)	(x0) - responding to stories by answering questions about cause and effect with instructional support.
ELL.1-2.R.4.B-11 - (x0)	(x0) - identifying characters from a literary selection heard or read.
ELL.1-2.R.4.B-12 - (x0)	(x0) - identifying the setting from a literary selection.
ELL.1-2.R.4.B-13 - (x0)	(x0) - identifying the key events or ideas from a literary selection with sentence frames.
ELL.1-2.R.4.B-14 - (x0)	(x0) - identifying conflict/resolution (plot) from a literary selection with instructional support.
ELL.1-2.R.4.B-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.B-16 - (x0)	(x0) - following multiple-step written directions for classroom routines and academic activities.
ELL.1-2.R.4.B-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.B-18 - (x1)	(x1) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.B-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.B-2 - (x3)	(x3) - making predictions based on cover, title, illustrations and text.
ELL.1-2.R.4.B-20 - (x0)	(x0) - identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.1-2.R.4.B-21 - (x0)	(x0) - identifying words of rhyme, rhythm and repetition in literary selections with instructional support.
ELL.1-2.R.4.B-3 - (x19)	(x19) - answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.
ELL.1-2.R.4.B-4 - (x6)	(x6) - asking questions (who, what, when, which, where, why) to clarify text with instructional support.
ELL.1-2.R.4.B-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end, using pictures and key words.
ELL.1-2.R.4.B-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.B-7 - (x6)	(x6) - identifying the topic/main idea and key details from text heard or read, using sentence frames.
ELL.1-2.R.4.B-8 - (x6)	(x6) - identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.
ELL.1-2.R.4.B-9 - (x0)	(x0) - identifying the purpose for reading specific books.
ELL.1-2.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is real or fantasy, with instructional support.
ELL.1-2.R.4.E-10 - (x0)	(x0) - responding to stories by answering yes-no questions about cause and effect with instructional support.
ELL.1-2.R.4.E-11 - (x0)	(x0) - identifying main characters from a literary selection heard or read.
ELL.1-2.R.4.E-12 - (x0)	(x0) - identifying the setting from a literary selection heard or read.
ELL.1-2.R.4.E-13 - (x0)	(x0) - identifying the key events or ideas, with given sentence frames, from a literary selection heard or read.
ELL.1-2.R.4.E-14 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.R.4.E-15 - (x0)	(x0) - responding to teacher guided prompts about information from a completed graphic organizer.
ELL.1-2.R.4.E-16 - (x0)	(x0) - following two- or three-step written directions accompanied by visual cues to complete classroom routines.
ELL.1-2.R.4.E-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-18 - (x0)	(x0) - identifying signs, symbols, labels, and captions within the environment.
ELL.1-2.R.4.E-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-2 - (x2)	(x2) - making predictions based on cover, title and illustrations.
ELL.1-2.R.4.E-20 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-21 - (x3)	(x3) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.1-2.R.4.E-3 - (x0)	(x0) - answering yes/no questions about text heard or read.
ELL.1-2.R.4.E-4 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-5 - (x0)	(x0) - sequencing a story or event using key words and pictures.
ELL.1-2.R.4.E-6 - (x0)	(x0) - making connections to text while reading (text-to-self).
ELL.1-2.R.4.E-7 - (x1)	(x1) - identifying the topic from text heard or read.
ELL.1-2.R.4.E-8 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-9 - (x0)	(x0) - identifying the purpose for reading specific books. (e.g., to be entertained, to be informed)
ELL.1-2.R.4.HI-1 - (x0)	(x0) - identifying the differences between fiction and nonfiction.
ELL.1-2.R.4.HI-10 - (x0)	(x0) - identifying cause and effect of specific events in a literary selection .
ELL.1-2.R.4.HI-11 - (x0)	(x0) - describing characters from a literary selection.
ELL.1-2.R.4.HI-12 - (x0)	(x0) - describing the setting from a literary selection.
ELL.1-2.R.4.HI-13 - (x0)	(x0) - summarizing the key events from a literary selection.
ELL.1-2.R.4.HI-14 - (x0)	(x0) - identifying and describing the plot in a literary selection.
ELL.1-2.R.4.HI-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.HI-16 - (x0)	(x0) - following multiple-step positive and negative written directions which include prepositions.
ELL.1-2.R.4.HI-17 - (x0)	(x0) - identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.
ELL.1-2.R.4.HI-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.HI-19 - (x0)	(x0) - locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
ELL.1-2.R.4.HI-2 - (x0)	(x0) - comparing a prediction about an action or event to what actually occurred within a text.
ELL.1-2.R.4.HI-20 - (x0)	(x0) - identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.1-2.R.4.HI-21 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
ELL.1-2.R.4.HI-3 - (x0)	(x0) - locating facts and answering questions about text.
ELL.1-2.R.4.HI-4 - (x0)	(x0) - asking questions to clarify text.
ELL.1-2.R.4.HI-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end with transition words/ phrases in complete sentences.
ELL.1-2.R.4.HI-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.HI-7 - (x0)	(x0) - summarizing the main idea and details from text, using complete sentences.
ELL.1-2.R.4.HI-8 - (x0)	(x0) - extracting and interpreting specific information from external text features of text.
ELL.1-2.R.4.HI-9 - (x0)	(x0) - identifying the author's purpose for writing a book .
ELL.1-2.R.4.LI-1 - (x0)	(x0) - identifying characteristics of literary selections that designate the text as fiction or nonfiction.
ELL.1-2.R.4.LI-10 - (x0)	(x0) - identifying cause and effect of specific events in a literary selection using sentence frames.
ELL.1-2.R.4.LI-11 - (x0)	(x0) - describing characters from a literary selection.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.R.4.LI-12 - (x0)	(x0) - describing the setting from a literary selection.
ELL.1-2.R.4.LI-13 - (x0)	(x0) - paraphrasing the key events or ideas from a literary selection.
ELL.1-2.R.4.LI-14 - (x0)	(x0) - identifying the plot (specific events, problem and solution) in a literary selection.
ELL.1-2.R.4.LI-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.LI-16 - (x0)	(x0) - following multiple-step positive and negative written directions which include prepositions.
ELL.1-2.R.4.LI-17 - (x0)	(x0) - identifying a variety of sources (e.g., trade books, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or to gather information with instructional support.
ELL.1-2.R.4.LI-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.LI-19 - (x0)	(x0) - identifying organizational features (e.g., titles, table of contents, heading bold print) of expository text.
ELL.1-2.R.4.LI-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.1-2.R.4.LI-20 - (x0)	(x0) - identifying words (nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.1-2.R.4.LI-21 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.1-2.R.4.LI-3 - (x3)	(x3) - answering questions about text.
ELL.1-2.R.4.LI-4 - (x0)	(x0) - asking questions to clarify text.
ELL.1-2.R.4.LI-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end in complete sentences.
ELL.1-2.R.4.LI-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.LI-7 - (x0)	(x0) - paraphrasing the main idea and details from text, using complete sentences.
ELL.1-2.R.4.LI-8 - (x0)	(x0) - locating specific information from external text features of text.
ELL.1-2.R.4.LI-9 - (x0)	(x0) - identifying the purpose for reading specific books.
ELL.1-2.R.4.PE-1 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-10 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-11 - (x1)	(x1) - identifying main characters by pointing, naming or labeling from a literary selection read aloud.
ELL.1-2.R.4.PE-12 - (x1)	(x1) - identifying the setting from a selection read aloud.
ELL.1-2.R.4.PE-13 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-14 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-15 - (x0)	(x0) - participating in teacher guided discussions about information from a completed graphic organizer.
ELL.1-2.R.4.PE-16 - (x0)	(x0) - following one- or two-step written directions accompanied by visual cues to complete classroom routines.
ELL.1-2.R.4.PE-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-18 - (x0)	(x0) - recognizing signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.PE-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-2 - (x2)	(x2) - making predictions based on cover, title and illustrations with instructional support.
ELL.1-2.R.4.PE-20 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-21 - (x1)	(x1) - participating in choral reading (clapping and chanting) in response to the rhyme and rhythm of predictably patterned literary selections.
ELL.1-2.R.4.PE-3 - (x2)	(x2) - answering yes/no questions about text heard or read, with instructional support.
ELL.1-2.R.4.PE-4 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-5 - (x0)	(x0) - sequencing pictures to retell text heard or read.
ELL.1-2.R.4.PE-6 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-7 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-8 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-9 - (x0)	(x0) - N/A
ELL.1-2.W.1.B-1 - (x15)	(x15) - writing a short text about events or characters from familiar stories with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.1.B-2 - (x3)	(x3) - participating in guided writing of simple rhymes, chants or poetry.
ELL.1-2.W.1.B-3 - (x3)	(x3) - completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.
ELL.1-2.W.1.B-4 - (x2)	(x2) - creating expository text (e.g., labels, lists observations, and journals) using key words and phrases based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.B-5 - (x3)	(x3) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.
ELL.1-2.W.1.B-6 - (x0)	(x0) - writing a short friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, and closing, etc.) with instructional support.
ELL.1-2.W.1.B-7 - (x17)	(x17) - writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.
ELL.1-2.W.1.B-8 - (x1)	(x1) - participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.
ELL.1-2.W.1.E-1 - (x5)	(x5) - writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.
ELL.1-2.W.1.E-2 - (x0)	(x0) - participating in guided writing of simple rhymes or chants.
ELL.1-2.W.1.E-3 - (x1)	(x1) - summarizing the key events or ideas of informational text by drawing and labeling pictures with instructional support.
ELL.1-2.W.1.E-4 - (x0)	(x0) - creating expository text through drawing and labeling pictures based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.E-5 - (x6)	(x6) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using labels and drawings with instructional support.
ELL.1-2.W.1.E-6 - (x0)	(x0) - writing a short friendly letter or thank-you note by completing a template (e.g., heading, greeting, body, closing, etc.) with instructional support.
ELL.1-2.W.1.E-7 - (x3)	(x3) - creating a response to a literary selection using pictures and labels that identify the characters, setting and sequence of events with instructional support.
ELL.1-2.W.1.E-8 - (x0)	(x0) - creating a response to a literary selection using pictures with/without labels that connects text to self with instructional support.
ELL.1-2.W.1.HI-1 - (x0)	(x0) - writing a narrative or short story that includes a main idea, character, setting and a sequence of events.
ELL.1-2.W.1.HI-2 - (x0)	(x0) - writing simple rhymes, chants and poetry.
ELL.1-2.W.1.HI-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using simple sentences.
ELL.1-2.W.1.HI-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.
ELL.1-2.W.1.HI-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences.
ELL.1-2.W.1.HI-6 - (x0)	(x0) - writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.)
ELL.1-2.W.1.HI-7 - (x1)	(x1) - writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.
ELL.1-2.W.1.HI-8 - (x1)	(x1) - writing a short response to a literary selection that connects text to self, text to world, or text to other text.
ELL.1-2.W.1.LI-1 - (x7)	(x7) - writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.
ELL.1-2.W.1.LI-2 - (x0)	(x0) - writing simple patterned chants, rhymes or poetry with instructional support.
ELL.1-2.W.1.LI-3 - (x1)	(x1) - completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.
ELL.1-2.W.1.LI-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.LI-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences with instructional support.
ELL.1-2.W.1.LI-6 - (x0)	(x0) - writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.) with instructional support.
ELL.1-2.W.1.LI-7 - (x0)	(x0) - writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.1.LI-8 - (x0)	(x0) - writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.
ELL.1-2.W.1.PE-1 - (x2)	(x2) - drawing pictures of an event or character from a story.
ELL.1-2.W.1.PE-2 - (x0)	(x0) - participating in guided writing of simple chants.
ELL.1-2.W.1.PE-3 - (x0)	(x0) - summarizing the key events or ideas of informational text by drawing pictures with instructional support.
ELL.1-2.W.1.PE-4 - (x0)	(x0) - creating expository text through drawing and/or pictures based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.PE-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using drawings with instructional support.
ELL.1-2.W.1.PE-6 - (x0)	(x0) - participating in the guided writing of a short friendly letter or thank-you note (e.g., heading, greeting, body, and closing, etc.) with the teacher as a scribe.
ELL.1-2.W.1.PE-7 - (x2)	(x2) - creating a response to a literary selection using pictures that identify the characters, setting and sequence of events with instructional support.
ELL.1-2.W.1.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.2.B-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.B-10 - (x3)	(x3) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.B-11 - (x0)	(x0) - using noun and/or prepositional phrases in sentences.
ELL.1-2.W.2.B-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O) in a variety of writing applications.
ELL.1-2.W.2.B-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.B-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.B-15 - (x3)	(x3) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.B-2 - (x4)	(x4) - using mechanics of writing to organize writing (left to right and top to bottom with spacing between words and lines).
ELL.1-2.W.2.B-3 - (x12)	(x12) - using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.
ELL.1-2.W.2.B-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print, picture dictionaries).
ELL.1-2.W.2.B-5 - (x5)	(x5) - spelling high frequency words using resources.
ELL.1-2.W.2.B-6 - (x2)	(x2) - capitalizing the pronoun "I", names, and the first word of a sentence.
ELL.1-2.W.2.B-7 - (x6)	(x6) - using periods, question marks and exclamation points with instructional support.
ELL.1-2.W.2.B-8 - (x12)	(x12) - using various subjects (singular/plural common nouns, singular proper nouns, pronouns, and possessive pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.B-9 - (x1)	(x1) - using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-1 - (x0)	(x0) - legibly writing the upper and lower case letters of the alphabet and numerals with modeled directionality.
ELL.1-2.W.2.E-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-11 - (x0)	(x0) - using noun phrases in sentences with instructional support.
ELL.1-2.W.2.E-12 - (x0)	(x0) - participating in shared writing that includes declarative sentences in a variety of writing applications.
ELL.1-2.W.2.E-13 - (x0)	(x0) - participating in shared writing that includes interrogative sentences in a variety of writing applications.
ELL.1-2.W.2.E-14 - (x0)	(x0) - participating in shared writing that includes exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.E-15 - (x0)	(x0) - participating in shared writing that includes imperative sentences in a variety of writing applications.
ELL.1-2.W.2.E-2 - (x0)	(x0) - using instructional model for mechanics of writing (left to right and top to bottom with spacing between words).
ELL.1-2.W.2.E-3 - (x3)	(x3) - applying knowledge of letter-sound relationships to spell simple words with consonants and vowels (CVC patterns) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.2.E-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print) with instructional support.
ELL.1-2.W.2.E-5 - (x3)	(x3) - copying high frequency words.
ELL.1-2.W.2.E-6 - (x0)	(x0) - using a capital letter for the pronoun "I" and names.
ELL.1-2.W.2.E-7 - (x0)	(x0) - adding periods, question marks and exclamation points to denote the end of simple sentences with prompting.
ELL.1-2.W.2.E-8 - (x3)	(x3) - using various subjects (singular common nouns, pronouns, singular proper nouns, and possessive pronouns) in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-9 - (x0)	(x0) - using verb tenses (i.e., simple-present and present progressive) in a variety of writing applications with instructional support.
ELL.1-2.W.2.HI-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.HI-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.HI-11 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.1-2.W.2.HI-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.1-2.W.2.HI-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.1-2.W.2.HI-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.HI-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.1-2.W.2.HI-2 - (x0)	(x0) - using mechanics of writing to organize writing.
ELL.1-2.W.2.HI-3 - (x5)	(x5) - using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.
ELL.1-2.W.2.HI-4 - (x0)	(x0) - using resources to spell words.
ELL.1-2.W.2.HI-5 - (x0)	(x0) - spelling high frequency words.
ELL.1-2.W.2.HI-6 - (x0)	(x0) - capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).
ELL.1-2.W.2.HI-7 - (x2)	(x2) - using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).
ELL.1-2.W.2.HI-8 - (x2)	(x2) - using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.HI-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.
ELL.1-2.W.2.LI-1 - (x1)	(x1) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.LI-10 - (x1)	(x1) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.LI-11 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.1-2.W.2.LI-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.1-2.W.2.LI-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.LI-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.LI-15 - (x2)	(x2) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.LI-2 - (x0)	(x0) - using mechanics of writing to organize writing.
ELL.1-2.W.2.LI-3 - (x9)	(x9) - using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words.
ELL.1-2.W.2.LI-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print, picture dictionaries, and dictionaries).
ELL.1-2.W.2.LI-5 - (x3)	(x3) - spelling high frequency words.
ELL.1-2.W.2.LI-6 - (x0)	(x0) - capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).
ELL.1-2.W.2.LI-7 - (x0)	(x0) - using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas, etc.) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.2.LI-8 - (x3)	(x3) - using various subjects (common nouns, singular proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.LI-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing, with instructional support.
ELL.1-2.W.2.PE-1 - (x0)	(x0) - copying the upper and lower case letters of the alphabet and numerals with modeled directionality.
ELL.1-2.W.2.PE-10 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-11 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-12 - (x0)	(x0) - participating in shared writing that includes declarative sentences in a variety of writing applications.
ELL.1-2.W.2.PE-13 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-14 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-15 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-2 - (x0)	(x0) - copying modeled writing left to right and top to bottom with spacing between words.
ELL.1-2.W.2.PE-3 - (x0)	(x0) - applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.
ELL.1-2.W.2.PE-4 - (x0)	(x0) - using resources to spell words (word walls and environmental print) with instructional support.
ELL.1-2.W.2.PE-5 - (x0)	(x0) - copying high frequency words.
ELL.1-2.W.2.PE-6 - (x0)	(x0) - correctly printing first name with a capital letter.
ELL.1-2.W.2.PE-7 - (x0)	(x0) - adding periods to denote the end of simple sentences with prompting.
ELL.1-2.W.2.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-9 - (x0)	(x0) - N/A
ELL.1-2.W.3.B-1 - (x2)	(x2) - generating ideas through class discussion and guided writing to record ideas (e.g., graphic organizers, etc.) with instructional support.
ELL.1-2.W.3.B-2 - (x0)	(x0) - participating in a discussion of the purpose for a writing piece and who the intended audience will be.
ELL.1-2.W.3.B-3 - (x4)	(x4) - contributing to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe.
ELL.1-2.W.3.B-4 - (x0)	(x0) - re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher.
ELL.1-2.W.3.B-5 - (x2)	(x2) - participating in the evaluation of a class/small group draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.
ELL.1-2.W.3.B-6 - (x1)	(x1) - participating in the editing of class/small group draft for conventions with teacher modeling the use of simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.).
ELL.1-2.W.3.B-7 - (x0)	(x0) - finalizing a class/small group generated piece for sharing with an intended audience as modeled by the teacher.
ELL.1-2.W.3.E-1 - (x1)	(x1) - generating ideas through class discussion and drawing a picture or storyboard of the ideas generated (e.g., brainstorming, webbing, and drawings, etc.) with instructional support.
ELL.1-2.W.3.E-2 - (x0)	(x0) - participating in a discussion of the purpose for a writing piece (e.g., sentence frames, echoing, pictures, etc.) with instructional support.
ELL.1-2.W.3.E-3 - (x0)	(x0) - creating a pictorial draft with labels (words and phrases) of an idea or story.
ELL.1-2.W.3.E-4 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-5 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-6 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-7 - (x0)	(x0) - N/A
ELL.1-2.W.3.HI-1 - (x1)	(x1) - generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.
ELL.1-2.W.3.HI-2 - (x0)	(x0) - determining the purpose and intended audience of a writing piece.
ELL.1-2.W.3.HI-3 - (x0)	(x0) - writing a student generated draft with a main idea and supporting details in a logical sequence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.3.HI-4 - (x0)	(x0) - re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.
ELL.1-2.W.3.HI-5 - (x0)	(x0) - evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.
ELL.1-2.W.3.HI-6 - (x0)	(x0) - using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft.
ELL.1-2.W.3.HI-7 - (x0)	(x0) - finalizing a student generated piece legibly and accurately for sharing with an intended audience.
ELL.1-2.W.3.LI-1 - (x0)	(x0) - generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.
ELL.1-2.W.3.LI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate, etc.) and intended audience of a writing piece with instructional support.
ELL.1-2.W.3.LI-3 - (x0)	(x0) - writing a student generated draft that includes a main idea and supporting details based on a prewriting plan with instructional support.
ELL.1-2.W.3.LI-4 - (x0)	(x0) - re-reading a student generated draft orally for clarity and changing or adding relevant details as needed with instructional support.
ELL.1-2.W.3.LI-5 - (x0)	(x0) - evaluating a student generated draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.
ELL.1-2.W.3.LI-6 - (x0)	(x0) - using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft with instructional support.
ELL.1-2.W.3.LI-7 - (x0)	(x0) - finalizing a student generated piece legibly and accurately for sharing with an intended audience with instructional support.
ELL.1-2.W.3.PE-1 - (x5)	(x5) - generating ideas through class discussion and drawing a picture of the ideas generated (e.g., brainstorming, webbing, and drawings, etc.) with instructional support.
ELL.1-2.W.3.PE-2 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-3 - (x1)	(x1) - creating a pictorial draft of an idea or story.
ELL.1-2.W.3.PE-4 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-5 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-6 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-7 - (x0)	(x0) - N/A
ELL.1-2.W.4.B-1 - (x1)	(x1) - participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.
ELL.1-2.W.4.B-2 - (x0)	(x0) - participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.B-3 - (x0)	(x0) - organizing class/small group generated text to include a clear beginning, middle, and end as modeled by the teacher.
ELL.1-2.W.4.B-4 - (x0)	(x0) - organizing a class/small group generated text using transitional words to indicate a beginning, middle, and end as modeled by the teacher.
ELL.1-2.W.4.B-5 - (x0)	(x0) - organizing a class/small group generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.) as modeled by the teacher.
ELL.1-2.W.4.B-6 - (x0)	(x0) - selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) as modeled by the teacher.
ELL.1-2.W.4.B-7 - (x0)	(x0) - selecting expressive or descriptive phrases/short sentences to use in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.B-8 - (x0)	(x0) - selecting the appropriate interjections to use in class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.E-1 - (x0)	(x0) - drawing and labeling pictures that relate to one main idea.
ELL.1-2.W.4.E-2 - (x0)	(x0) - drawing and labeling pictures of relevant details that support the main idea.
ELL.1-2.W.4.E-3 - (x0)	(x0) - organizing text with a given pattern to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.E-4 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-5 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-6 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.4.E-7 - (x0)	(x0) - selecting key words to use in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.E-8 - (x0)	(x0) - N/A
ELL.1-2.W.4.HI-1 - (x0)	(x0) - writing student generated text that expresses a main idea.
ELL.1-2.W.4.HI-2 - (x0)	(x0) - writing relevant details that support the main idea in a student generated text.
ELL.1-2.W.4.HI-3 - (x0)	(x0) - organizing student generated text to include a clear beginning, middle, and end.
ELL.1-2.W.4.HI-4 - (x0)	(x0) - organizing a student generated text using transitional words to indicate a beginning, middle, and end.
ELL.1-2.W.4.HI-5 - (x0)	(x0) - organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.).
ELL.1-2.W.4.HI-6 - (x0)	(x0) - using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.).
ELL.1-2.W.4.HI-7 - (x0)	(x0) - using expressive or descriptive phrases/sentences in student generated text.
ELL.1-2.W.4.HI-8 - (x0)	(x0) - using the appropriate interjections in student generated text.
ELL.1-2.W.4.LI-1 - (x0)	(x0) - writing student generated text that expresses a main idea with instructional support.
ELL.1-2.W.4.LI-2 - (x0)	(x0) - writing relevant details that support the main idea in a student generated text with instructional support.
ELL.1-2.W.4.LI-3 - (x0)	(x0) - organizing student generated text to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.LI-4 - (x0)	(x0) - organizing a student generated text using transitional words to indicate a beginning, middle, and end with instructional support.
ELL.1-2.W.4.LI-5 - (x0)	(x0) - organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.) with instructional support.
ELL.1-2.W.4.LI-6 - (x0)	(x0) - selecting words to use in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) with instructional support.
ELL.1-2.W.4.LI-7 - (x0)	(x0) - selecting expressive or descriptive phrases/short sentences to use in student generated text with instructional support.
ELL.1-2.W.4.LI-8 - (x0)	(x0) - selecting the appropriate interjections to use in student generated text with instructional support.
ELL.1-2.W.4.PE-1 - (x0)	(x0) - drawing pictures that relate to one main idea.
ELL.1-2.W.4.PE-2 - (x0)	(x0) - drawing pictures of relevant details that support the main idea.
ELL.1-2.W.4.PE-3 - (x0)	(x0) - organizing drawings or pictures to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.PE-4 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-5 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-6 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-7 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.5.B-1 - (x2)	(x2) - completing question frames/templates about a topic or event in order to gather research for a report.
ELL.1-2.W.5.B-2 - (x1)	(x1) - gathering information to answer questions for a report using given frames/ templates.
ELL.1-2.W.5.B-3 - (x2)	(x2) - listing information based on collected data about objects, people or events for a class/small group report.
ELL.1-2.W.5.E-1 - (x0)	(x0) - N/A
ELL.1-2.W.5.E-2 - (x0)	(x0) - N/A
ELL.1-2.W.5.E-3 - (x4)	(x4) - recording and labeling observations of objects, people or events for a class report (diagrams, pictures, charts) with instructional support.
ELL.1-2.W.5.HI-1 - (x0)	(x0) - formulating and writing questions about a topic or event in order to gather research for a report.
ELL.1-2.W.5.HI-2 - (x0)	(x0) - gathering information to answer questions about a topic or event for a report.
ELL.1-2.W.5.HI-3 - (x0)	(x0) - writing a three paragraph report including a title and three facts based on collected data about objects, people or events.

Start Date: 07/22/2019

End Date: 11/21/2019

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 928 References, Cubley, R. (Continued)*

Stage II - 923 References (Continued)

ELL.1-2.W.5.LI-1 - (x0)	(x0) - formulating and writing questions about a topic or event in order to gather research for a report with instructional support.
ELL.1-2.W.5.LI-2 - (x0)	(x0) - gathering information to answer questions about a topic or event for a report, with instructional support.
ELL.1-2.W.5.LI-3 - (x0)	(x0) - writing phrases and simple sentences in a one paragraph report based on collected data about objects, people or events with instructional support.
ELL.1-2.W.5.PE-1 - (x0)	(x0) - N/A
ELL.1-2.W.5.PE-2 - (x0)	(x0) - N/A
ELL.1-2.W.5.PE-3 - (x0)	(x0) - recording observations by drawing pictures/ representations of objects, people or events for a class report with teacher support.

AZCollege and Career Ready Standards2010, *English Language Arts - 63 References*

Grade 2 - (63 References)

LA.AZ.1.W.4.a - (x0)	(x0) - With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
LA.AZ.2.L.1.a - (x0)	(x0) - Use collective nouns (e.g., group).
LA.AZ.2.L.1.b - (x0)	(x0) - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.AZ.2.L.1.c - (x0)	(x0) - Use reflexive pronouns (e.g., myself, ourselves).
LA.AZ.2.L.1.d - (x0)	(x0) - Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.AZ.2.L.1.e - (x0)	(x0) - Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.AZ.2.L.1.f - (x0)	(x0) - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.AZ.2.L.1.g - (x0)	(x0) - Write multiple sentences in an order that supports a main idea or story .
LA.AZ.2.L.2.a - (x0)	(x0) - Capitalize holidays, product names, and geographic names.
LA.AZ.2.L.2.b - (x0)	(x0) - Use commas in greetings and closings of letters.
LA.AZ.2.L.2.c - (x4)	(x4) - Use an apostrophe to form contractions and frequently occurring possessives.
LA.AZ.2.L.2.d - (x4)	(x4) - Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
LA.AZ.2.L.2.e - (x0)	(x0) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.AZ.2.L.3.a - (x0)	(x0) - Compare formal and informal uses of English.
LA.AZ.2.L.4.a - (x0)	(x0) - Use sentence-level context as a clue to the meaning of a word or phrase.
LA.AZ.2.L.4.b - (x0)	(x0) - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
LA.AZ.2.L.4.c - (x0)	(x0) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.AZ.2.L.4.d - (x0)	(x0) - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.AZ.2.L.4.e - (x0)	(x0) - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.AZ.2.L.5.a - (x0)	(x0) - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.AZ.2.L.5.b - (x0)	(x0) - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.AZ.2.L.6 - (x0)	(x0) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.AZ.2.RF.1 - (x0)	(x0) - No standards for grade 2.
LA.AZ.2.RF.2 - (x12)	(x12) - No standards for grade 2.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 63 References, Cubley, R. (Continued)*

Grade 2 - 63 References (Continued)

LA.AZ.2.RF.3.a - (x8)	(x8) - Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.AZ.2.RF.3.b - (x8)	(x8) - Know spelling-sound correspondences for additional common vowel teams.
LA.AZ.2.RF.3.c - (x7)	(x7) - Decode regularly spelled two-syllable words with long vowels.
LA.AZ.2.RF.3.d - (x0)	(x0) - Decode words with common prefixes and suffixes.
LA.AZ.2.RF.3.e - (x1)	(x1) - Identify words with inconsistent but common spelling-sound correspondences.
LA.AZ.2.RF.3.f - (x4)	(x4) - Recognize and read grade-appropriate irregularly spelled words.
LA.AZ.2.RF.4.a - (x0)	(x0) - Read on-level text with purpose and understanding.
LA.AZ.2.RF.4.b - (x0)	(x0) - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LA.AZ.2.RF.4.c - (x0)	(x0) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.AZ.2.RI.1 - (x0)	(x0) - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.AZ.2.RI.10.a - (x0)	(x0) - By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.AZ.2.RI.2 - (x0)	(x0) - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.AZ.2.RI.3 - (x0)	(x0) - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.AZ.2.RI.4 - (x0)	(x0) - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.AZ.2.RI.5 - (x0)	(x0) - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.AZ.2.RI.6 - (x0)	(x0) - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.AZ.2.RI.7 - (x0)	(x0) - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.AZ.2.RI.8 - (x0)	(x0) - Describe how reasons support specific points the author makes in a text.
LA.AZ.2.RI.9 - (x0)	(x0) - Compare and contrast the most important points presented by two texts on the same topic.
LA.AZ.2.RL.1 - (x0)	(x0) - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.AZ.2.RL.10 - (x0)	(x0) - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.AZ.2.RL.2 - (x3)	(x3) - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LA.AZ.2.RL.3 - (x4)	(x4) - Describe how characters in a story respond to major events and challenges.
LA.AZ.2.RL.4 - (x0)	(x0) - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.AZ.2.RL.5 - (x0)	(x0) - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LA.AZ.2.RL.6 - (x0)	(x0) - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.AZ.2.RL.7 - (x4)	(x4) - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.AZ.2.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.2.RL.9 - (x0)	(x0) - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
LA.AZ.2.SL.1.a - (x1)	(x1) - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.AZ.2.SL.1.b - (x0)	(x0) - Build on others' talk in conversations by linking their comments to the remarks of others.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 63 References, Cubley, R. (Continued)*

Grade 2 - 63 References (Continued)

LA.AZ.2.SL.1.c - (x0)	(x0) - Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.AZ.2.SL.2 - (x0)	(x0) - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.AZ.2.SL.3 - (x0)	(x0) - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.AZ.2.SL.4 - (x0)	(x0) - Tell a story or recount an experience with appropriate facts and relevant , descriptive details, speaking audibly in coherent sentences.
LA.AZ.2.SL.5 - (x0)	(x0) - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.AZ.2.SL.6 - (x0)	(x0) - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.AZ.2.W.1 - (x0)	(x0) - Write opinion pieces in which they introduce the topic or book they are writing about , state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LA.AZ.2.W.10 - (x0)	(x0) - (Begins in grade 3)
LA.AZ.2.W.2 - (x0)	(x0) - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LA.AZ.2.W.3 - (x0)	(x0) - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.AZ.2.W.5 - (x0)	(x0) - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LA.AZ.2.W.6 - (x0)	(x0) - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.AZ.2.W.7 - (x0)	(x0) - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.AZ.2.W.8 - (x3)	(x3) - Recall information from experiences or gather information from provided sources to answer a question.
LA.AZ.2.W.9 - (x0)	(x0) - (Begins in grade 4)

Grade 2 - (121 References)

MA.2.2.G.A.1 - (x1)	(x1) - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
MA.2.2.G.A.2 - (x1)	(x1) - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
MA.2.2.G.A.3 - (x12)	(x12) - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MA.2.2.MD.A.1 - (x13)	(x13) - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
MA.2.2.MD.A.2 - (x0)	(x0) - Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
MA.2.2.MD.A.3 - (x15)	(x15) - Estimate lengths using units of inches, feet, centimeters, and meters.
MA.2.2.MD.A.4 - (x6)	(x6) - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MA.2.2.MD.B.5 - (x1)	(x1) - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
MA.2.2.MD.B.6 - (x0)	(x0) - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.
MA.2.2.MD.C.7 - (x17)	(x17) - Tell and write time from analog and digital clocks to the nearest five minutes , using a.m. and p.m.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 121 References, Cubley, R. (Continued)*

Grade 2 - 121 References (Continued)

MA.2.2.MD.C.8 - (x13)	(x13) - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
MA.2.2.MD.D.10 - (x1)	(x1) - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
MA.2.2.MD.D.9 - (x0)	(x0) - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
MA.2.2.NBT.A.1.a - (x0)	(x0) - 100 can be thought of as a bundle of ten tens - called a "hundred."
MA.2.2.NBT.A.1.b - (x0)	(x0) - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MA.2.2.NBT.A.2 - (x6)	(x6) - Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.2.NBT.A.3 - (x0)	(x0) - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
MA.2.2.NBT.A.4 - (x4)	(x4) - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
MA.2.2.NBT.B.5 - (x5)	(x5) - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.2.NBT.B.6 - (x0)	(x0) - Add up to four two-digit numbers using strategies based on place value and properties of operations.
MA.2.2.NBT.B.7 - (x3)	(x3) - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
MA.2.2.NBT.B.8 - (x6)	(x6) - Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
MA.2.2.NBT.B.9 - (x4)	(x4) - Explain why addition and subtraction strategies work, using place value and the properties of operations.
MA.2.2.OA.A.1 - (x5)	(x5) - Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
MA.2.2.OA.B.2 - (x1)	(x1) - Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.2.OA.C.3 - (x7)	(x7) - Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
MA.2.2.OA.C.4 - (x0)	(x0) - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

AZHigh Academic Standards for Students2016, *English Language Arts - 615 References*

Second Grade - (614 References)

LA.2.L.1.a - (x0)	(x0) - Use collective nouns (e.g., group).
LA.2.L.1.b - (x0)	(x0) - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.2.L.1.c - (x0)	(x0) - Use reflexive pronouns (e.g., myself, ourselves).
LA.2.L.1.d - (x11)	(x11) - Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).
LA.2.L.1.e - (x3)	(x3) - Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.2.L.1.f - (x4)	(x4) - Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
LA.2.L.1.g - (x3)	(x3) - Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
LA.2.L.1.h - (x0)	(x0) - Identify and use declarative, interrogative, imperative, and exclamatory sentences.

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 615 References, Cubley, R. (Continued)*

Second Grade - 614 References (Continued)

LA.2.L.1.i - (x0)	(x0) - With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
LA.2.L.2.a - (x3)	(x3) - Capitalize holidays, product names, and geographic names.
LA.2.L.2.b - (x0)	(x0) - Use commas in greetings and closings of letters.
LA.2.L.2.c - (x4)	(x4) - Use an apostrophe to form contractions and frequently occurring possessives.
LA.2.L.2.d - (x16)	(x16) - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.2.L.2.e - (x9)	(x9) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.2.L.3.a - (x0)	(x0) - Compare formal and informal uses of English.
LA.2.L.4.a - (x3)	(x3) - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
LA.2.L.4.b - (x6)	(x6) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.2.L.4.c - (x7)	(x7) - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.L.4.d - (x17)	(x17) - Use sentence-level context as a clue to the meaning of a word or phrase.
LA.2.L.4.e - (x1)	(x1) - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.L.5.a - (x16)	(x16) - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.L.5.b - (x6)	(x6) - Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.2.L.6 - (x10)	(x10) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.2.RF.3.a - (x23)	(x23) - Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.2.RF.3.b - (x3)	(x3) - Know spelling-sound correspondences for additional common vowel teams.
LA.2.RF.3.c - (x2)	(x2) - Identify and apply all six syllable types to decode appropriate grade-level text.
LA.2.RF.3.d - (x17)	(x17) - Decode words with common prefixes and suffixes.
LA.2.RF.3.e - (x6)	(x6) - Identify words with inconsistent but common spelling-sound correspondences.
LA.2.RF.3.f - (x20)	(x20) - Recognize and read grade-appropriate irregularly spelled words.
LA.2.RF.4.a - (x45)	(x45) - Read on-level text with purpose and understanding.
LA.2.RF.4.b - (x37)	(x37) - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LA.2.RF.4.c - (x31)	(x31) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.2.RI.1 - (x15)	(x15) - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RI.10 - (x0)	(x0) - By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
LA.2.RI.2 - (x0)	(x0) - Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
LA.2.RI.3 - (x0)	(x0) - With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.2.RI.4 - (x2)	(x2) - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.2.RI.5 - (x6)	(x6) - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.2.RI.6 - (x15)	(x15) - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.2.RI.7 - (x22)	(x22) - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Concordia Charter School

AZHigh Academic Standards for Students 2016, *English Language Arts - 615 References, Cubley, R. (Continued)*

Second Grade - 614 References (Continued)

LA.2.RI.8 - (x18)	(x18) - Describe how reasons support specific points the author makes in a text.
LA.2.RI.9 - (x14)	(x14) - Compare and contrast the most important points presented by two texts on the same topic.
LA.2.RL.1 - (x11)	(x11) - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RL.10 - (x7)	(x7) - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
LA.2.RL.2 - (x10)	(x10) - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LA.2.RL.3 - (x10)	(x10) - Describe how characters in a story respond to major events and challenges.
LA.2.RL.4 - (x3)	(x3) - Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
LA.2.RL.5 - (x5)	(x5) - Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
LA.2.RL.6 - (x6)	(x6) - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.2.RL.7 - (x15)	(x15) - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.2.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.2.RL.9 - (x8)	(x8) - Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
LA.2.SL.1.a - (x2)	(x2) - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.2.SL.1.b - (x0)	(x0) - Build on others' talk in conversations by linking their comments to the remarks of others.
LA.2.SL.1.c - (x0)	(x0) - Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.2.SL.2 - (x10)	(x10) - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.2.SL.3 - (x14)	(x14) - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.2.SL.4 - (x5)	(x5) - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.2.SL.5 - (x15)	(x15) - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.2.SL.6 - (x4)	(x4) - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.2.W.1 - (x5)	(x5) - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LA.2.W.10 - (x0)	(x0) - (Begins in grade 3)
LA.2.W.2 - (x5)	(x5) - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LA.2.W.3 - (x17)	(x17) - Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
LA.2.W.4 - (x1)	(x1) - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
LA.2.W.5 - (x8)	(x8) - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LA.2.W.6 - (x2)	(x2) - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.2.W.7 - (x10)	(x10) - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 615 References, Cubley, R. (Continued)*

Second Grade - 614 References (Continued)

LA.2.W.8 - (x33)	(x33) - Recall information from experiences or gather information from provided sources to answer a question.
LA.2.W.9 - (x0)	(x0) - (Begins in grade 4)
LA.2.WF.1.a - (x1)	(x1) - Write legibly in manuscript using correct letter formation.
LA.2.WF.1.b - (x0)	(x0) - Transcribe ideas in manuscript with automaticity and proper spacing.
LA.2.WF.2.a.1 - (x0)	(x0) - Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck
LA.2.WF.2.a.2 - (x3)	(x3) - Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a)
LA.2.WF.3.a.1 - (x0)	(x0) - Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
LA.2.WF.3.a.2 - (x0)	(x0) - Complex consonant blends (e.g., scr, str, squ).
LA.2.WF.3.a.3 - (x3)	(x3) - Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
LA.2.WF.3.a.4 - (x0)	(x0) - Vowel-r combinations (e.g., turn, star, third, four, for).
LA.2.WF.3.a.5 - (x2)	(x2) - Contractions (e.g., we'll, I'm, they've, don't).
LA.2.WF.3.a.6 - (x0)	(x0) - Homophones (e.g., bear, bare; past, passed).
LA.2.WF.3.a.7 - (x0)	(x0) - Plurals and possessives (e.g., its, it's).
LA.2.WF.3.b.1 - (x4)	(x4) - Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
LA.2.WF.3.b.2 - (x0)	(x0) - Include familiar compound words (e.g., houseboat, yellowtail).
LA.2.WF.3.b.3 - (x0)	(x0) - Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
LA.2.WF.3.c.1 - (x0)	(x0) - Consonant doubling (e.g., running, slipped).
LA.2.WF.3.c.2 - (x0)	(x0) - Dropping silent e (e.g., smiled, paving).
LA.2.WF.3.c.3 - (x0)	(x0) - Changing y to i (e.g., cried, babies).
LA.2.WF.3.d.1 - (x0)	(x0) - Irregular words (e.g., against, many, enough, does).
LA.2.WF.3.d.2 - (x0)	(x0) - Pattern-based words (e.g., which, kind, have).

Third Grade - (1 References)

LA.3.L.1.a - (x0)	(x0) - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.3.L.1.b - (x0)	(x0) - Form and use regular and irregular plural nouns.
LA.3.L.1.c - (x0)	(x0) - Use abstract nouns (e.g., childhood).
LA.3.L.1.d - (x0)	(x0) - Form and use regular and irregular verbs.
LA.3.L.1.e - (x0)	(x0) - Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
LA.3.L.1.f - (x0)	(x0) - Ensure subject-verb and pronoun-antecedent agreement.
LA.3.L.1.g - (x0)	(x0) - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.3.L.1.h - (x0)	(x0) - Use coordinating and subordinating conjunctions.
LA.3.L.1.i - (x0)	(x0) - Produce simple, compound, and complex sentences.
LA.3.L.1.j - (x0)	(x0) - Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.
LA.3.L.2.a - (x0)	(x0) - Capitalize appropriate words in titles.
LA.3.L.2.b - (x0)	(x0) - Use commas in addresses.
LA.3.L.2.c - (x0)	(x0) - Use commas and quotation marks in dialogue.
LA.3.L.2.d - (x0)	(x0) - Form and use possessives.
LA.3.L.3.a - (x0)	(x0) - Choose words and phrases for effect.
LA.3.L.3.b - (x0)	(x0) - Recognize and observe differences between the conventions of spoken and written Standard English.
LA.3.L.4.a - (x0)	(x0) - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.3.L.4.b - (x0)	(x0) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.3.L.4.c - (x0)	(x0) - Use sentence-level context as a clue to the meaning of a word or phrases.

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 615 References, Cubley, R. (Continued)*

Third Grade - 1 References (Continued)

LA.3.L.4.d - (x0)	(x0) - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.3.L.5.a - (x0)	(x0) - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
LA.3.L.5.b - (x0)	(x0) - Identify real-life connections between words and their uses (e.g., describe people who are friendly or helpful).
LA.3.L.5.c - (x0)	(x0) - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
LA.3.L.6 - (x0)	(x0) - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).
LA.3.RF.3.a - (x0)	(x0) - Identify and know the meaning of the most common prefixes and derivational suffixes .
LA.3.RF.3.b - (x0)	(x0) - Decode words with common Latin suffixes .
LA.3.RF.3.c - (x0)	(x0) - Apply knowledge of the six syllable types to read grade-level words accurately.
LA.3.RF.3.d - (x0)	(x0) - Read grade-level appropriate irregularly spelled words.
LA.3.RF.4.a - (x0)	(x0) - Read grade-level text with purpose and understanding.
LA.3.RF.4.b - (x0)	(x0) - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.3.RF.4.c - (x0)	(x0) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.3.RI.1 - (x0)	(x0) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.RI.10 - (x0)	(x0) - By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
LA.3.RI.2 - (x0)	(x0) - Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
LA.3.RI.3 - (x0)	(x0) - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.3.RI.4 - (x0)	(x0) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.3.RI.5 - (x0)	(x0) - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently .
LA.3.RI.6 - (x0)	(x0) - Distinguish one's own point of view from that of the author of a text.
LA.3.RI.7 - (x1)	(x1) - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.3.RI.8 - (x0)	(x0) - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LA.3.RI.9 - (x0)	(x0) - Compare and contrast the most important points and key details presented in two texts on the same topic.
LA.3.RL.1 - (x0)	(x0) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.3.RL.10 - (x0)	(x0) - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
LA.3.RL.2 - (x0)	(x0) - Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
LA.3.RL.3 - (x0)	(x0) - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LA.3.RL.4 - (x0)	(x0) - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.3.RL.5 - (x0)	(x0) - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 615 References, Cubley, R. (Continued)*

Third Grade - 1 References (Continued)

LA.3.RL.6 - (x0)	(x0) - Distinguish one's own point of view from that of the narrator or those of the characters.
LA.3.RL.7 - (x0)	(x0) - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.3.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.3.RL.9 - (x0)	(x0) - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.3.SL.1.a - (x0)	(x0) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.3.SL.1.b - (x0)	(x0) - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.3.SL.1.c - (x0)	(x0) - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.3.SL.1.d - (x0)	(x0) - Explain their own ideas and understanding based on the discussion.
LA.3.SL.2 - (x0)	(x0) - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.3.SL.3 - (x0)	(x0) - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.3.SL.4 - (x0)	(x0) - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.3.SL.5 - (x0)	(x0) - Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.3.SL.6 - (x0)	(x0) - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.3.W.1.a - (x0)	(x0) - Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
LA.3.W.1.b - (x0)	(x0) - Provide reasons that support the opinion.
LA.3.W.1.c - (x0)	(x0) - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.3.W.1.d - (x0)	(x0) - Provide a concluding statement or section.
LA.3.W.10 - (x0)	(x0) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.3.W.2.a - (x0)	(x0) - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
LA.3.W.2.b - (x0)	(x0) - Develop the topic with facts, definitions, and details.
LA.3.W.2.c - (x0)	(x0) - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.3.W.2.d - (x0)	(x0) - Provide a concluding statement or section.
LA.3.W.3.a - (x0)	(x0) - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.3.W.3.b - (x0)	(x0) - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.3.W.3.c - (x0)	(x0) - Use temporal words and phrases to signal event order.
LA.3.W.3.d - (x0)	(x0) - Provide a sense of closure.
LA.3.W.4 - (x0)	(x0) - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
LA.3.W.5 - (x0)	(x0) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.3.W.6 - (x0)	(x0) - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LA.3.W.7 - (x0)	(x0) - Conduct short research projects that build knowledge about a topic.
LA.3.W.8 - (x0)	(x0) - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Concordia Charter School

AZHigh Academic Standards for Students 2016, *English Language Arts - 615 References, Cubley, R. (Continued)*

Third Grade - 1 References (Continued)

LA.3.W.9 - (x0)	(x0) - (Begins in grade 4)
LA.3.WF.1.a - (x0)	(x0) - Read and write cursive letters, upper and lower case.
LA.3.WF.1.b - (x0)	(x0) - Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
LA.3.WF.2 - (x0)	(x0) - Standard ends at grade 2.
LA.3.WF.3.a - (x0)	(x0) - Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families).
LA.3.WF.3.b - (x0)	(x0) - Identify language of origin for words, as noted in dictionaries.
LA.3.WF.3.c - (x0)	(x0) - Spell singular and plural possessives (e.g., teacher's, teachers').
LA.3.WF.3.d.1 - (x0)	(x0) - Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.
LA.3.WF.3.d.2 - (x0)	(x0) - Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion).
LA.3.WF.3.e.1 - (x0)	(x0) - Irregular words.
LA.3.WF.3.e.2 - (x0)	(x0) - Pattern-based words.

Second Grade - (321 References)

MA.2.G.A.1 - (x4)	(x4) - Identify and describe specified attributes of two-dimensional and three-dimensional shapes, according to the number and shape of faces, number of angles, and the number of sides and/or vertices. Draw two-dimensional shapes based on the specified attributes (e.g., triangles, quadrilaterals, pentagons, and hexagons).
MA.2.G.A.2 - (x5)	(x5) - Partition a rectangle into rows and columns of same-size rectangles and count to find the total number of rectangles.
MA.2.G.A.3 - (x5)	(x5) - Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, fourths, half of, third of, fourth of, and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.
MA.2.MD.A.1 - (x6)	(x6) - Measure the length of an object by selecting and using appropriate tools (e.g., ruler, meter stick, yardstick, measuring tape).
MA.2.MD.A.2 - (x4)	(x4) - Measure the length of an object twice, using different standard length units for the two measurements; describe how the two measurements relate to the size of the unit chosen. Understand that depending on the size of the unit, the number of units for the same length varies.
MA.2.MD.A.3 - (x5)	(x5) - Estimate lengths using units of inches, feet, centimeters, and meters.
MA.2.MD.A.4 - (x3)	(x3) - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
MA.2.MD.B.5 - (x3)	(x3) - Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same unit.
MA.2.MD.B.6 - (x2)	(x2) - Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.
MA.2.MD.C.7 - (x27)	(x27) - Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
MA.2.MD.C.8 - (x35)	(x35) - Solve word problems involving collections of money, including dollar bills, quarters, dimes, nickels, and pennies. Record the total using \$ and ¢ appropriately.
MA.2.MD.D.10 - (x5)	(x5) - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in the graph.
MA.2.MD.D.9 - (x0)	(x0) - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
MA.2.MP.1 - (x5)	(x5) - Make sense of problems and persevere in solving them.
MA.2.MP.2 - (x0)	(x0) - Reason abstractly and quantitatively.
MA.2.MP.3 - (x0)	(x0) - Construct viable arguments and critique the reasoning of others.
MA.2.MP.4 - (x1)	(x1) - Model with mathematics.

Concordia Charter School

AZHigh Academic Standards for Students 2016, *Mathematics - 392 References, Cubley, R. (Continued)*

Second Grade - 321 References (Continued)

MA.2.MP.5 - (x1)	(x1) - Use appropriate tools strategically.
MA.2.MP.6 - (x0)	(x0) - Attend to precision.
MA.2.MP.7 - (x0)	(x0) - Look for and make use of structure.
MA.2.MP.8 - (x0)	(x0) - Look for and express regularity in repeated reasoning.
MA.2.NBT.A.1a - (x5)	(x5) - 100 can be thought of as a group of ten tens—called a “hundred.”
MA.2.NBT.A.1b - (x9)	(x9) - The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
MA.2.NBT.A.2 - (x31)	(x31) - Count within 1000; skip count by 5's, 10's and 100's.
MA.2.NBT.A.3 - (x3)	(x3) - Read and write numbers up to 1000 using base-ten numerals, number names, and expanded form.
MA.2.NBT.A.4 - (x8)	(x8) - Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
MA.2.NBT.B.5 - (x20)	(x20) - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.2.NBT.B.6 - (x6)	(x6) - Add up to three two-digit numbers using strategies based on place value and properties of operations.
MA.2.NBT.B.7 - (x4)	(x4) - Demonstrate understanding of addition and subtraction within 1000, connecting objects or drawings to strategies based on place value (including multiples of 10), properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written form.
MA.2.NBT.B.8 - (x17)	(x17) - Mentally add 10 or 100 to a given number in the range of 100 and 900, and mentally subtract 10 or 100 from a given number in the range of 100 and 900.
MA.2.NBT.B.9 - (x8)	(x8) - Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
MA.2.OA.A.1 - (x33)	(x33) - Use addition and subtraction within 100 to solve one- and two-step word problems. Represent a word problem as an equation with a symbol for the unknown.
MA.2.OA.B.2 - (x32)	(x32) - Fluently add and subtract within 20. By the end of Grade 2, know from memory all sums of two one-digit numbers.
MA.2.OA.C.3 - (x32)	(x32) - Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2's).
MA.2.OA.C.4 - (x2)	(x2) - Use addition to find the total number of objects arranged in rectangular arrays (with up to 5 rows and 5 columns). Write an equation to express the total as a sum of equal addends.

Third Grade - (71 References)

MA.3.G.A.1 - (x1)	(x1) - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples quadrilaterals that do not belong to any of these subcategories.
MA.3.G.A.2 - (x0)	(x0) - Partition shapes into \square parts with equal areas. Express the area of each part as a unit fraction $1/\square$ of the whole. (Grade 3 expectations are limited to fractions with denominators $\square = 2, 3, 4, 6, 8$.)
MA.3.MD.A.1a - (x8)	(x8) - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., representing the problem on a number line diagram).
MA.3.MD.A.1b - (x6)	(x6) - Solve word problems involving money through \$20.00, using symbols \$, ".", ϕ .
MA.3.MD.A.2 - (x8)	(x8) - Measure and estimate liquid volumes and masses of objects using metric units. (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. Excludes multiplicative comparison problems (problems involving notions of “times as much”).
MA.3.MD.B.3 - (x1)	(x1) - Create a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
MA.3.MD.B.4 - (x2)	(x2) - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch to the nearest quarter-inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Concordia Charter School

AZHigh Academic Standards for Students2016, *Mathematics - 392 References, Cubley, R. (Continued)*

Third Grade - 71 References (Continued)

MA.3.MD.C.5a - (x0)	(x0) - A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
MA.3.MD.C.5b - (x0)	(x0) - A plane figure which can be covered without gaps or overlaps by \square unit squares is said to have an area of \square square units.
MA.3.MD.C.6 - (x2)	(x2) - Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units).
MA.3.MD.C.7a - (x0)	(x0) - Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
MA.3.MD.C.7b - (x0)	(x0) - Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
MA.3.MD.C.7c - (x0)	(x0) - Use tiling to show that the area of a rectangle with whole-number side lengths \square and $\square + \square$ is the sum of $\square \times \square$ and $\square \times \square$. Use area models to represent the distributive property in mathematical reasoning.
MA.3.MD.C.7d - (x0)	(x0) - Understand that rectilinear figures can be decomposed into non-overlapping rectangles and that the sum of the areas of these rectangles is identical to the area of the original rectilinear figure. Apply this technique to solve problems in real-world contexts.
MA.3.MD.C.8 - (x2)	(x2) - Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.
MA.3.MP.1 - (x1)	(x1) - Make sense of problems and persevere in solving them.
MA.3.MP.2 - (x0)	(x0) - Reason abstractly and quantitatively.
MA.3.MP.3 - (x1)	(x1) - Construct viable arguments and critique the reasoning of others.
MA.3.MP.4 - (x1)	(x1) - Model with mathematics.
MA.3.MP.5 - (x0)	(x0) - Use appropriate tools strategically.
MA.3.MP.6 - (x0)	(x0) - Attend to precision.
MA.3.MP.7 - (x1)	(x1) - Look for and make use of structure.
MA.3.MP.8 - (x0)	(x0) - Look for and express regularity in repeated reasoning.
MA.3.NBT.A.1 - (x0)	(x0) - Use place value understanding to round whole numbers to the nearest 10 or 100.
MA.3.NBT.A.2 - (x0)	(x0) - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
MA.3.NBT.A.3 - (x0)	(x0) - Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9×80 , 5×60).
MA.3.NF.A.1 - (x8)	(x8) - Understand a fraction ($1/\square$) as the quantity formed by one part when a whole is partitioned into \square equal parts; understand a fraction \square/\square as the quantity formed by \square parts of size $1/\square$.
MA.3.NF.A.2a - (x1)	(x1) - Represent a fraction $1/\square$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into \square equal parts. Understand that each part has size $1/\square$ and that the end point of the part based at 0 locates the number $1/\square$ on the number line.
MA.3.NF.A.2b - (x1)	(x1) - Represent a fraction \square/\square on a number line diagram by marking off \square lengths $1/\square$ from 0. Understand that the resulting interval has size \square/\square and that its endpoint locates the number \square/\square on the number line including values greater than 1.
MA.3.NF.A.2c - (x8)	(x8) - Understand a fraction $1/\square$ as a special type of fraction that can be referred to as a unit fraction (e.g. $1/2$, $1/4$).
MA.3.NF.A.3a - (x2)	(x2) - Understand two fractions as equivalent if they have the same relative size compared to 1 whole.
MA.3.NF.A.3b - (x1)	(x1) - Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.
MA.3.NF.A.3c - (x0)	(x0) - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
MA.3.NF.A.3d - (x0)	(x0) - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Understand that comparisons are valid only when the two fractions refer to the same whole. Record results of comparisons with the symbols $>$, $=$, or $<$, and justify conclusions.

Concordia Charter School

AZHigh Academic Standards for Students2016, *Mathematics - 392 References, Cubley, R. (Continued)*

Third Grade - 71 References (Continued)

MA.3.OA.A.1 - (x2)	(x2) - Interpret products of whole numbers as the total number of objects in equal groups (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each).
MA.3.OA.A.2 - (x0)	(x0) - Interpret whole number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each).
MA.3.OA.A.3 - (x0)	(x0) - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
MA.3.OA.A.4 - (x2)	(x2) - Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
MA.3.OA.B.5 - (x3)	(x3) - Apply properties of operations as strategies to multiply and divide. Properties include commutative and associative properties of multiplication and the distributive property. (Students do not need to use the formal terms for these properties.)
MA.3.OA.B.6 - (x0)	(x0) - Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).
MA.3.OA.C.7 - (x1)	(x1) - Fluently multiply and divide within 100. By the end of Grade 3, know from memory all multiplication products through 10 x 10 and division quotients when both the quotient and divisor are less than or equal to 10.
MA.3.OA.D.10 - (x2)	(x2) - When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.3.OA.D.8 - (x5)	(x5) - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Utilize understanding of the Order of Operations when there are no parentheses.
MA.3.OA.D.9 - (x1)	(x1) - Identify patterns in the addition table and the multiplication table and explain them using properties of operations (e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends).

AZAcademic Standards2011, *English Language Proficiency - 551 References*

Stage II - (182 References)

ELL.1-2.B-3: - (x0)	(x0) - N/A
ELL.1-2.E-3: - (x0)	(x0) - N/A
ELL.1-2.HI-3: - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.B-1 - (x0)	(x0) - selecting adjectives to complete a given sentence.
ELL.1-2.L.1.ADJ.B-2 - (x0)	(x0) - selecting a noun as a modifier to complete a given sentence.
ELL.1-2.L.1.ADJ.B-3 - (x0)	(x0) - selecting a sensory/personality adjective (sticky, proud) to complete a given sentence.
ELL.1-2.L.1.ADJ.B-4 - (x0)	(x0) - using singular possessive adjectives (my, your, his, her, its) with a noun.
ELL.1-2.L.1.ADJ.B-5 - (x0)	(x0) - repeating a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).
ELL.1-2.L.1.ADJ.E-1 - (x0)	(x0) - naming and sorting adjectives (three, beautiful, big, red, square) with nouns.
ELL.1-2.L.1.ADJ.E-2 - (x0)	(x0) - using a noun as a modifier with instructional support.
ELL.1-2.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.E-4 - (x0)	(x0) - using singular possessive adjectives (my, your) with a noun.
ELL.1-2.L.1.ADJ.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order.
ELL.1-2.L.1.ADJ.HI-2 - (x0)	(x0) - using nouns as modifiers.
ELL.1-2.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.1-2.L.1.ADJ.HI-4 - (x0)	(x0) - using singular and plural possessive adjectives (my, your, his, her, its, our, their).
ELL.1-2.L.1.ADJ.HI-5 - (x0)	(x0) - using demonstrative adjectives.
ELL.1-2.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (quantity/opinion/ size/shape/color) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.ADJ.LI-2 - (x0)	(x0) - using nouns as modifiers with instructional support.
ELL.1-2.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives with instructional support.
ELL.1-2.L.1.ADJ.LI-4 - (x0)	(x0) - using singular and plural possessive adjectives (my, your, his, her, its, our).
ELL.1-2.L.1.ADJ.LI-5 - (x0)	(x0) - listing and using demonstrative adjectives (this, that, these, those) with instructional support.
ELL.1-2.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (quantity/ size/shape/color) with nouns.
ELL.1-2.L.1.ADJ.PE-2 - (x0)	(x0) - repeating a noun as a modifier (e.g., shoe store, kitchen table, etc.).
ELL.1-2.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.PE-4 - (x0)	(x0) - repeating a singular possessive adjective with a noun.
ELL.1-2.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.B-1 - (x0)	(x0) - using "when" (first, then, next, after, before, finally) with instructional support.
ELL.1-2.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs (always, never, sometimes) with instructional support.
ELL.1-2.L.1.ADV.B-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there) with instructional support.
ELL.1-2.L.1.ADV.B-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (i.e., sadly, proudly) with instructional support.
ELL.1-2.L.1.ADV.B-5 - (x0)	(x0) - selecting and listing adjectival adverbs (beautiful, beautifully) with instructional support.
ELL.1-2.L.1.ADV.E-1 - (x0)	(x0) - using the "when" adverb (first, then, next, after, before, finally) with instructional support.
ELL.1-2.L.1.ADV.E-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs (always, never, sometimes).
ELL.1-2.L.1.ADV.E-3 - (x0)	(x0) - following oral directions that use "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.HI-1 - (x0)	(x0) - using "when".
ELL.1-2.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.1-2.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.1-2.L.1.ADV.HI-5 - (x0)	(x0) - using adjectival adverbs.
ELL.1-2.L.1.ADV.LI-1 - (x0)	(x0) - using "when".
ELL.1-2.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.1-2.L.1.ADV.LI-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.LI-4 - (x0)	(x0) - using "how/degree" adverbs (quickly ran, too cold, very quickly) with instructional support.
ELL.1-2.L.1.ADV.LI-5 - (x0)	(x0) - using adjectival adverbs with instructional support.
ELL.1-2.L.1.ADV.PE-1 - (x0)	(x0) - following oral directions that use first, then, next.
ELL.1-2.L.1.ADV.PE-2 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.C.B-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.
ELL.1-2.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or) to complete a given sentence.
ELL.1-2.L.1.C.HI-1 - (x0)	(x0) - using coordinating conjunctions.
ELL.1-2.L.1.C.LI-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.
ELL.1-2.L.1.C.PE-1 - (x0)	(x0) - repeating coordinating conjunctions (i.e., and, or) which show relationships (milk and cookies, coffee or tea).
ELL.1-2.L.1.I.B-1 - (x0)	(x0) - using interjections that relate to a given situation.
ELL.1-2.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.1-2.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.1-2.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.I.PE-1 - (x0)	(x0) - repeating interjections.
ELL.1-2.L.1.N.B-1 - (x0)	(x0) - selecting articles (a, an, the) for singular and plural nouns with instructional support.
ELL.1-2.L.1.N.B-2 - (x0)	(x0) - orally listing common nouns (singular and plural) and singular proper nouns.
ELL.1-2.L.1.N.B-3 - (x0)	(x0) - listing irregular nouns.
ELL.1-2.L.1.N.B-4 - (x0)	(x0) - defining possessive nouns; repeating phrases with singular possessive nouns.
ELL.1-2.L.1.N.B-5 - (x0)	(x0) - defining possessive nouns; repeating phrases with plural possessive nouns.
ELL.1-2.L.1.N.E-1 - (x0)	(x0) - selecting articles (a, an, the) for singular nouns with instructional support.
ELL.1-2.L.1.N.E-2 - (x0)	(x0) - naming singular common nouns.
ELL.1-2.L.1.N.E-3 - (x0)	(x0) - repeating irregular nouns.
ELL.1-2.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.HI-1 - (x0)	(x0) - selecting articles (a, an, the) for singular and plural nouns.
ELL.1-2.L.1.N.HI-2 - (x0)	(x0) - explaining differences between common and proper nouns in context (singular and plural).
ELL.1-2.L.1.N.HI-3 - (x0)	(x0) - converting a given singular noun into plural noun, including irregular.
ELL.1-2.L.1.N.HI-4 - (x0)	(x0) - using singular possessive nouns.
ELL.1-2.L.1.N.HI-5 - (x0)	(x0) - using plural possessive nouns.
ELL.1-2.L.1.N.LI-1 - (x0)	(x0) - selecting articles (a, an, the) for singular and plural nouns.
ELL.1-2.L.1.N.LI-2 - (x0)	(x0) - sorting common nouns (singular and plural) and singular proper nouns.
ELL.1-2.L.1.N.LI-3 - (x0)	(x0) - converting a given singular noun into plural noun, including irregular.
ELL.1-2.L.1.N.LI-4 - (x0)	(x0) - producing a response using a singular possessive noun. (i.e., It is Mary's book.).
ELL.1-2.L.1.N.LI-5 - (x0)	(x0) - producing a response using a plural possessive noun. (i.e., That is the Jones' house.)
ELL.1-2.L.1.N.PE-1 - (x0)	(x0) - reciting articles with singular nouns.
ELL.1-2.L.1.N.PE-2 - (x0)	(x0) - repeating singular common nouns.
ELL.1-2.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.B-1 - (x0)	(x0) - using noun phrases to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-2 - (x0)	(x0) - using a joined noun phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-3 - (x0)	(x0) - repeating a phrase with a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).
ELL.1-2.L.1.PH/CL.B-4 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-5 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-7 - (x0)	(x0) - repeating infinitive verb phrases with visual support. (to buy a bicycle)
ELL.1-2.L.1.PH/CL.B-8 - (x0)	(x0) - using adverbial phrases (including when, frequency, where) to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (i.e., "did go," "may go," "will have gone") to complete sentence frames.
ELL.1-2.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table) from a visual prompt.
ELL.1-2.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt.
ELL.1-2.L.1.PH/CL.E-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to a complete sentence frame with instructional support.
ELL.1-2.L.1.PH/CL.E-5 - (x0)	(x0) - using a joined verb phrase to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases to complete sentence frames with instructional support. (after opening the door...).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: did go) to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.HI-8 - (x0)	(x0) - using adverbial phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective (this, that, these, those) and a noun in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.LI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.1-2.L.1.PH/CL.LI-8 - (x0)	(x0) - using adverbial phrases in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun) with visual support.
ELL.1-2.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.1-2.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases with visual support. (verb + adverb, adverb + verb) (ran quickly, quickly ran)
ELL.1-2.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases with visual support. (verb + coordinating conjunction + verb, i.e., walks and talks).
ELL.1-2.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases with visual support. (e.g., on the table).
ELL.1-2.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.
ELL.1-2.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.1-2.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence.
ELL.1-2.L.1.PREP.B-4 - (x0)	(x0) - selecting a preposition of action and movement to complete a sentence with instructional support.
ELL.1-2.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence (before/after, off/on, with/without) with instructional support.
ELL.1-2.L.1.PREP.B-6 - (x0)	(x0) - defining a preposition.
ELL.1-2.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt.
ELL.1-2.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt.
ELL.1-2.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.1-2.L.1.PREP.E-4 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (to, from, off, out of).
ELL.1-2.L.1.PREP.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.1-2.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.1-2.L.1.PREP.HI-4 - (x0)	(x0) - using prepositions of action and movement.
ELL.1-2.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of opposition.
ELL.1-2.L.1.PREP.HI-6 - (x0)	(x0) - differentiating among prepositions of location , direction and time.
ELL.1-2.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.1-2.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.
ELL.1-2.L.1.PREP.LI-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justifying selection.
ELL.1-2.L.1.PREP.LI-4 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence.
ELL.1-2.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.1-2.L.1.PREP.LI-6 - (x0)	(x0) - differentiating among prepositions of location , direction and time with instructional support.
ELL.1-2.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (on, in, near, behind).
ELL.1-2.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically showing prepositions of direction (up, down, over).
ELL.1-2.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time from a given prompt (during, past, since).
ELL.1-2.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.B-1 - (x0)	(x0) - defining a pronoun and using personal singular subjective pronouns (I, you, he, she, it) with instructional support.
ELL.1-2.L.1.PRO.B-2 - (x0)	(x0) - using singular personal objective pronouns (me, you, him, her, it) with instructional support.
ELL.1-2.L.1.PRO.B-3 - (x0)	(x0) - using singular personal possessive pronouns (mine, yours, his, hers, its) with instructional support.
ELL.1-2.L.1.PRO.B-4 - (x0)	(x0) - categorizing subjective, objective and possessive pronouns.
ELL.1-2.L.1.PRO.B-5 - (x0)	(x0) - using interrogative pronouns (i.e., who, what) with instructional support.
ELL.1-2.L.1.PRO.B-6 - (x0)	(x0) - repeating demonstrative pronouns (i.e., this, that).
ELL.1-2.L.1.PRO.E-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you) with instructional support.
ELL.1-2.L.1.PRO.E-2 - (x0)	(x0) - using singular personal objective pronouns (me, you) with instructional support.
ELL.1-2.L.1.PRO.E-3 - (x0)	(x0) - using singular personal possessive pronouns (mine, yours) with instructional support.
ELL.1-2.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.HI-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronouns (we, they).
ELL.1-2.L.1.PRO.HI-2 - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us, them).
ELL.1-2.L.1.PRO.HI-3 - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours, theirs).
ELL.1-2.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between subjective, objective, possessive pronouns, and their placement in sentences.
ELL.1-2.L.1.PRO.HI-5 - (x0)	(x0) - using interrogative pronouns (i.e., who, what, which).
ELL.1-2.L.1.PRO.HI-6 - (x0)	(x0) - using demonstrative pronouns (i.e., this, that).
ELL.1-2.L.1.PRO.LI-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we) in oral communication.
ELL.1-2.L.1.PRO.LI-2 - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us) in oral communication.
ELL.1-2.L.1.PRO.LI-3 - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours) in oral communication.
ELL.1-2.L.1.PRO.LI-4 - (x0)	(x0) - selecting the appropriate subjective, objective, and possessive pronouns to complete a given sentence.
ELL.1-2.L.1.PRO.LI-5 - (x0)	(x0) - listing and using interrogative pronouns (i.e., who, what, which) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.PRO.LI-6 - (x0)	(x0) - listing and using demonstrative pronouns (i.e., this, that) with instructional support.
ELL.1-2.L.1.PRO.PE-1 - (x0)	(x0) - repeating personal singular subjective pronoun (I).
ELL.1-2.L.1.PRO.PE-2 - (x0)	(x0) - repeating singular personal objective pronouns (me), in context.
ELL.1-2.L.1.PRO.PE-3 - (x0)	(x0) - repeating singular personal possessive pronouns (mine) in context.
ELL.1-2.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.B-1 - (x0)	(x0) - forming questions, using inflection when produced orally, using sentence frames.
ELL.1-2.L.1.Q.B-10 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.1-2.L.1.Q.B-11 - (x0)	(x0) - completing interrogative sentence frames beginning with "Why."
ELL.1-2.L.1.Q.B-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "How."
ELL.1-2.L.1.Q.B-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.1-2.L.1.Q.B-2 - (x0)	(x0) - forming a Yes/No question in the simple present tense with a given form of "to do" + subject + verb.
ELL.1-2.L.1.Q.B-3 - (x0)	(x0) - forming a Yes/No question with a given form of "to be" + subject + complement.
ELL.1-2.L.1.Q.B-4 - (x0)	(x0) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing).
ELL.1-2.L.1.Q.B-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames "to do" + subject + verb.
ELL.1-2.L.1.Q.B-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames "Will" + subject + verb.
ELL.1-2.L.1.Q.B-7 - (x0)	(x0) - completing interrogative sentence frames beginning with "What."
ELL.1-2.L.1.Q.B-8 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.1-2.L.1.Q.B-9 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.1-2.L.1.Q.E-1 - (x0)	(x0) - completing simple question sentence frames using picture prompts.
ELL.1-2.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.1-2.L.1.Q.E-3 - (x0)	(x0) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.1-2.L.1.Q.E-4 - (x0)	(x0) - repeating Yes/No questions in the present progressive tense ("to be" + subject + verb + -ing).
ELL.1-2.L.1.Q.E-5 - (x0)	(x0) - repeating Yes/No questions in the simple past tense of "to do."
ELL.1-2.L.1.Q.E-6 - (x0)	(x0) - repeating Yes/No questions in the simple future tense. ("Will" + subject + verb?).
ELL.1-2.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.HI-1 - (x0)	(x0) - producing questions, using inflection when produced orally.
ELL.1-2.L.1.Q.HI-10 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.1-2.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.1-2.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.1-2.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.1-2.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.1-2.L.1.Q.HI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.1-2.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.1-2.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense.
ELL.1-2.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.Q.HI-7 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.1-2.L.1.Q.HI-8 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.1-2.L.1.Q.HI-9 - (x0)	(x0) - producing interrogative sentences beginning with "Who."
ELL.1-2.L.1.Q.LI-1 - (x0)	(x0) - producing questions, using inflection when produced orally.
ELL.1-2.L.1.Q.LI-10 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.1-2.L.1.Q.LI-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."
ELL.1-2.L.1.Q.LI-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.1-2.L.1.Q.LI-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.1-2.L.1.Q.LI-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.1-2.L.1.Q.LI-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.
ELL.1-2.L.1.Q.LI-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verbs + -ing.
ELL.1-2.L.1.Q.LI-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.1-2.L.1.Q.LI-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.1-2.L.1.Q.LI-7 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.1-2.L.1.Q.LI-8 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.1-2.L.1.Q.LI-9 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.1-2.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection.
ELL.1-2.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?).
ELL.1-2.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses ("to be" + subject + complement?).
ELL.1-2.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture.
ELL.1-2.L.1.SC.B-10 - (x0)	(x0) - forming a sentence using a given subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.1-2.L.1.SC.B-11 - (x0)	(x0) - forming a sentence using "There" + a given form of "to be," subject, and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.B-12 - (x0)	(x0) - forming a sentence using a given subject, verb, and direct object (noun) with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.B-13 - (x0)	(x0) - forming a sentence using a given subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.B-14 - (x0)	(x0) - forming a sentence with a given subject, verb, and adverb to modify the verb.
ELL.1-2.L.1.SC.B-15 - (x0)	(x0) - forming an imperative sentence with a given verb. (e.g., Close the door. Open the door.)
ELL.1-2.L.1.SC.B-2 - (x0)	(x0) - producing a sentence using a given subject and a verb, with subject-verb agreement. (S-V)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.SC.B-3 - (x0)	(x0) - completing a given sentence in the negative S-V construction by providing a subject, auxiliary verb, "not", and main verb.
ELL.1-2.L.1.SC.B-4 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronoun (as the subject), forms of "to be", and noun, with subject-verb agreement.
ELL.1-2.L.1.SC.B-5 - (x0)	(x0) - forming a sentence with S-V-C construction with a given noun (as the subject), form of "to be," and noun as the complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-6 - (x0)	(x0) - forming a sentence with S-V-C construction with a given plural noun (as the subject), "to be", and a plural noun as the complement with subject-verb agreement.
ELL.1-2.L.1.SC.B-7 - (x0)	(x0) - forming a sentence with S-V-C construction with a given subject, form of "to be" and adjective as a complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-8 - (x0)	(x0) - forming a sentence in the negative S-V-C construction with a given subject, form of "to be", and an adjective as complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-9 - (x0)	(x0) - forming a sentence using a given subject, "to be", and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture with instructional support.
ELL.1-2.L.1.SC.E-10 - (x0)	(x0) - completing a sentence frame by using a subject + verb + prepositional phrase. (S-V-P)
ELL.1-2.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.1-2.L.1.SC.E-12 - (x0)	(x0) - completing sentence frames using subject + verb + direct object (noun) construction. (S-V-O)
ELL.1-2.L.1.SC.E-13 - (x0)	(x0) - completing sentence frames using subject + verb + object pronoun construction. (S-V-O)
ELL.1-2.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.1-2.L.1.SC.E-15 - (x0)	(x0) - completing an imperative sentence frame. (e.g., Walk. Stop. Line up.)
ELL.1-2.L.1.SC.E-2 - (x0)	(x0) - completing a given sentence by providing a subject or verb. (S-V)
ELL.1-2.L.1.SC.E-3 - (x0)	(x0) - repeating a sentence in the negative S-V construction. (subject + auxiliary verb + "not" + main verb)
ELL.1-2.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.1-2.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.1-2.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.1-2.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.1-2.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a subject + "to be" + "not" + adjective as a complement to form sentences in the negative S-V-C construction.
ELL.1-2.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a subject + "to be" + prepositional phrase.
ELL.1-2.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence.
ELL.1-2.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.1-2.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.1-2.L.1.SC.HI-15 - (x0)	(x0) - producing imperative sentences.
ELL.1-2.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using a subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.HI-3 - (x0)	(x0) - producing sentences with negative S-V construction, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement.
ELL.1-2.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.LI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence with instructional support.
ELL.1-2.L.1.SC.LI-10 - (x0)	(x0) - producing sentences using given subjects, verbs, and prepositional phrases, with instructional support. (S-V-P)
ELL.1-2.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There", given forms of "to be," subjects, and prepositional phrases, with instructional support.
ELL.1-2.L.1.SC.LI-12 - (x0)	(x0) - producing sentences using given subjects, verbs, and direct object (noun), with instructional support. (S-V-O)
ELL.1-2.L.1.SC.LI-13 - (x0)	(x0) - producing sentences using given subjects, verbs, and object pronouns, with instructional support. (S-V-O)
ELL.1-2.L.1.SC.LI-14 - (x0)	(x0) - producing sentences with given subjects, verbs, and adverbs to modify verbs, with instructional support.
ELL.1-2.L.1.SC.LI-15 - (x0)	(x0) - producing imperative sentences with given verbs, with instructional support. (e.g., Put the markers in the box.)
ELL.1-2.L.1.SC.LI-2 - (x0)	(x0) - producing sentences using a subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction, with instructional support.
ELL.1-2.L.1.SC.LI-4 - (x0)	(x0) - producing sentences with S-V-C construction given pronouns (as the subject), forms of "to be", and nouns.
ELL.1-2.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with S-V-C construction, given nouns (as the subject), forms of "to be," and nouns as the complement with subject-verb agreement.
ELL.1-2.L.1.SC.LI-6 - (x0)	(x0) - producing sentences with S-V-C construction, given plural nouns (as the subject), forms of "to be," and plural nouns as the complement, with instructional support.
ELL.1-2.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with S-V-C construction with an adjective as the complement, with instructional support.
ELL.1-2.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative (S-V-C) construction, with given subjects, forms of "to be," and adjectives as a complement, with instructional support.
ELL.1-2.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using given subjects, forms of "to be," and prepositional phrases, with instructional support.
ELL.1-2.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject with instructional support.
ELL.1-2.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence containing a subject + verb+ prepositional phrase. (S-V-P)
ELL.1-2.L.1.SC.PE-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-15 - (x0)	(x0) - repeating imperative sentences. (e.g., Walk. Stop.)
ELL.1-2.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb. (S-V)
ELL.1-2.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + forms of "to be" + noun. (S-V-C)
ELL.1-2.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using noun + "to be" + noun. (S-V-C)
ELL.1-2.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + a plural noun. (S-V-C)
ELL.1-2.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using subject + "to be" + adjective. (S-V-C)
ELL.1-2.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using subject + "to be" + prepositional phrase.
ELL.1-2.L.1.V.B-1 - (x0)	(x0) - identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.
ELL.1-2.L.1.V.B-10 - (x0)	(x0) - choosing simple future tense verb (will, going to) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.1-2.L.1.V.B-11 - (x0)	(x0) - choosing linking verbs of sensation to complete a declarative, negative, and interrogative sentence (subject-verb agreement).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.V.B-12 - (x0)	(x0) - choosing linking verbs of being to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-13 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.1-2.L.1.V.B-14 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do).
ELL.1-2.L.1.V.B-15 - (x0)	(x0) - choosing modal auxiliary verbs (will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.1-2.L.1.V.B-3 - (x0)	(x0) - using imperative verbs with instructional support.
ELL.1-2.L.1.V.B-4 - (x0)	(x0) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-5 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-6 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-7 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-8 - (x0)	(x0) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-9 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.1-2.L.1.V.E-10 - (x0)	(x0) - selecting simple future tense (will) with instructional support.
ELL.1-2.L.1.V.E-11 - (x0)	(x0) - selecting linking verbs of sensation with instructional support.
ELL.1-2.L.1.V.E-12 - (x0)	(x0) - selecting linking verbs of being with instructional support.
ELL.1-2.L.1.V.E-13 - (x0)	(x0) - selecting past progressive tense verbs with instructional support.
ELL.1-2.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.E-15 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.E-2 - (x0)	(x0) - defining the concept of time.
ELL.1-2.L.1.V.E-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk, Stop, Line up, etc.).
ELL.1-2.L.1.V.E-4 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go, with instructional support.
ELL.1-2.L.1.V.E-5 - (x0)	(x0) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.1-2.L.1.V.E-6 - (x0)	(x0) - identifying the present participle; selecting present progressive tense regular verbs with instructional support.
ELL.1-2.L.1.V.E-7 - (x0)	(x0) - selecting simple past tense regular verbs with instructional support.
ELL.1-2.L.1.V.E-8 - (x0)	(x0) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.1-2.L.1.V.E-9 - (x0)	(x0) - selecting irregular simple past tense verbs with instructional support.
ELL.1-2.L.1.V.HI-1 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.HI-10 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) with subject-verb agreement.
ELL.1-2.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement.
ELL.1-2.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement.
ELL.1-2.L.1.V.HI-13 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.1-2.L.1.V.HI-14 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.1-2.L.1.V.HI-15 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement.
ELL.1-2.L.1.V.HI-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs.
ELL.1-2.L.1.V.HI-4 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.1-2.L.1.V.HI-5 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-8 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.1-2.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.LI-1 - (x0)	(x0) - identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.
ELL.1-2.L.1.V.LI-10 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will, going to) (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using linking verbs of sensation (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using linking verbs of being (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-13 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-14 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.1-2.L.1.V.LI-15 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using modal auxiliary verbs (will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses by responding to a prompt.
ELL.1-2.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs.
ELL.1-2.L.1.V.LI-4 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.1-2.L.1.V.LI-5 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-8 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as a verb with instructional support.
ELL.1-2.L.1.V.PE-10 - (x0)	(x0) - repeating simple future tense (will, going to) with instructional support.
ELL.1-2.L.1.V.PE-11 - (x0)	(x0) - repeating linking verbs of sensation (smell, sound, taste, feel) with instructional support.
ELL.1-2.L.1.V.PE-12 - (x0)	(x0) - repeating linking verbs of being (act, seem, appear, look, become) with instructional support.
ELL.1-2.L.1.V.PE-13 - (x0)	(x0) - repeating past progressive tense verbs with instructional support.
ELL.1-2.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.PE-15 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.PE-2 - (x0)	(x0) - defining the concept of time (past, present and future) with instructional support.
ELL.1-2.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop, etc.).
ELL.1-2.L.1.V.PE-4 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.1-2.L.1.V.PE-5 - (x0)	(x0) - repeating simple present tense regular verbs with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.1.V.PE-6 - (x0)	(x0) - repeating present progressive tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-7 - (x0)	(x0) - repeating simple past tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-8 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.1-2.L.1.V.PE-9 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.1-2.L.2.B-1 - (x0)	(x0) - naming and grouping common objects and pictures with self-selected categories and providing rationale.
ELL.1-2.L.2.B-10 - (x0)	(x0) - recognizing the words represented by common abbreviations.
ELL.1-2.L.2.B-11 - (x0)	(x0) - recognizing common synonyms and antonyms.
ELL.1-2.L.2.B-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.B-13 - (x0)	(x0) - locating a given word in a resource with instructional support.
ELL.1-2.L.2.B-2 - (x0)	(x0) - recognizing sight words.
ELL.1-2.L.2.B-3 - (x0)	(x0) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.1-2.L.2.B-4 - (x0)	(x0) - selecting grade specific academic vocabulary and symbols within a given context.
ELL.1-2.L.2.B-5 - (x0)	(x0) - determining the meaning of grade-level content area words with instructional support.
ELL.1-2.L.2.B-6 - (x0)	(x0) - recognizing, with visual cues, that two words can make a compound word.
ELL.1-2.L.2.B-7 - (x0)	(x0) - reading common contractions.
ELL.1-2.L.2.B-8 - (x0)	(x0) - identifying the meaning of common prefixes.
ELL.1-2.L.2.B-9 - (x0)	(x0) - recognizing how base words are changed by the addition of suffixes .
ELL.1-2.L.2.E-1 - (x0)	(x0) - naming and grouping common objects and pictures into given categories with instructional support.
ELL.1-2.L.2.E-10 - (x0)	(x0) - repeating common abbreviations from text.
ELL.1-2.L.2.E-11 - (x0)	(x0) - repeating common synonyms and antonyms.
ELL.1-2.L.2.E-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-13 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.1-2.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.1-2.L.2.E-4 - (x0)	(x0) - recognizing grade specific academic vocabulary and symbols.
ELL.1-2.L.2.E-5 - (x0)	(x0) - recognizing content area words with visual support.
ELL.1-2.L.2.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-7 - (x0)	(x0) - identifying words that comprise common contractions with instructional support.
ELL.1-2.L.2.E-8 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-9 - (x0)	(x0) - N/A
ELL.1-2.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale.
ELL.1-2.L.2.HI-10 - (x0)	(x0) - associating common abbreviations with words.
ELL.1-2.L.2.HI-11 - (x0)	(x0) - clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary.
ELL.1-2.L.2.HI-12 - (x0)	(x0) - applying knowledge of homophones within text.
ELL.1-2.L.2.HI-13 - (x0)	(x0) - determining the meaning of a word by using resources.
ELL.1-2.L.2.HI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.1-2.L.2.HI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.1-2.L.2.HI-4 - (x0)	(x0) - using grade specific academic vocabulary and symbols within context.
ELL.1-2.L.2.HI-5 - (x0)	(x0) - applying knowledge of grade-level vocabulary (including content area words) in text.
ELL.1-2.L.2.HI-6 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words.
ELL.1-2.L.2.HI-7 - (x0)	(x0) - reading contractions.
ELL.1-2.L.2.HI-8 - (x0)	(x0) - constructing meaning by applying knowledge of prefixes.
ELL.1-2.L.2.HI-9 - (x0)	(x0) - constructing meaning by applying knowledge of suffixes .

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.L.2.LI-1 - (x0)	(x0) - classifying common words into basic conceptual categories (colors, shapes, foods) and providing rationale.
ELL.1-2.L.2.LI-10 - (x0)	(x0) - stating the words represented by common abbreviations.
ELL.1-2.L.2.LI-11 - (x0)	(x0) - completing synonym and antonym word pairs.
ELL.1-2.L.2.LI-12 - (x0)	(x0) - identifying homophones and their meaning (their-there-they're).
ELL.1-2.L.2.LI-13 - (x0)	(x0) - determining the meaning of a word by using resources with instructional support.
ELL.1-2.L.2.LI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.1-2.L.2.LI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.1-2.L.2.LI-4 - (x1)	(x1) - using grade specific academic vocabulary and symbols with instructional support.
ELL.1-2.L.2.LI-5 - (x0)	(x0) - determining the meaning of grade-level content area words.
ELL.1-2.L.2.LI-6 - (x0)	(x0) - recognizing that two words can make a compound word.
ELL.1-2.L.2.LI-7 - (x0)	(x0) - identifying words that comprise complex contractions with instructional support.
ELL.1-2.L.2.LI-8 - (x0)	(x0) - differentiating the meaning of words by applying knowledge of prefixes .
ELL.1-2.L.2.LI-9 - (x0)	(x0) - differentiating the meaning of words by applying knowledge of suffixes .
ELL.1-2.L.2.PE-1 - (x0)	(x0) - repeating and grouping the names of common objects or pictures into basic given categories with instructional support.
ELL.1-2.L.2.PE-10 - (x0)	(x0) - repeating common abbreviations from text.
ELL.1-2.L.2.PE-11 - (x0)	(x0) - repeating common synonyms and antonyms.
ELL.1-2.L.2.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.1-2.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.1-2.L.2.PE-4 - (x5)	(x5) - repeating grade specific academic vocabulary, including key words, symbols, and operations, with visual support.
ELL.1-2.L.2.PE-5 - (x0)	(x0) - repeating content area words with visual support.
ELL.1-2.L.2.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-7 - (x0)	(x0) - repeating common contractions from text.
ELL.1-2.L.2.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-9 - (x0)	(x0) - N/A
ELL.1-2.LI-1: - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we).
ELL.1-2.LI-2: - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us).
ELL.1-2.LI-3: - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours).
ELL.1-2.LI-3: - (x0)	(x0) - N/A
ELL.1-2.LS.1.B-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).
ELL.1-2.LS.1.B-2 - (x1)	(x1) - responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.
ELL.1-2.LS.1.B-3 - (x0)	(x0) - sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.
ELL.1-2.LS.1.B-4 - (x0)	(x0) - retelling the main idea and key points/details of a presentation using sentence frames.
ELL.1-2.LS.1.B-5 - (x1)	(x1) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.1-2.LS.1.B-6 - (x1)	(x1) - following multiple-step directions for classroom and other activities.
ELL.1-2.LS.1.B-7 - (x0)	(x0) - responding to academic questions using key words and phrases.
ELL.1-2.LS.1.E-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.1-2.LS.1.E-2 - (x2)	(x2) - responding to main ideas from read-alouds (fiction and nonfiction) using key words and phrases with instructional support.
ELL.1-2.LS.1.E-3 - (x0)	(x0) - sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.LS.1.E-4 - (x1)	(x1) - identifying the main idea of a presentation.
ELL.1-2.LS.1.E-5 - (x2)	(x2) - responding to comments and questions in social conversations.
ELL.1-2.LS.1.E-6 - (x2)	(x2) - following two- to three-step directions for classroom activities that are accompanied by visual cues.
ELL.1-2.LS.1.E-7 - (x0)	(x0) - responding to academic discussions using key words and phrases with instructional support.
ELL.1-2.LS.1.HI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.1-2.LS.1.HI-2 - (x3)	(x3) - summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.1-2.LS.1.HI-3 - (x0)	(x0) - sequencing a series of events from read-alouds, presentations, and conversations using transition words/ phrases in complete sentences.
ELL.1-2.LS.1.HI-4 - (x0)	(x0) - summarizing the main idea and key points/details of a presentation using complete sentences.
ELL.1-2.LS.1.HI-5 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.1-2.LS.1.HI-6 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.1-2.LS.1.HI-7 - (x0)	(x0) - responding to academic discussions by sharing one's view on facts , ideas, and/or events using academic vocabulary.
ELL.1-2.LS.1.LI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support (minimal phrases, minimal sentences).
ELL.1-2.LS.1.LI-2 - (x0)	(x0) - summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences with instructional support.
ELL.1-2.LS.1.LI-3 - (x0)	(x0) - sequencing a series of events from read-alouds, presentations, and conversations using sentence frames.
ELL.1-2.LS.1.LI-4 - (x0)	(x0) - paraphrasing the main idea and key points/details of a presentation using complete sentences.
ELL.1-2.LS.1.LI-5 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.1-2.LS.1.LI-6 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.1-2.LS.1.LI-7 - (x4)	(x4) - responding to academic discussions by sharing one's view on facts , ideas, and/or events using academic vocabulary.
ELL.1-2.LS.1.PE-1 - (x0)	(x0) - identifying phonemes in the initial and/or final positions of words.
ELL.1-2.LS.1.PE-2 - (x5)	(x5) - repeating main ideas from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.1-2.LS.1.PE-3 - (x0)	(x0) - sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.
ELL.1-2.LS.1.PE-4 - (x0)	(x0) - repeating the main idea of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.).
ELL.1-2.LS.1.PE-5 - (x0)	(x0) - responding to social conversation using memorized responses. (e.g., introductions, requests, courtesies, etc.).
ELL.1-2.LS.1.PE-6 - (x1)	(x1) - following one- or two-step directions for classroom activities that are accompanied by visual cues and gestures.
ELL.1-2.LS.1.PE-7 - (x0)	(x0) - repeating key words in academic discussion.
ELL.1-2.LS.2.B-1 - (x0)	(x0) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.B-2 - (x0)	(x0) - chorally reciting familiar rhymes, songs, chants, and text with accurate pronunciation and prosody (rhythm, pacing, and intonation).
ELL.1-2.LS.2.B-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.B-4 - (x0)	(x0) - participating in conversations and differentiating between formal and informal greetings , courtesies and farewells using complete sentences.
ELL.1-2.LS.2.B-5 - (x1)	(x1) - asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).
ELL.1-2.LS.2.B-6 - (x0)	(x0) - asking and responding to social questions using complete sentences with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.LS.2.B-7 - (x0)	(x0) - stating single-step directions or commands that the listener can follow.
ELL.1-2.LS.2.E-1 - (x0)	(x0) - articulating the 44 phonemes accurately with instructional support.
ELL.1-2.LS.2.E-2 - (x0)	(x0) - repeating familiar rhymes, songs, chants, and text.
ELL.1-2.LS.2.E-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences with instructional support.
ELL.1-2.LS.2.E-4 - (x0)	(x0) - expressing and responding to greetings, courtesies, and farewells with short phrases and complete sentences, with instructional support.
ELL.1-2.LS.2.E-5 - (x0)	(x0) - asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when)
ELL.1-2.LS.2.E-6 - (x0)	(x0) - asking and responding to social questions using complete sentences with instructional support.
ELL.1-2.LS.2.E-7 - (x0)	(x0) - stating two- to three-word directions or commands that the listener can follow, with instructional support.
ELL.1-2.LS.2.HI-1 - (x0)	(x0) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.HI-2 - (x0)	(x0) - independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.
ELL.1-2.LS.2.HI-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.HI-4 - (x0)	(x0) - initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., greetings, courtesies, farewells, apologies, and invitations, etc.).
ELL.1-2.LS.2.HI-5 - (x1)	(x1) - asking and responding to academic questions using complete sentences. (e.g., expressing probabilities, and hypothetical questions, etc.).
ELL.1-2.LS.2.HI-6 - (x0)	(x0) - asking and responding to social questions using complete sentences.
ELL.1-2.LS.2.HI-7 - (x0)	(x0) - stating multi-step directions or commands that the listener can follow.
ELL.1-2.LS.2.LI-1 - (x0)	(x0) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.LI-2 - (x0)	(x0) - independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, and voice projection.
ELL.1-2.LS.2.LI-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.LI-4 - (x0)	(x0) - initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., formal and informal greetings, courtesies, and farewells, etc.).
ELL.1-2.LS.2.LI-5 - (x0)	(x0) - asking and responding to academic questions using complete sentences. (i.e., who, what, where, when, why, how, which, whose) (e.g., making comparisons, describing events, agreeing/ disagreeing with others, etc.).
ELL.1-2.LS.2.LI-6 - (x0)	(x0) - asking and responding to social questions using complete sentences.
ELL.1-2.LS.2.LI-7 - (x0)	(x0) - stating multi-step directions or commands that the listener can follow.
ELL.1-2.LS.2.PE-1 - (x0)	(x0) - articulating the 44 phonemes accurately with instructional support.
ELL.1-2.LS.2.PE-2 - (x0)	(x0) - repeating words and phrases from familiar rhymes, songs, chants and text.
ELL.1-2.LS.2.PE-3 - (x0)	(x0) - repeating personal/survival needs and emotions, using key words.
ELL.1-2.LS.2.PE-4 - (x0)	(x0) - expressing and responding to greetings and farewells with key words with instructional support.
ELL.1-2.LS.2.PE-5 - (x0)	(x0) - repeating academic questions and responses. (i.e., who, what, where, when).
ELL.1-2.LS.2.PE-6 - (x0)	(x0) - responding to social questions with instructional support.
ELL.1-2.LS.2.PE-7 - (x0)	(x0) - repeating oral commands while performing the corresponding action.
ELL.1-2.R.1.B-1 - (x0)	(x0) - tracking written words read aloud with one-to-one correlation.
ELL.1-2.R.1.B-2 - (x0)	(x0) - distinguishing between printed letters, words, sentences, and paragraphs.
ELL.1-2.R.1.B-3 - (x0)	(x0) - identifying features of a sentence (initial capitalization and ending punctuation).
ELL.1-2.R.1.B-4 - (x0)	(x0) - locating and identifying the title, author, illustrator, title page, and table of contents of a book.
ELL.1-2.R.1.B-5 - (x0)	(x0) - alphabetizing a series of words to the first letter with instructional support.
ELL.1-2.R.1.E-1 - (x1)	(x1) - tracking text left to right and top to bottom, with return sweep.
ELL.1-2.R.1.E-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case), words, and sentences.
ELL.1-2.R.1.E-3 - (x0)	(x0) - locating features of a sentence (initial capitalization and periods).
ELL.1-2.R.1.E-4 - (x0)	(x0) - locating and identifying the title, author, and illustrator of a book.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.R.1.E-5 - (x0)	(x0) - organizing the letters of the alphabet in order with a visual model.
ELL.1-2.R.1.HI-1 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-2 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-3 - (x0)	(x0) - identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
ELL.1-2.R.1.HI-4 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-5 - (x0)	(x0) - alphabetizing a series of words to the second letter with instructional support.
ELL.1-2.R.1.LI-1 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-2 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-3 - (x0)	(x0) - identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
ELL.1-2.R.1.LI-4 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-5 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.1-2.R.1.PE-1 - (x1)	(x1) - tracking text left to right and top to bottom, with return sweep.
ELL.1-2.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.1-2.R.1.PE-3 - (x0)	(x0) - recognizing common print conventions with support (initial capitalization and periods).
ELL.1-2.R.1.PE-4 - (x0)	(x0) - locating the front and back cover of a book.
ELL.1-2.R.1.PE-5 - (x0)	(x0) - repeating the letters of the alphabet in order with a visual model.
ELL.1-2.R.2.B-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.B-10 - (x0)	(x0) - recognizing that a new word is created when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.B-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.B-12 - (x0)	(x0) - repeating base words that have been modified by inflectional endings.
ELL.1-2.R.2.B-13 - (x17)	(x17) - reading high frequency words and irregular sight words with instructional support.
ELL.1-2.R.2.B-14 - (x0)	(x0) - repeating common contractions.
ELL.1-2.R.2.B-15 - (x0)	(x0) - using context to confirm decoding in a sentence.
ELL.1-2.R.2.B-2 - (x0)	(x0) - sorting groups of pictures that begin with initial sounds.
ELL.1-2.R.2.B-3 - (x0)	(x0) - distinguishing between long and short vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.B-4 - (x0)	(x0) - segmenting one-syllable words with more than three sounds into phonemes.
ELL.1-2.R.2.B-5 - (x0)	(x0) - blending spoken phonemes with more than three sounds into one-syllable words.
ELL.1-2.R.2.B-6 - (x0)	(x0) - identifying rhyming words in response to oral prompt. (What rhymes with hat?).
ELL.1-2.R.2.B-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.B-8 - (x0)	(x0) - matching and naming upper case and lower case letters with different fonts .
ELL.1-2.R.2.B-9 - (x11)	(x11) - reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
ELL.1-2.R.2.E-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.E-10 - (x0)	(x0) - producing new words when an initial grapheme is changed (word families) with instructional support.
ELL.1-2.R.2.E-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-12 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-13 - (x33)	(x33) - reading high frequency words with instructional support.
ELL.1-2.R.2.E-14 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-15 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-2 - (x0)	(x0) - comparing two to three pictures and identifying those with the same initial sound.
ELL.1-2.R.2.E-3 - (x0)	(x0) - identifying short and long vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.E-4 - (x0)	(x0) - orally segmenting one-syllable words into its phonemes.
ELL.1-2.R.2.E-5 - (x0)	(x0) - blending spoken phonemes to form a single-syllable word.
ELL.1-2.R.2.E-6 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.R.2.E-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-8 - (x0)	(x0) - matching and naming upper case letters to lower case letters.
ELL.1-2.R.2.E-9 - (x0)	(x0) - producing letter sounds represented by the single-letter consonants and vowel graphemes.
ELL.1-2.R.2.HI-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.HI-10 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.HI-11 - (x6)	(x6) - reading multi-syllabic words, using syllabication rules.
ELL.1-2.R.2.HI-12 - (x0)	(x0) - identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech).
ELL.1-2.R.2.HI-13 - (x9)	(x9) - reading high frequency words and irregular sight words fluently.
ELL.1-2.R.2.HI-14 - (x0)	(x0) - reading contractions fluently.
ELL.1-2.R.2.HI-15 - (x0)	(x0) - using knowledge of word order (syntax) and context to confirm decoding of text.
ELL.1-2.R.2.HI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration).
ELL.1-2.R.2.HI-3 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-4 - (x0)	(x0) - segmenting multi-syllable words into syllables.
ELL.1-2.R.2.HI-5 - (x0)	(x0) - blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.
ELL.1-2.R.2.HI-6 - (x0)	(x0) - forming words by blending spoken simple onsets (/c/) and rimes (/at/).
ELL.1-2.R.2.HI-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-8 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-9 - (x5)	(x5) - reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.1-2.R.2.LI-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.LI-10 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.LI-11 - (x2)	(x2) - reading two-syllable words, using syllabication rules.
ELL.1-2.R.2.LI-12 - (x0)	(x0) - identifying base words that have been modified by inflectional endings.
ELL.1-2.R.2.LI-13 - (x10)	(x10) - reading high frequency words and irregular sight words.
ELL.1-2.R.2.LI-14 - (x0)	(x0) - recognizing common contractions.
ELL.1-2.R.2.LI-15 - (x0)	(x0) - using knowledge of word order (syntax) and context to confirm decoding.
ELL.1-2.R.2.LI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.
ELL.1-2.R.2.LI-3 - (x0)	(x0) - N/A
ELL.1-2.R.2.LI-4 - (x0)	(x0) - segmenting two-syllable words into syllables.
ELL.1-2.R.2.LI-5 - (x0)	(x0) - blending two syllables to form words, using r-controlled vowel sounds, digraphs, and diphthongs.
ELL.1-2.R.2.LI-6 - (x0)	(x0) - orally producing rhyming words in response to spoken words.
ELL.1-2.R.2.LI-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.LI-8 - (x0)	(x0) - naming all upper and lower case letters of the alphabet with different fonts out of sequence.
ELL.1-2.R.2.LI-9 - (x7)	(x7) - reading regularly spelled two-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck).
ELL.1-2.R.2.PE-1 - (x0)	(x0) - identifying the initial and final sound (not letters) of a spoken word.
ELL.1-2.R.2.PE-10 - (x0)	(x0) - recognizing that a new word is created when an initial grapheme is changed. (word families)
ELL.1-2.R.2.PE-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-12 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-13 - (x2)	(x2) - repeating high frequency words.
ELL.1-2.R.2.PE-14 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.R.2.PE-15 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-2 - (x0)	(x0) - identifying pictures that begin with the same given initial sound.
ELL.1-2.R.2.PE-3 - (x0)	(x0) - identifying short vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.PE-4 - (x0)	(x0) - orally segmenting one-syllable words into its phonemes with instructional support.
ELL.1-2.R.2.PE-5 - (x0)	(x0) - blending spoken phonemes to form two-letter words with instructional support.
ELL.1-2.R.2.PE-6 - (x0)	(x0) - repeat rhyming words.
ELL.1-2.R.2.PE-7 - (x0)	(x0) - distinguishing letters from numbers and symbols.
ELL.1-2.R.2.PE-8 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet.
ELL.1-2.R.2.PE-9 - (x0)	(x0) - repeating letter sounds represented by the single-letter consonants and vowels.
ELL.1-2.R.3.B-1 - (x4)	(x4) - reading aloud (including high frequency/sight words) with fluency and instructional support.
ELL.1-2.R.3.B-2 - (x0)	(x0) - using punctuation, including periods, question marks, and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.E-1 - (x0)	(x0) - echo reading (including high frequency/sight words) with fluency.
ELL.1-2.R.3.E-2 - (x0)	(x0) - using punctuation including periods, question marks, and exclamation marks to guide echo reading.
ELL.1-2.R.3.HI-1 - (x0)	(x0) - reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
ELL.1-2.R.3.HI-2 - (x0)	(x0) - using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.LI-1 - (x3)	(x3) - reading aloud (including high frequency/sight words) with fluency.
ELL.1-2.R.3.LI-2 - (x0)	(x0) - using punctuation, including commas, periods, question marks and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.PE-1 - (x0)	(x0) - echo reading short phrases (including high frequency/sight words) with fluency.
ELL.1-2.R.3.PE-2 - (x0)	(x0) - using punctuation to guide echo reading.
ELL.1-2.R.4.B-1 - (x0)	(x0) - identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.
ELL.1-2.R.4.B-10 - (x0)	(x0) - responding to stories by answering questions about cause and effect with instructional support.
ELL.1-2.R.4.B-11 - (x0)	(x0) - identifying characters from a literary selection heard or read.
ELL.1-2.R.4.B-12 - (x0)	(x0) - identifying the setting from a literary selection.
ELL.1-2.R.4.B-13 - (x0)	(x0) - identifying the key events or ideas from a literary selection with sentence frames.
ELL.1-2.R.4.B-14 - (x0)	(x0) - identifying conflict/resolution (plot) from a literary selection with instructional support.
ELL.1-2.R.4.B-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.B-16 - (x0)	(x0) - following multiple-step written directions for classroom routines and academic activities.
ELL.1-2.R.4.B-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.B-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.B-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.B-2 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.1-2.R.4.B-20 - (x0)	(x0) - identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.1-2.R.4.B-21 - (x0)	(x0) - identifying words of rhyme, rhythm and repetition in literary selections with instructional support.
ELL.1-2.R.4.B-3 - (x0)	(x0) - answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.
ELL.1-2.R.4.B-4 - (x0)	(x0) - asking questions (who, what, when, which, where, why) to clarify text with instructional support.
ELL.1-2.R.4.B-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end, using pictures and key words.
ELL.1-2.R.4.B-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.B-7 - (x0)	(x0) - identifying the topic/main idea and key details from text heard or read, using sentence frames.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.R.4.B-8 - (x0)	(x0) - identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.
ELL.1-2.R.4.B-9 - (x0)	(x0) - identifying the purpose for reading specific books.
ELL.1-2.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is real or fantasy, with instructional support.
ELL.1-2.R.4.E-10 - (x0)	(x0) - responding to stories by answering yes-no questions about cause and effect with instructional support.
ELL.1-2.R.4.E-11 - (x0)	(x0) - identifying main characters from a literary selection heard or read.
ELL.1-2.R.4.E-12 - (x0)	(x0) - identifying the setting from a literary selection heard or read.
ELL.1-2.R.4.E-13 - (x0)	(x0) - identifying the key events or ideas, with given sentence frames, from a literary selection heard or read.
ELL.1-2.R.4.E-14 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-15 - (x0)	(x0) - responding to teacher guided prompts about information from a completed graphic organizer.
ELL.1-2.R.4.E-16 - (x0)	(x0) - following two- or three-step written directions accompanied by visual cues to complete classroom routines.
ELL.1-2.R.4.E-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-18 - (x0)	(x0) - identifying signs, symbols, labels, and captions within the environment.
ELL.1-2.R.4.E-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-2 - (x0)	(x0) - making predictions based on cover, title and illustrations.
ELL.1-2.R.4.E-20 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-21 - (x0)	(x0) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.1-2.R.4.E-3 - (x0)	(x0) - answering yes/no questions about text heard or read.
ELL.1-2.R.4.E-4 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-5 - (x0)	(x0) - sequencing a story or event using key words and pictures.
ELL.1-2.R.4.E-6 - (x0)	(x0) - making connections to text while reading (text-to-self).
ELL.1-2.R.4.E-7 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.1-2.R.4.E-8 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-9 - (x0)	(x0) - identifying the purpose for reading specific books. (e.g., to be entertained, to be informed)
ELL.1-2.R.4.HI-1 - (x0)	(x0) - identifying the differences between fiction and nonfiction .
ELL.1-2.R.4.HI-10 - (x0)	(x0) - identifying cause and effect of specific events in a literary selection .
ELL.1-2.R.4.HI-11 - (x0)	(x0) - describing characters from a literary selection.
ELL.1-2.R.4.HI-12 - (x0)	(x0) - describing the setting from a literary selection.
ELL.1-2.R.4.HI-13 - (x0)	(x0) - summarizing the key events from a literary selection.
ELL.1-2.R.4.HI-14 - (x0)	(x0) - identifying and describing the plot in a literary selection.
ELL.1-2.R.4.HI-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.HI-16 - (x0)	(x0) - following multiple-step positive and negative written directions which include prepositions.
ELL.1-2.R.4.HI-17 - (x0)	(x0) - identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.
ELL.1-2.R.4.HI-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.HI-19 - (x0)	(x0) - locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
ELL.1-2.R.4.HI-2 - (x0)	(x0) - comparing a prediction about an action or event to what actually occurred within a text.
ELL.1-2.R.4.HI-20 - (x0)	(x0) - identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.1-2.R.4.HI-21 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
ELL.1-2.R.4.HI-3 - (x0)	(x0) - locating facts and answering questions about text.
ELL.1-2.R.4.HI-4 - (x0)	(x0) - asking questions to clarify text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.R.4.HI-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end with transition words/phrases in complete sentences.
ELL.1-2.R.4.HI-6 - (x2)	(x2) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.HI-7 - (x0)	(x0) - summarizing the main idea and details from text, using complete sentences.
ELL.1-2.R.4.HI-8 - (x0)	(x0) - extracting and interpreting specific information from external text features of text.
ELL.1-2.R.4.HI-9 - (x0)	(x0) - identifying the author's purpose for writing a book .
ELL.1-2.R.4.LI-1 - (x0)	(x0) - identifying characteristics of literary selections that designate the text as fiction or nonfiction.
ELL.1-2.R.4.LI-10 - (x0)	(x0) - identifying cause and effect of specific events in a literary selection using sentence frames.
ELL.1-2.R.4.LI-11 - (x0)	(x0) - describing characters from a literary selection.
ELL.1-2.R.4.LI-12 - (x0)	(x0) - describing the setting from a literary selection.
ELL.1-2.R.4.LI-13 - (x0)	(x0) - paraphrasing the key events or ideas from a literary selection.
ELL.1-2.R.4.LI-14 - (x0)	(x0) - identifying the plot (specific events, problem and solution) in a literary selection.
ELL.1-2.R.4.LI-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.LI-16 - (x0)	(x0) - following multiple-step positive and negative written directions which include prepositions.
ELL.1-2.R.4.LI-17 - (x0)	(x0) - identifying a variety of sources (e.g., trade books, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or to gather information with instructional support.
ELL.1-2.R.4.LI-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.LI-19 - (x0)	(x0) - identifying organizational features (e.g., titles, table of contents, heading bold print) of expository text.
ELL.1-2.R.4.LI-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.1-2.R.4.LI-20 - (x0)	(x0) - identifying words (nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.1-2.R.4.LI-21 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.1-2.R.4.LI-3 - (x0)	(x0) - answering questions about text.
ELL.1-2.R.4.LI-4 - (x0)	(x0) - asking questions to clarify text.
ELL.1-2.R.4.LI-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end in complete sentences.
ELL.1-2.R.4.LI-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.LI-7 - (x0)	(x0) - paraphrasing the main idea and details from text, using complete sentences.
ELL.1-2.R.4.LI-8 - (x0)	(x0) - locating specific information from external text features of text.
ELL.1-2.R.4.LI-9 - (x0)	(x0) - identifying the purpose for reading specific books.
ELL.1-2.R.4.PE-1 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-10 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-11 - (x0)	(x0) - identifying main characters by pointing, naming or labeling from a literary selection read aloud.
ELL.1-2.R.4.PE-12 - (x0)	(x0) - identifying the setting from a selection read aloud.
ELL.1-2.R.4.PE-13 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-14 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-15 - (x0)	(x0) - participating in teacher guided discussions about information from a completed graphic organizer.
ELL.1-2.R.4.PE-16 - (x0)	(x0) - following one- or two-step written directions accompanied by visual cues to complete classroom routines.
ELL.1-2.R.4.PE-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-18 - (x0)	(x0) - recognizing signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.PE-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-2 - (x0)	(x0) - making predictions based on cover, title and illustrations with instructional support.
ELL.1-2.R.4.PE-20 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.R.4.PE-21 - (x0)	(x0) - participating in choral reading (clapping and chanting) in response to the rhyme and rhythm of predictably patterned literary selections.
ELL.1-2.R.4.PE-3 - (x0)	(x0) - answering yes/no questions about text heard or read, with instructional support.
ELL.1-2.R.4.PE-4 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-5 - (x0)	(x0) - sequencing pictures to retell text heard or read.
ELL.1-2.R.4.PE-6 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-7 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-8 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-9 - (x0)	(x0) - N/A
ELL.1-2.W.1.B-1 - (x1)	(x1) - writing a short text about events or characters from familiar stories with instructional support.
ELL.1-2.W.1.B-2 - (x2)	(x2) - participating in guided writing of simple rhymes, chants or poetry.
ELL.1-2.W.1.B-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.
ELL.1-2.W.1.B-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using key words and phrases based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.B-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.
ELL.1-2.W.1.B-6 - (x0)	(x0) - writing a short friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, and closing, etc.) with instructional support.
ELL.1-2.W.1.B-7 - (x2)	(x2) - writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.
ELL.1-2.W.1.B-8 - (x12)	(x12) - participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.
ELL.1-2.W.1.E-1 - (x1)	(x1) - writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.
ELL.1-2.W.1.E-2 - (x0)	(x0) - participating in guided writing of simple rhymes or chants.
ELL.1-2.W.1.E-3 - (x0)	(x0) - summarizing the key events or ideas of informational text by drawing and labeling pictures with instructional support.
ELL.1-2.W.1.E-4 - (x0)	(x0) - creating expository text through drawing and labeling pictures based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.E-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using labels and drawings with instructional support.
ELL.1-2.W.1.E-6 - (x0)	(x0) - writing a short friendly letter or thank-you note by completing a template (e.g., heading, greeting, body, closing, etc.) with instructional support.
ELL.1-2.W.1.E-7 - (x0)	(x0) - creating a response to a literary selection using pictures and labels that identify the characters, setting and sequence of events with instructional support.
ELL.1-2.W.1.E-8 - (x0)	(x0) - creating a response to a literary selection using pictures with/without labels that connects text to self with instructional support.
ELL.1-2.W.1.HI-1 - (x2)	(x2) - writing a narrative or short story that includes a main idea, character, setting and a sequence of events.
ELL.1-2.W.1.HI-2 - (x0)	(x0) - writing simple rhymes, chants and poetry.
ELL.1-2.W.1.HI-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using simple sentences.
ELL.1-2.W.1.HI-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.
ELL.1-2.W.1.HI-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences.
ELL.1-2.W.1.HI-6 - (x0)	(x0) - writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.)
ELL.1-2.W.1.HI-7 - (x0)	(x0) - writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.
ELL.1-2.W.1.HI-8 - (x1)	(x1) - writing a short response to a literary selection that connects text to self, text to world, or text to other text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.W.1.LI-1 - (x2)	(x2) - writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.
ELL.1-2.W.1.LI-2 - (x0)	(x0) - writing simple patterned chants, rhymes or poetry with instructional support.
ELL.1-2.W.1.LI-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.
ELL.1-2.W.1.LI-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.LI-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences with instructional support.
ELL.1-2.W.1.LI-6 - (x0)	(x0) - writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.) with instructional support.
ELL.1-2.W.1.LI-7 - (x3)	(x3) - writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution with instructional support.
ELL.1-2.W.1.LI-8 - (x2)	(x2) - writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.
ELL.1-2.W.1.PE-1 - (x0)	(x0) - drawing pictures of an event or character from a story.
ELL.1-2.W.1.PE-2 - (x0)	(x0) - participating in guided writing of simple chants.
ELL.1-2.W.1.PE-3 - (x0)	(x0) - summarizing the key events or ideas of informational text by drawing pictures with instructional support.
ELL.1-2.W.1.PE-4 - (x0)	(x0) - creating expository text through drawing and/or pictures based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.PE-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using drawings with instructional support.
ELL.1-2.W.1.PE-6 - (x0)	(x0) - participating in the guided writing of a short friendly letter or thank-you note (e.g., heading, greeting, body, and closing, etc.) with the teacher as a scribe.
ELL.1-2.W.1.PE-7 - (x0)	(x0) - creating a response to a literary selection using pictures that identify the characters, setting and sequence of events with instructional support.
ELL.1-2.W.1.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.2.B-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.B-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.B-11 - (x0)	(x0) - using noun and/or prepositional phrases in sentences.
ELL.1-2.W.2.B-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O) in a variety of writing applications.
ELL.1-2.W.2.B-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.B-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.B-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.B-2 - (x0)	(x0) - using mechanics of writing to organize writing (left to right and top to bottom with spacing between words and lines).
ELL.1-2.W.2.B-3 - (x0)	(x0) - using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.
ELL.1-2.W.2.B-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print, picture dictionaries).
ELL.1-2.W.2.B-5 - (x0)	(x0) - spelling high frequency words using resources.
ELL.1-2.W.2.B-6 - (x0)	(x0) - capitalizing the pronoun "I", names, and the first word of a sentence.
ELL.1-2.W.2.B-7 - (x0)	(x0) - using periods, question marks and exclamation points with instructional support.
ELL.1-2.W.2.B-8 - (x0)	(x0) - using various subjects (singular/plural common nouns, singular proper nouns, pronouns, and possessive pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.B-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-1 - (x0)	(x0) - legibly writing the upper and lower case letters of the alphabet and numerals with modeled directionality.
ELL.1-2.W.2.E-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.W.2.E-11 - (x0)	(x0) - using noun phrases in sentences with instructional support.
ELL.1-2.W.2.E-12 - (x0)	(x0) - participating in shared writing that includes declarative sentences in a variety of writing applications.
ELL.1-2.W.2.E-13 - (x0)	(x0) - participating in shared writing that includes interrogative sentences in a variety of writing applications.
ELL.1-2.W.2.E-14 - (x0)	(x0) - participating in shared writing that includes exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.E-15 - (x0)	(x0) - participating in shared writing that includes imperative sentences in a variety of writing applications.
ELL.1-2.W.2.E-2 - (x0)	(x0) - using instructional model for mechanics of writing (left to right and top to bottom with spacing between words).
ELL.1-2.W.2.E-3 - (x0)	(x0) - applying knowledge of letter-sound relationships to spell simple words with consonants and vowels (CVC patterns) with instructional support.
ELL.1-2.W.2.E-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print) with instructional support.
ELL.1-2.W.2.E-5 - (x0)	(x0) - copying high frequency words.
ELL.1-2.W.2.E-6 - (x0)	(x0) - using a capital letter for the pronoun "I" and names.
ELL.1-2.W.2.E-7 - (x0)	(x0) - adding periods, question marks and exclamation points to denote the end of simple sentences with prompting.
ELL.1-2.W.2.E-8 - (x1)	(x1) - using various subjects (singular common nouns, pronouns, singular proper nouns, and possessive pronouns) in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-9 - (x0)	(x0) - using verb tenses (i.e., simple-present and present progressive) in a variety of writing applications with instructional support.
ELL.1-2.W.2.HI-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.HI-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.HI-11 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.1-2.W.2.HI-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.1-2.W.2.HI-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.1-2.W.2.HI-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.HI-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.1-2.W.2.HI-2 - (x0)	(x0) - using mechanics of writing to organize writing.
ELL.1-2.W.2.HI-3 - (x0)	(x0) - using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.
ELL.1-2.W.2.HI-4 - (x0)	(x0) - using resources to spell words.
ELL.1-2.W.2.HI-5 - (x0)	(x0) - spelling high frequency words.
ELL.1-2.W.2.HI-6 - (x0)	(x0) - capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).
ELL.1-2.W.2.HI-7 - (x0)	(x0) - using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).
ELL.1-2.W.2.HI-8 - (x0)	(x0) - using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.HI-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.
ELL.1-2.W.2.LI-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.LI-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.LI-11 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.1-2.W.2.LI-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.W.2.LI-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.LI-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.LI-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.LI-2 - (x0)	(x0) - using mechanics of writing to organize writing.
ELL.1-2.W.2.LI-3 - (x0)	(x0) - using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words.
ELL.1-2.W.2.LI-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print, picture dictionaries, and dictionaries).
ELL.1-2.W.2.LI-5 - (x0)	(x0) - spelling high frequency words.
ELL.1-2.W.2.LI-6 - (x0)	(x0) - capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).
ELL.1-2.W.2.LI-7 - (x0)	(x0) - using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas, etc.) with instructional support.
ELL.1-2.W.2.LI-8 - (x0)	(x0) - using various subjects (common nouns, singular proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.LI-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing, with instructional support.
ELL.1-2.W.2.PE-1 - (x0)	(x0) - copying the upper and lower case letters of the alphabet and numerals with modeled directionality.
ELL.1-2.W.2.PE-10 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-11 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-12 - (x2)	(x2) - participating in shared writing that includes declarative sentences in a variety of writing applications.
ELL.1-2.W.2.PE-13 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-14 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-15 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-2 - (x0)	(x0) - copying modeled writing left to right and top to bottom with spacing between words.
ELL.1-2.W.2.PE-3 - (x0)	(x0) - applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.
ELL.1-2.W.2.PE-4 - (x0)	(x0) - using resources to spell words (word walls and environmental print) with instructional support.
ELL.1-2.W.2.PE-5 - (x0)	(x0) - copying high frequency words.
ELL.1-2.W.2.PE-6 - (x0)	(x0) - correctly printing first name with a capital letter.
ELL.1-2.W.2.PE-7 - (x5)	(x5) - adding periods to denote the end of simple sentences with prompting.
ELL.1-2.W.2.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-9 - (x0)	(x0) - N/A
ELL.1-2.W.3.B-1 - (x0)	(x0) - generating ideas through class discussion and guided writing to record ideas (e.g., graphic organizers, etc.) with instructional support.
ELL.1-2.W.3.B-2 - (x0)	(x0) - participating in a discussion of the purpose for a writing piece and who the intended audience will be.
ELL.1-2.W.3.B-3 - (x0)	(x0) - contributing to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe.
ELL.1-2.W.3.B-4 - (x0)	(x0) - re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher.
ELL.1-2.W.3.B-5 - (x0)	(x0) - participating in the evaluation of a class/small group draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.
ELL.1-2.W.3.B-6 - (x1)	(x1) - participating in the editing of class/small group draft for conventions with teacher modeling the use of simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.).
ELL.1-2.W.3.B-7 - (x0)	(x0) - finalizing a class/small group generated piece for sharing with an intended audience as modeled by the teacher.
ELL.1-2.W.3.E-1 - (x0)	(x0) - generating ideas through class discussion and drawing a picture or storyboard of the ideas generated (e.g., brainstorming, webbing, and drawings, etc.) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.W.3.E-2 - (x0)	(x0) - participating in a discussion of the purpose for a writing piece (e.g., sentence frames, echoing, pictures, etc.) with instructional support.
ELL.1-2.W.3.E-3 - (x0)	(x0) - creating a pictorial draft with labels (words and phrases) of an idea or story.
ELL.1-2.W.3.E-4 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-5 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-6 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-7 - (x0)	(x0) - N/A
ELL.1-2.W.3.HI-1 - (x0)	(x0) - generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.
ELL.1-2.W.3.HI-2 - (x0)	(x0) - determining the purpose and intended audience of a writing piece.
ELL.1-2.W.3.HI-3 - (x0)	(x0) - writing a student generated draft with a main idea and supporting details in a logical sequence.
ELL.1-2.W.3.HI-4 - (x0)	(x0) - re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.
ELL.1-2.W.3.HI-5 - (x0)	(x0) - evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.
ELL.1-2.W.3.HI-6 - (x0)	(x0) - using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft.
ELL.1-2.W.3.HI-7 - (x0)	(x0) - finalizing a student generated piece legibly and accurately for sharing with an intended audience.
ELL.1-2.W.3.LI-1 - (x1)	(x1) - generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.
ELL.1-2.W.3.LI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate, etc.) and intended audience of a writing piece with instructional support.
ELL.1-2.W.3.LI-3 - (x0)	(x0) - writing a student generated draft that includes a main idea and supporting details based on a prewriting plan with instructional support.
ELL.1-2.W.3.LI-4 - (x0)	(x0) - re-reading a student generated draft orally for clarity and changing or adding relevant details as needed with instructional support.
ELL.1-2.W.3.LI-5 - (x0)	(x0) - evaluating a student generated draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.
ELL.1-2.W.3.LI-6 - (x0)	(x0) - using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft with instructional support.
ELL.1-2.W.3.LI-7 - (x0)	(x0) - finalizing a student generated piece legibly and accurately for sharing with an intended audience with instructional support.
ELL.1-2.W.3.PE-1 - (x0)	(x0) - generating ideas through class discussion and drawing a picture of the ideas generated (e.g., brainstorming, webbing, and drawings, etc.) with instructional support.
ELL.1-2.W.3.PE-2 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-3 - (x0)	(x0) - creating a pictorial draft of an idea or story.
ELL.1-2.W.3.PE-4 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-5 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-6 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-7 - (x0)	(x0) - N/A
ELL.1-2.W.4.B-1 - (x0)	(x0) - participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.
ELL.1-2.W.4.B-2 - (x0)	(x0) - participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.B-3 - (x0)	(x0) - organizing class/small group generated text to include a clear beginning, middle, and end as modeled by the teacher.
ELL.1-2.W.4.B-4 - (x0)	(x0) - organizing a class/small group generated text using transitional words to indicate a beginning, middle, and end as modeled by the teacher.
ELL.1-2.W.4.B-5 - (x0)	(x0) - organizing a class/small group generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.) as modeled by the teacher.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.W.4.B-6 - (x0)	(x0) - selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) as modeled by the teacher.
ELL.1-2.W.4.B-7 - (x0)	(x0) - selecting expressive or descriptive phrases/short sentences to use in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.B-8 - (x0)	(x0) - selecting the appropriate interjections to use in class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.E-1 - (x0)	(x0) - drawing and labeling pictures that relate to one main idea.
ELL.1-2.W.4.E-2 - (x0)	(x0) - drawing and labeling pictures of relevant details that support the main idea.
ELL.1-2.W.4.E-3 - (x0)	(x0) - organizing text with a given pattern to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.E-4 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-5 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-6 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-7 - (x0)	(x0) - selecting key words to use in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.E-8 - (x0)	(x0) - N/A
ELL.1-2.W.4.HI-1 - (x0)	(x0) - writing student generated text that expresses a main idea.
ELL.1-2.W.4.HI-2 - (x0)	(x0) - writing relevant details that support the main idea in a student generated text.
ELL.1-2.W.4.HI-3 - (x0)	(x0) - organizing student generated text to include a clear beginning, middle, and end.
ELL.1-2.W.4.HI-4 - (x0)	(x0) - organizing a student generated text using transitional words to indicate a beginning, middle, and end.
ELL.1-2.W.4.HI-5 - (x0)	(x0) - organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.).
ELL.1-2.W.4.HI-6 - (x0)	(x0) - using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.).
ELL.1-2.W.4.HI-7 - (x0)	(x0) - using expressive or descriptive phrases/sentences in student generated text.
ELL.1-2.W.4.HI-8 - (x0)	(x0) - using the appropriate interjections in student generated text.
ELL.1-2.W.4.LI-1 - (x0)	(x0) - writing student generated text that expresses a main idea with instructional support.
ELL.1-2.W.4.LI-2 - (x0)	(x0) - writing relevant details that support the main idea in a student generated text with instructional support.
ELL.1-2.W.4.LI-3 - (x0)	(x0) - organizing student generated text to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.LI-4 - (x0)	(x0) - organizing a student generated text using transitional words to indicate a beginning, middle, and end with instructional support.
ELL.1-2.W.4.LI-5 - (x0)	(x0) - organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.) with instructional support.
ELL.1-2.W.4.LI-6 - (x0)	(x0) - selecting words to use in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) with instructional support.
ELL.1-2.W.4.LI-7 - (x0)	(x0) - selecting expressive or descriptive phrases/short sentences to use in student generated text with instructional support.
ELL.1-2.W.4.LI-8 - (x0)	(x0) - selecting the appropriate interjections to use in student generated text with instructional support.
ELL.1-2.W.4.PE-1 - (x0)	(x0) - drawing pictures that relate to one main idea.
ELL.1-2.W.4.PE-2 - (x0)	(x0) - drawing pictures of relevant details that support the main idea.
ELL.1-2.W.4.PE-3 - (x0)	(x0) - organizing drawings or pictures to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.PE-4 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-5 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-6 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-7 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-8 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage II - 182 References (Continued)

ELL.1-2.W.5.B-1 - (x0)	(x0) - completing question frames/templates about a topic or event in order to gather research for a report.
ELL.1-2.W.5.B-2 - (x0)	(x0) - gathering information to answer questions for a report using given frames/ templates.
ELL.1-2.W.5.B-3 - (x0)	(x0) - listing information based on collected data about objects, people or events for a class/small group report.
ELL.1-2.W.5.E-1 - (x0)	(x0) - N/A
ELL.1-2.W.5.E-2 - (x0)	(x0) - N/A
ELL.1-2.W.5.E-3 - (x0)	(x0) - recording and labeling observations of objects, people or events for a class report (diagrams, pictures, charts) with instructional support.
ELL.1-2.W.5.HI-1 - (x0)	(x0) - formulating and writing questions about a topic or event in order to gather research for a report.
ELL.1-2.W.5.HI-2 - (x0)	(x0) - gathering information to answer questions about a topic or event for a report.
ELL.1-2.W.5.HI-3 - (x0)	(x0) - writing a three paragraph report including a title and three facts based on collected data about objects, people or events.
ELL.1-2.W.5.LI-1 - (x0)	(x0) - formulating and writing questions about a topic or event in order to gather research for a report with instructional support.
ELL.1-2.W.5.LI-2 - (x0)	(x0) - gathering information to answer questions about a topic or event for a report, with instructional support.
ELL.1-2.W.5.LI-3 - (x0)	(x0) - writing phrases and simple sentences in a one paragraph report based on collected data about objects, people or events with instructional support.
ELL.1-2.W.5.PE-1 - (x0)	(x0) - N/A
ELL.1-2.W.5.PE-2 - (x0)	(x0) - N/A
ELL.1-2.W.5.PE-3 - (x0)	(x0) - recording observations by drawing pictures/ representations of objects, people or events for a class report with teacher support.

Stage IV - (369 References)

ELL.6-8.L.1.ADJ.B-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color).
ELL.6-8.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives.
ELL.6-8.L.1.ADJ.B-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.6-8.L.1.ADJ.B-4 - (x0)	(x0) - using demonstrative adjectives.
ELL.6-8.L.1.ADJ.B-5 - (x0)	(x0) - defining and listing proper adjectives with a noun (e.g., Italian man, French toast).
ELL.6-8.L.1.ADJ.B-6 - (x0)	(x0) - using indefinite adjectives with support.
ELL.6-8.L.1.ADJ.B-7 - (x0)	(x0) - using comparative and superlative (e.g., -er and -est, more/most/ less/least) adjectives with support.
ELL.6-8.L.1.ADJ.B-8 - (x0)	(x0) - defining the participle as an adjective; selecting a present or past participle to complete a given sentence.
ELL.6-8.L.1.ADJ.E-1 - (x0)	(x0) - defining adjectives and selecting adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.E-2 - (x0)	(x0) - selecting a singular or plural possessive adjective to complete a given sentence.
ELL.6-8.L.1.ADJ.E-3 - (x0)	(x0) - selecting sensory/personality adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.E-4 - (x0)	(x0) - selecting demonstrative adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.E-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.E-6 - (x0)	(x0) - selecting indefinite adjectives (e.g., all, both, many) to complete a given sentence.
ELL.6-8.L.1.ADJ.E-7 - (x0)	(x0) - listing comparative and superlative adjectives (e.g., -er, -est); selecting a comparative or superlative adjective to complete a given sentence.
ELL.6-8.L.1.ADJ.E-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).
ELL.6-8.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives.
ELL.6-8.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.6-8.L.1.ADJ.HI-4 - (x0)	(x0) - using demonstrative adjectives.
ELL.6-8.L.1.ADJ.HI-5 - (x0)	(x0) - defining and using proper adjectives with nouns.
ELL.6-8.L.1.ADJ.HI-6 - (x0)	(x0) - using indefinite adjectives.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.ADJ.HI-7 - (x1)	(x1) - using regular and irregular comparative and superlative adjectives.
ELL.6-8.L.1.ADJ.HI-8 - (x0)	(x0) - using participles as adjectives.
ELL.6-8.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color).
ELL.6-8.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives.
ELL.6-8.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.6-8.L.1.ADJ.LI-4 - (x0)	(x0) - using demonstrative adjectives.
ELL.6-8.L.1.ADJ.LI-5 - (x0)	(x0) - defining and using proper adjectives with nouns.
ELL.6-8.L.1.ADJ.LI-6 - (x0)	(x0) - using indefinite adjectives.
ELL.6-8.L.1.ADJ.LI-7 - (x0)	(x0) - using comparative and superlative adjectives; listing irregular comparative and superlative (e.g., bad, worse, worst) adjectives.
ELL.6-8.L.1.ADJ.LI-8 - (x0)	(x0) - using present and past participles as adjectives with support.
ELL.6-8.L.1.ADJ.PE-1 - (x0)	(x0) - naming and sorting adjectives by size, color, shape, and quantity with nouns.
ELL.6-8.L.1.ADJ.PE-2 - (x0)	(x0) - selecting singular possessive adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.B-1 - (x0)	(x0) - using "when" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-10 - (x0)	(x0) - listing and selecting conditional adverbs (e.g., if, unless) with instructional support.
ELL.6-8.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-3 - (x0)	(x0) - convert adjectives into "how" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-4 - (x0)	(x0) - using "where" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-5 - (x0)	(x0) - using comparative and superlative adverbs with instructional support.
ELL.6-8.L.1.ADV.B-6 - (x0)	(x0) - using conjunctive adverbs (e.g., also, therefore) with instructional support.
ELL.6-8.L.1.ADV.B-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, some, any hardly, barely, enough) with instructional support.
ELL.6-8.L.1.ADV.B-8 - (x0)	(x0) - using adverbs to show cause and effect.
ELL.6-8.L.1.ADV.B-9 - (x0)	(x0) - using the contrast adverb "while" with instructional support.
ELL.6-8.L.1.ADV.E-1 - (x0)	(x0) - define an adverb; selecting "when" adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.E-2 - (x0)	(x0) - selecting "frequency" adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-3 - (x0)	(x0) - selecting "how" adverbs (e.g., quick versus quickly) to complete a given sentence.
ELL.6-8.L.1.ADV.E-4 - (x0)	(x0) - selecting "where" adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-5 - (x0)	(x0) - selecting comparative and superlative adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-6 - (x0)	(x0) - selecting conjunctive adverbs (e.g., also, therefore) to complete a given sentence.
ELL.6-8.L.1.ADV.E-7 - (x0)	(x0) - listing and selecting intensifier adverbs (e.g., too, not, very, some, any) to complete a given sentence with instructional support.
ELL.6-8.L.1.ADV.E-8 - (x2)	(x2) - using adverbs to show cause and effect (because of) with instructional support.
ELL.6-8.L.1.ADV.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.HI-1 - (x0)	(x0) - using "when" adverbs.
ELL.6-8.L.1.ADV.HI-10 - (x0)	(x0) - using conditional adverbs.
ELL.6-8.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.6-8.L.1.ADV.HI-3 - (x0)	(x0) - using "how" adverbs.
ELL.6-8.L.1.ADV.HI-4 - (x0)	(x0) - using "where" adverbs.
ELL.6-8.L.1.ADV.HI-5 - (x0)	(x0) - using regular and irregular comparative and superlative adverbs.
ELL.6-8.L.1.ADV.HI-6 - (x0)	(x0) - using conjunctive adverbs.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.ADV.HI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, some, any hardly, barely, enough).
ELL.6-8.L.1.ADV.HI-8 - (x0)	(x0) - using adverbs to show cause and effect.
ELL.6-8.L.1.ADV.HI-9 - (x1)	(x1) - producing contrast adverbs.
ELL.6-8.L.1.ADV.LI-1 - (x0)	(x0) - using "when" adverbs.
ELL.6-8.L.1.ADV.LI-10 - (x0)	(x0) - using conditional adverbs with instructional support.
ELL.6-8.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.6-8.L.1.ADV.LI-3 - (x0)	(x0) - using "how" adverbs.
ELL.6-8.L.1.ADV.LI-4 - (x0)	(x0) - using "where" adverbs.
ELL.6-8.L.1.ADV.LI-5 - (x0)	(x0) - using comparative and superlative adverbs.
ELL.6-8.L.1.ADV.LI-6 - (x0)	(x0) - using conjunctive adverbs.
ELL.6-8.L.1.ADV.LI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, some, any hardly, barely, enough).
ELL.6-8.L.1.ADV.LI-8 - (x0)	(x0) - using adverbs to show cause and effect.
ELL.6-8.L.1.ADV.LI-9 - (x1)	(x1) - producing contrast adverbs (e.g., while, although, whereas) with instructional support.
ELL.6-8.L.1.ADV.PE-1 - (x1)	(x1) - repeating classroom directions with "when" adverbs (e.g., first, next, then) (e.g., First take out your book.)
ELL.6-8.L.1.ADV.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs (e.g., always, never, sometimes) (e.g., Always bring a pencil to class.)
ELL.6-8.L.1.ADV.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.B-1 - (x0)	(x0) - using coordinating conjunctions, which combine nouns, verbs, adjectives, phrases, or clauses, in a sentence.
ELL.6-8.L.1.C.B-2 - (x0)	(x0) - selecting correlative conjunctions to complete a given sentence.
ELL.6-8.L.1.C.B-3 - (x0)	(x0) - using subordinating conjunctions in a sentence.
ELL.6-8.L.1.C.B-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions (e.g., and, or, but, yet), which combine nouns, verbs, adjectives, phrases, or clauses, to complete a given sentence.
ELL.6-8.L.1.C.E-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.E-3 - (x0)	(x0) - selecting subordinating conjunctions to a complete a given sentence.
ELL.6-8.L.1.C.E-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.HI-1 - (x0)	(x0) - defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.
ELL.6-8.L.1.C.HI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions .
ELL.6-8.L.1.C.HI-3 - (x0)	(x0) - defining and differentiating subordinating conjunctions .
ELL.6-8.L.1.C.HI-4 - (x0)	(x0) - identifying and using subordinating conjunctions to begin a clause introducing a complete sentence.
ELL.6-8.L.1.C.LI-1 - (x0)	(x0) - defining and differentiating coordinating conjunctions used to combine nouns , verbs, adjectives, phrases, or clauses.
ELL.6-8.L.1.C.LI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions .
ELL.6-8.L.1.C.LI-3 - (x0)	(x0) - defining and differentiating subordinating conjunctions .
ELL.6-8.L.1.C.LI-4 - (x0)	(x0) - identifying subordinating conjunctions to begin a clause introducing a complete sentence.
ELL.6-8.L.1.C.PE-1 - (x1)	(x1) - selecting coordinating conjunctions (i.e., and, or), which combine nouns, verbs, adjectives, to complete a given sentence.
ELL.6-8.L.1.C.PE-2 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.C.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.I.B-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.6-8.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.6-8.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.6-8.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.6-8.L.1.I.PE-1 - (x0)	(x0) - defining interjections as words expressing emotion and repeating with intonation.
ELL.6-8.L.1.N.B-1 - (x0)	(x0) - defining and classifying singular common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-2 - (x0)	(x0) - defining and classifying singular and plural common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-3 - (x0)	(x0) - converting a given singular noun into an irregular plural noun with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-4 - (x0)	(x0) - distinguishing between count and non-count nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-5 - (x0)	(x0) - defining and listing collective nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-6 - (x0)	(x0) - producing a response using a singular possessive noun. (e.g., It is Mary's book.)
ELL.6-8.L.1.N.B-7 - (x0)	(x0) - defining and producing responses using a plural possessive noun.
ELL.6-8.L.1.N.E-1 - (x1)	(x1) - defining a noun; using definite and indefinite articles with singular common nouns.
ELL.6-8.L.1.N.E-2 - (x0)	(x0) - classifying common nouns as singular or plural with definite and indefinite articles.
ELL.6-8.L.1.N.E-3 - (x0)	(x0) - distinguishing between regular and irregular plural nouns.
ELL.6-8.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.E-6 - (x0)	(x0) - defining possessive nouns; repeating phrases with singular possessive nouns.
ELL.6-8.L.1.N.E-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.HI-1 - (x0)	(x0) - justifying use of common versus proper nouns and definite versus indefinite articles (e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound).
ELL.6-8.L.1.N.HI-2 - (x0)	(x0) - justifying use of singular versus plural nouns, common versus proper nouns, and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific person).
ELL.6-8.L.1.N.HI-3 - (x0)	(x0) - using singular or plural common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.HI-4 - (x0)	(x0) - using count and non-count nouns with definite and indefinite articles and/or quantifiers as appropriate. (e.g., May I have a bottle of water?)
ELL.6-8.L.1.N.HI-5 - (x0)	(x0) - using collective nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.HI-6 - (x0)	(x0) - distinguishing between plural nouns and singular possessive nouns.
ELL.6-8.L.1.N.HI-7 - (x0)	(x0) - using regular and irregular plural possessive nouns.
ELL.6-8.L.1.N.LI-1 - (x0)	(x0) - using singular common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-2 - (x0)	(x0) - using singular or plural common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-3 - (x0)	(x0) - converting a singular noun into a regular or an irregular plural noun with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-4 - (x0)	(x0) - using count and non-count noun with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-5 - (x0)	(x0) - using collective nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-6 - (x0)	(x0) - using singular possessive nouns.
ELL.6-8.L.1.N.LI-7 - (x0)	(x0) - using plural possessive nouns.
ELL.6-8.L.1.N.PE-1 - (x0)	(x0) - defining a noun as a person, place, or thing; classifying singular common nouns.
ELL.6-8.L.1.N.PE-2 - (x0)	(x0) - defining singular and plural as it relates to common nouns.
ELL.6-8.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.PE-4 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-1 - (x4)	(x4) - using a noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-10 - (x0)	(x0) - using a linking verb + adjective complement to complete a sentence.
ELL.6-8.L.1.PH/CL.B-11 - (x0)	(x0) - using a linking verb + noun complement to complete a sentence.
ELL.6-8.L.1.PH/CL.B-12 - (x0)	(x0) - producing a participial phrase (i.e., participle + modifiers) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-13 - (x0)	(x0) - using noun clauses to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-14 - (x0)	(x0) - using a gerund phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-2 - (x1)	(x1) - using a joined noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-3 - (x1)	(x1) - using a verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-4 - (x1)	(x1) - using a joined verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-6 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-7 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-9 - (x0)	(x0) - using an adverb + an adjective (e.g., too hot, very cold) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-1 - (x1)	(x1) - using a noun phrase (e.g., red bird, this cup, kitchen table) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-13 - (x0)	(x0) - using noun clause markers (e.g., that, whether, how, whichever) to complete sentence frames.
ELL.6-8.L.1.PH/CL.E-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-2 - (x0)	(x0) - using a joined noun phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-3 - (x0)	(x0) - using a verb phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-4 - (x0)	(x0) - using a joined verb phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-5 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-7 - (x0)	(x0) - using a "when" adverbial phrase (e.g., the next day, after opening the door) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase (e.g., did go, must go, should have gone) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.H-19 - (x0)	(x0) - using an adverb clause (i.e., subordinating conjunction + clause) (e.g., "... because he is tired") to complete a sentence.
ELL.6-8.L.1.PH/CL.HI-1 - (x3)	(x3) - using a noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-10 - (x0)	(x0) - using a linking verb + adjective complement to complete a sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.PH/CL.HI-11 - (x0)	(x0) - using a linking verb + noun complement to complete a sentence.
ELL.6-8.L.1.PH/CL.HI-12 - (x0)	(x0) - using a participial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-13 - (x1)	(x1) - using noun clauses in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-14 - (x0)	(x0) - using a gerund phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-15 - (x0)	(x0) - using subordinating conjunctions in introductory clauses.
ELL.6-8.L.1.PH/CL.HI-16 - (x0)	(x0) - using restrictive clauses using that (e.g., "The dog that has spots is...") in complete a sentence.
ELL.6-8.L.1.PH/CL.HI-17 - (x0)	(x0) - using non-restrictive clauses beginning with who/which (e.g., "Jack, who is tall is...") in a complete a complete sentence.
ELL.6-8.L.1.PH/CL.HI-18 - (x0)	(x0) - using an adjective clause (e.g., "... who is a writer") in a complete a sentence.
ELL.6-8.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-3 - (x1)	(x1) - using a verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-6 - (x0)	(x0) - using an infinitive verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-7 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI 2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-1 - (x4)	(x4) - using a noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-10 - (x0)	(x0) - using a linking verb + adjective complement to complete a sentence.
ELL.6-8.L.1.PH/CL.LI-11 - (x0)	(x0) - using a linking verb + noun complement to complete a sentence.
ELL.6-8.L.1.PH/CL.LI-12 - (x0)	(x0) - using a participial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-13 - (x0)	(x0) - using noun clauses in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-14 - (x0)	(x0) - using a gerund phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-15 - (x0)	(x0) - using subordinating conjunctions in introductory clauses.
ELL.6-8.L.1.PH/CL.LI-16 - (x0)	(x0) - using restrictive clauses using that (e.g., "The dog that has spots is...") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-17 - (x0)	(x0) - using non-restrictive clauses beginning with who/which (e.g., "Jack, who is tall is...") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-18 - (x0)	(x0) - using an adjective clause (e.g., "... who is a writer") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-19 - (x0)	(x0) - using an adverb clause (i.e., subordinating conjunction + clause) (e.g., "... because he is tired") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-3 - (x3)	(x3) - using a verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-6 - (x0)	(x0) - using an infinitive verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-7 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-9 - (x0)	(x0) - using an adverb + an adjective (e.g., too hot, very cold) in a sentence.
ELL.6-8.L.1.PH/CL.LI-9 - (x0)	(x0) - using an adverb + an adjective (e.g., too hot, very cold) in a sentence.
ELL.6-8.L.1.PH/CL.PE-1 - (x3)	(x3) - producing a noun phrase (adjective + noun) with instructional support.
ELL.6-8.L.1.PH/CL.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-16 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.PH/CL.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-2 - (x2)	(x2) - producing a joined noun phrase (i.e., noun + conjunction + noun) with instructional support.
ELL.6-8.L.1.PH/CL.PE-3 - (x5)	(x5) - producing a verb phrase (i.e., verb + adverb, adverb + verb) with instructional support.
ELL.6-8.L.1.PH/CL.PE-4 - (x1)	(x1) - producing a joined verb phrase (i.e., verb + conjunction + verb) with instructional support.
ELL.6-8.L.1.PH/CL.PE-5 - (x0)	(x0) - producing a prepositional phrase (e.g., on the table, at the store) with instructional support.
ELL.6-8.L.1.PH/CL.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.B-1 - (x0)	(x0) - using prepositions of location.
ELL.6-8.L.1.PREP.B-2 - (x0)	(x0) - using prepositions of direction.
ELL.6-8.L.1.PREP.B-3 - (x0)	(x0) - using prepositions of time with instructional support.
ELL.6-8.L.1.PREP.B-4 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions) with instructional support.
ELL.6-8.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.6-8.L.1.PREP.B-6 - (x0)	(x0) - differentiating among prepositions of location, direction, and time.
ELL.6-8.L.1.PREP.B-7 - (x0)	(x0) - listing and selecting propositions of cause and effect, exception and contrast to complete a given sentence.
ELL.6-8.L.1.PREP.E-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.6-8.L.1.PREP.E-2 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.6-8.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justifying selection.
ELL.6-8.L.1.PREP.E-4 - (x0)	(x0) - selecting and physically demonstrating prepositions of action and movement to complete a given sentence.
ELL.6-8.L.1.PREP.E-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.E-6 - (x0)	(x0) - defining prepositions.
ELL.6-8.L.1.PREP.E-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.6-8.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.6-8.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.6-8.L.1.PREP.HI-4 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.6-8.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of opposition.
ELL.6-8.L.1.PREP.HI-6 - (x0)	(x0) - differentiating among prepositions of location, direction, time, action and movement, and opposition.
ELL.6-8.L.1.PREP.HI-7 - (x0)	(x0) - using propositions of cause and effect, exception and contrast.
ELL.6-8.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location.
ELL.6-8.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction.
ELL.6-8.L.1.PREP.LI-3 - (x0)	(x0) - using prepositions of time.
ELL.6-8.L.1.PREP.LI-4 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.6-8.L.1.PREP.LI-5 - (x0)	(x0) - using prepositions of opposition with instructional support.
ELL.6-8.L.1.PREP.LI-6 - (x0)	(x0) - differentiating among prepositions of action and movement, location, direction, and time.
ELL.6-8.L.1.PREP.LI-7 - (x0)	(x0) - using propositions of cause and effect, exception and contrast.
ELL.6-8.L.1.PREP.PE-1 - (x0)	(x0) - selecting and physically demonstrating prepositions of location to complete a given sentence.
ELL.6-8.L.1.PREP.PE-2 - (x0)	(x0) - selecting and physically demonstrating prepositions of direction to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.PREP.PE-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence.
ELL.6-8.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.B-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.6-8.L.1.PRO.B-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.6-8.L.1.PRO.B-3 - (x0)	(x0) - stating when to use personal possessive pronouns; using personal possessive pronouns.
ELL.6-8.L.1.PRO.B-4 - (x0)	(x0) - selecting personal subjective, personal objective, and personal possessive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.B-5 - (x0)	(x0) - using demonstrative pronouns.
ELL.6-8.L.1.PRO.B-6 - (x0)	(x0) - using interrogative pronouns (including whose and whom).
ELL.6-8.L.1.PRO.B-7 - (x0)	(x0) - listing and selecting reflexive and intensive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.B-8 - (x0)	(x0) - categorizing indefinite pronouns into singular and plural.
ELL.6-8.L.1.PRO.B-9 - (x0)	(x0) - listing and selecting relative pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-1 - (x0)	(x0) - defining pronouns; selecting singular and plural personal subjective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-2 - (x0)	(x0) - listing and selecting singular and plural personal objective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-3 - (x0)	(x0) - defining possessive pronouns; selecting singular and plural personal possessive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-4 - (x0)	(x0) - categorizing personal subjective, personal objective, and personal possessive pronouns.
ELL.6-8.L.1.PRO.E-5 - (x0)	(x0) - selecting demonstrative pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-6 - (x0)	(x0) - using interrogative pronouns who, what, and which.
ELL.6-8.L.1.PRO.E-7 - (x0)	(x0) - listing and selecting reflexive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.HI-1 - (x0)	(x0) - using and justifying the appropriate personal subjective pronouns based upon the antecedent.
ELL.6-8.L.1.PRO.HI-2 - (x0)	(x0) - using and justifying (e.g., I used "them" instead of "they" because...) the appropriate personal subjective and personal objective pronouns.
ELL.6-8.L.1.PRO.HI-3 - (x0)	(x0) - using and justifying (e.g., I used "your" instead of "yours" because...) the appropriate adjective form of the personal possessive pronoun versus the objective form.
ELL.6-8.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences.
ELL.6-8.L.1.PRO.HI-5 - (x0)	(x0) - using and justifying demonstrative pronouns.
ELL.6-8.L.1.PRO.HI-6 - (x0)	(x0) - using and justifying interrogative pronouns.
ELL.6-8.L.1.PRO.HI-7 - (x0)	(x0) - stating when to use reflexive and intensive pronouns and using reflexive and intensive pronouns.
ELL.6-8.L.1.PRO.HI-8 - (x0)	(x0) - using and justifying the use of indefinite pronouns.
ELL.6-8.L.1.PRO.HI-9 - (x0)	(x0) - using and justifying the use of relative pronouns.
ELL.6-8.L.1.PRO.LI-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.6-8.L.1.PRO.LI-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.6-8.L.1.PRO.LI-3 - (x0)	(x0) - stating when to use the adjective form of the personal possessive pronoun versus the objective form (e.g., my versus mine); using personal possessive pronouns.
ELL.6-8.L.1.PRO.LI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences.
ELL.6-8.L.1.PRO.LI-5 - (x0)	(x0) - using demonstrative pronouns.
ELL.6-8.L.1.PRO.LI-6 - (x0)	(x0) - using interrogative pronouns.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.PRO.LI-7 - (x0)	(x0) - using reflexive and intensive pronouns.
ELL.6-8.L.1.PRO.LI-8 - (x0)	(x0) - stating when to use indefinite pronouns and using indefinite pronouns.
ELL.6-8.L.1.PRO.LI-9 - (x0)	(x0) - stating when to use relative pronouns and using relative pronouns.
ELL.6-8.L.1.PRO.PE-1 - (x1)	(x1) - defining pronouns; selecting singular personal subjective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.PE-2 - (x0)	(x0) - listing and selecting personal singular objective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.PE-3 - (x0)	(x0) - defining possessive pronouns; selecting singular personal possessive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-6 - (x0)	(x0) - selecting interrogative pronouns who and what to complete a given sentence.
ELL.6-8.L.1.PRO.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.B-1 - (x0)	(x0) - producing single word questions, using inflection when produced orally.
ELL.6-8.L.1.Q.B-10 - (x0)	(x0) - producing questions in the past perfect tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + past participle + ...?)
ELL.6-8.L.1.Q.B-11 - (x0)	(x0) - producing questions in the future perfect tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "have" + past participle + time phrase + ...?)
ELL.6-8.L.1.Q.B-12 - (x0)	(x0) - producing questions in the present perfect progressive tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + been + verb + ing + time phrase +?)
ELL.6-8.L.1.Q.B-13 - (x0)	(x0) - producing questions in the past perfect progressive tense, which require a yes or no response, using sentence frames. (e.g., "Had" + subject + "been" + verb + ing + time phrase?)
ELL.6-8.L.1.Q.B-14 - (x0)	(x0) - producing questions in the future perfect progressive tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "have been" + verb + ing + event/time phrase?)
ELL.6-8.L.1.Q.B-15 - (x1)	(x1) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.B-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.B-17 - (x0)	(x0) - producing interrogative sentences beginning with "who."
ELL.6-8.L.1.Q.B-18 - (x0)	(x0) - producing interrogative sentences beginning with "when."
ELL.6-8.L.1.Q.B-19 - (x0)	(x0) - producing interrogative sentences beginning with "why."
ELL.6-8.L.1.Q.B-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.B-20 - (x0)	(x0) - producing interrogative sentences beginning with "how."
ELL.6-8.L.1.Q.B-21 - (x0)	(x0) - producing interrogative sentences beginning with "which."
ELL.6-8.L.1.Q.B-22 - (x0)	(x0) - producing interrogative sentences beginning with "whose."
ELL.6-8.L.1.Q.B-23 - (x0)	(x0) - producing interrogative sentences with "to be" + "there" + subject + prepositional phrase.
ELL.6-8.L.1.Q.B-24 - (x0)	(x0) - producing a question beginning with a modal auxiliary verb.
ELL.6-8.L.1.Q.B-25 - (x0)	(x0) - producing questions, which include the negative construction, using contractions.
ELL.6-8.L.1.Q.B-26 - (x0)	(x0) - producing tag questions using a sentence frame. (e.g., You did your homework, didn't you?)
ELL.6-8.L.1.Q.B-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.B-4 - (x1)	(x1) - producing questions in the present progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-9 - (x0)	(x0) - producing questions in the present perfect tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + past participle +...?)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.Q.E-1 - (x0)	(x0) - producing single word questions with inflection.
ELL.6-8.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-15 - (x0)	(x0) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.E-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.E-17 - (x0)	(x0) - producing interrogative sentences beginning with "who."
ELL.6-8.L.1.Q.E-18 - (x0)	(x0) - completing interrogative sentence frames beginning with "when."
ELL.6-8.L.1.Q.E-19 - (x0)	(x0) - completing interrogative sentence frames beginning with "why."
ELL.6-8.L.1.Q.E-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.E-20 - (x0)	(x0) - completing interrogative sentence frames beginning with "how."
ELL.6-8.L.1.Q.E-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-25 - (x0)	(x0) - producing questions, which include the negative construction, beginning with a contraction.
ELL.6-8.L.1.Q.E-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.E-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response, using sentence frames. (e.g. "to be" + subject + verb + ing?)
ELL.6-8.L.1.Q.E-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response using sentence frames. (e.g., "to do" + subject + verb?)
ELL.6-8.L.1.Q.E-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + verb?)
ELL.6-8.L.1.Q.E-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response, using sentence. frames (e.g., "to be" + subject + verb + ing + "when" ...?)
ELL.6-8.L.1.Q.E-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "be" +verb + ing + "when" ...?)
ELL.6-8.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.HI-1 - (x0)	(x0) - producing single word sentences to ask a question, using inflection when produced orally.
ELL.6-8.L.1.Q.HI-10 - (x0)	(x0) - producing questions in the past perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-11 - (x0)	(x0) - producing questions in the future perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-12 - (x0)	(x0) - producing questions in the present perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-13 - (x0)	(x0) - producing questions in the past perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-14 - (x0)	(x0) - producing questions in the future perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-15 - (x0)	(x0) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.HI-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.HI-17 - (x0)	(x0) - producing interrogative sentences beginning with "who" and "whom."
ELL.6-8.L.1.Q.HI-18 - (x0)	(x0) - producing interrogative sentences beginning with "when."
ELL.6-8.L.1.Q.HI-19 - (x0)	(x0) - producing interrogative sentences beginning with "why."
ELL.6-8.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.HI-20 - (x0)	(x0) - producing interrogative sentences beginning with "how."
ELL.6-8.L.1.Q.HI-21 - (x0)	(x0) - producing interrogative sentences beginning with "which."

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.Q.HI-22 - (x0)	(x0) - producing interrogative sentences beginning with "whose."
ELL.6-8.L.1.Q.HI-23 - (x0)	(x0) - producing interrogative sentences with "to be" + "there" + subject + prepositional phrase.
ELL.6-8.L.1.Q.HI-24 - (x0)	(x0) - producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with "if". (e.g., Would you drive us to the movie, if we gave you gas money?)
ELL.6-8.L.1.Q.HI-25 - (x0)	(x0) - producing questions, which include the negative construction, using contractions.
ELL.6-8.L.1.Q.HI-26 - (x0)	(x0) - producing tag questions.
ELL.6-8.L.1.Q.HI-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.HI-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-9 - (x0)	(x0) - producing questions in the present perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-1 - (x0)	(x0) - producing single word sentences to ask a question, using inflection when produced orally. (e.g., This is my pencil?)
ELL.6-8.L.1.Q.LI-10 - (x0)	(x0) - producing questions in the past perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-11 - (x0)	(x0) - producing questions in the future perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-12 - (x0)	(x0) - producing questions in the present perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-13 - (x0)	(x0) - producing questions in the past perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-14 - (x0)	(x0) - producing questions in the future perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-15 - (x2)	(x2) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.LI-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.LI-17 - (x0)	(x0) - producing interrogative sentences beginning with "who" and "whom."
ELL.6-8.L.1.Q.LI-18 - (x0)	(x0) - producing interrogative sentences beginning with "when."
ELL.6-8.L.1.Q.LI-19 - (x0)	(x0) - producing interrogative sentences beginning with "why."
ELL.6-8.L.1.Q.LI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.LI-20 - (x0)	(x0) - producing interrogative sentences beginning with "how."
ELL.6-8.L.1.Q.LI-21 - (x0)	(x0) - producing interrogative sentences beginning with "which."
ELL.6-8.L.1.Q.LI-22 - (x0)	(x0) - producing interrogative sentences beginning with "whose."
ELL.6-8.L.1.Q.LI-23 - (x0)	(x0) - producing interrogative sentences with "to be" + "there" + subject + prepositional phrase.
ELL.6-8.L.1.Q.LI-24 - (x0)	(x0) - producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with "if". (e.g., Would you drive us to the movie, if we gave you gas money?)
ELL.6-8.L.1.Q.LI-25 - (x0)	(x0) - producing questions, which include the negative construction, using contractions.
ELL.6-8.L.1.Q.LI-26 - (x0)	(x0) - producing tag questions.
ELL.6-8.L.1.Q.LI-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.LI-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-9 - (x0)	(x0) - producing questions in the present perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g., What? Who?)
ELL.6-8.L.1.Q.PE-10 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.Q.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-15 - (x0)	(x0) - completing interrogative sentence frames beginning with "what."
ELL.6-8.L.1.Q.PE-16 - (x0)	(x0) - completing interrogative sentence frames beginning with "where."
ELL.6-8.L.1.Q.PE-17 - (x0)	(x0) - completing interrogative sentence frames beginning with "who."
ELL.6-8.L.1.Q.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames. (e.g., to do + subject + verb?)
ELL.6-8.L.1.Q.PE-20 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-25 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses using a sentence frame. (e.g., "to be" + subject + complement?)
ELL.6-8.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response, using sentence frames. (e.g., "to do" + subject + verb?)
ELL.6-8.L.1.Q.PE-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + verb?)
ELL.6-8.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-1 - (x0)	(x0) - identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
ELL.6-8.L.1.SC.B-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
ELL.6-8.L.1.SC.B-11 - (x0)	(x0) - producing sentences with an adverb to modify the verb.
ELL.6-8.L.1.SC.B-12 - (x0)	(x0) - producing sentences with an adverb to modify an adjective.
ELL.6-8.L.1.SC.B-13 - (x0)	(x0) - producing sentences with an adverb to modify an adverb.
ELL.6-8.L.1.SC.B-14 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.B-15 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.B-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-17 - (x0)	(x0) - selecting a reflexive pronoun to complete a sentence frame.
ELL.6-8.L.1.SC.B-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-19 - (x0)	(x0) - completing a present real conditional sentence frame (i.e., If/When + simple present + comma + simple present).
ELL.6-8.L.1.SC.B-2 - (x2)	(x2) - identifying the predicate in all sentence construction patterns.
ELL.6-8.L.1.SC.B-20 - (x0)	(x0) - producing imperative sentences. (e.g., Put the markers in the box.)
ELL.6-8.L.1.SC.B-21 - (x0)	(x0) - producing sentences with interjections. (e.g., "Ouch, that hurt.")
ELL.6-8.L.1.SC.B-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-24 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.SC.B-3 - (x0)	(x0) - producing sentences with subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.B-4 - (x0)	(x0) - producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.B-5 - (x0)	(x0) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.B-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.B-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.6-8.L.1.SC.B-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.
ELL.6-8.L.1.SC.B-9 - (x1)	(x1) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.
ELL.6-8.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (e.g., singular, plural, compound) to complete a given sentence.
ELL.6-8.L.1.SC.E-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.E-11 - (x0)	(x0) - inserting an adverb within a given sentence to modify the verb.
ELL.6-8.L.1.SC.E-12 - (x0)	(x0) - inserting an adverb within a given sentence to modify an adjective.
ELL.6-8.L.1.SC.E-13 - (x0)	(x0) - inserting an adverb within a given sentence to modify an adverb.
ELL.6-8.L.1.SC.E-14 - (x0)	(x0) - producing compound sentences with two given independent clauses. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.E-15 - (x0)	(x0) - producing compound sentences with two given independent clauses. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.E-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-2 - (x0)	(x0) - identifying the predicate of a given sentence.
ELL.6-8.L.1.SC.E-20 - (x0)	(x0) - producing imperative sentences. (e.g., Open the door. Close the book.)
ELL.6-8.L.1.SC.E-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-3 - (x0)	(x0) - producing sentences with a subject, linking verb, and predicate adjective complement (S-V-C) with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.E-4 - (x0)	(x0) - producing sentences in the negative construction with subject, verb and predicate adjective complement (i.e., subject + linking verb + not + complement) with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.E-5 - (x3)	(x3) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.E-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.E-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with a sentence frame.
ELL.6-8.L.1.SC.E-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with a sentence frame.
ELL.6-8.L.1.SC.E-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement, using a sentence frame.
ELL.6-8.L.1.SC.HI-1 - (x0)	(x0) - identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
ELL.6-8.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
ELL.6-8.L.1.SC.HI-11 - (x0)	(x0) - producing sentences with an adverb to modify the verb.
ELL.6-8.L.1.SC.HI-12 - (x0)	(x0) - producing sentences with an adverb to modify an adjective.
ELL.6-8.L.1.SC.HI-13 - (x0)	(x0) - producing sentences with an adverb to modify an adverb.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.SC.HI-14 - (x1)	(x1) - producing compound sentences. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.HI-15 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.HI-16 - (x0)	(x0) - constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").
ELL.6-8.L.1.SC.HI-17 - (x0)	(x0) - producing sentences using reflexive pronouns.
ELL.6-8.L.1.SC.HI-18 - (x0)	(x0) - producing sentences using the passive voice.
ELL.6-8.L.1.SC.HI-19 - (x0)	(x0) - producing sentences in the present real conditional.
ELL.6-8.L.1.SC.HI-2 - (x0)	(x0) - identifying the predicate in all sentence construction patterns.
ELL.6-8.L.1.SC.HI-20 - (x0)	(x0) - producing imperative sentences.
ELL.6-8.L.1.SC.HI-21 - (x0)	(x0) - producing sentences with interjections. (e.g., "Ouch, that hurt.")
ELL.6-8.L.1.SC.HI-22 - (x0)	(x0) - producing sentences in the subjunctive mood. (e.g., "Jack recommended that Jill stop.")
ELL.6-8.L.1.SC.HI-23 - (x0)	(x0) - completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence.
ELL.6-8.L.1.SC.HI-24.a - (x0)	(x0) - Producing sentences with the habitual past "state of being" sentence frame (subject + used to + simple present).
ELL.6-8.L.1.SC.HI-24.b - (x0)	(x0) - Producing sentences with the habitual past "repeated action" sentence frame. (when + subject + simple past + comma +subject + "would" + simple present).
ELL.6-8.L.1.SC.HI-24.c - (x0)	(x0) - Producing sentences in the present unreal conditional.
ELL.6-8.L.1.SC.HI-24.d - (x0)	(x0) - Constructing sentences with the present future conditional tense. (e.g., "If it snows, I will go skiing.").
ELL.6-8.L.1.SC.HI-3 - (x1)	(x1) - producing sentences with a subject, linking verb, complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-4 - (x0)	(x0) - producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-5 - (x3)	(x3) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.
ELL.6-8.L.1.SC.LI-1 - (x0)	(x0) - identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
ELL.6-8.L.1.SC.LI-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
ELL.6-8.L.1.SC.LI-11 - (x0)	(x0) - producing sentences with an adverb to modify the verb.
ELL.6-8.L.1.SC.LI-12 - (x0)	(x0) - producing sentences with an adverb to modify an adjective.
ELL.6-8.L.1.SC.LI-13 - (x0)	(x0) - producing sentences with an adverb to modify an adverb.
ELL.6-8.L.1.SC.LI-14 - (x1)	(x1) - producing compound sentences. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.LI-15 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.LI-16 - (x0)	(x0) - constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").
ELL.6-8.L.1.SC.LI-17 - (x0)	(x0) - producing sentences using reflexive pronouns.
ELL.6-8.L.1.SC.LI-18 - (x0)	(x0) - converting a given sentence in the active voice to a sentence in the passive voice.
ELL.6-8.L.1.SC.LI-19 - (x0)	(x0) - producing sentences in the present real conditional.
ELL.6-8.L.1.SC.LI-2 - (x0)	(x0) - identifying the predicate in all sentence construction patterns.
ELL.6-8.L.1.SC.LI-20 - (x0)	(x0) - producing imperative sentences. (e.g., Sit down. Put the markers in the box.)
ELL.6-8.L.1.SC.LI-21 - (x0)	(x0) - producing sentences with interjections. (e.g., "Ouch, that hurt.")

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.SC.LI-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.LI-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.LI-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.LI-3 - (x0)	(x0) - producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-4 - (x0)	(x0) - producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-5 - (x1)	(x1) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.
ELL.6-8.L.1.SC.PE-1 - (x0)	(x0) - selecting a subject (e.g., noun, pronoun, singular, plural) from a picture to complete a given sentence.
ELL.6-8.L.1.SC.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-2 - (x0)	(x0) - identifying the simple predicate of a given sentence.
ELL.6-8.L.1.SC.PE-20 - (x0)	(x0) - repeating one- or two-word imperative sentences. (e.g., Stop. Sit down.)
ELL.6-8.L.1.SC.PE-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-3 - (x5)	(x5) - producing sentences with a subject and verb (S-V) with subject-verb agreement with instructional support.
ELL.6-8.L.1.SC.PE-4 - (x0)	(x0) - producing sentences in the negative S-V construction (i.e., subject + linking verb + not + verb) with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.PE-5 - (x3)	(x3) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement, using a sentence frame.
ELL.6-8.L.1.SC.PE-6 - (x0)	(x0) - producing sentences in the negative construction (i.e., subject + auxiliary verb + not + main verb) with subject-verb agreement, using a sentence frame.
ELL.6-8.L.1.SC.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) as verbs.
ELL.6-8.L.1.V.B-10 - (x0)	(x0) - choosing simple past tense of the irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-11 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-12 - (x0)	(x0) - choosing a simple future tense verb (will) to complete declarative, negative, and interrogative sentences with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.V.B-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.6-8.L.1.V.B-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.B-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound, feel) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
ELL.6-8.L.1.V.B-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.
ELL.6-8.L.1.V.B-17 - (x0)	(x0) - defining auxiliary (helping) verbs (e.g., to be, to have, to do).
ELL.6-8.L.1.V.B-18 - (x0)	(x0) - using modal auxiliary verbs (e.g., will, can, could) in a sentence with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.B-19 - (x0)	(x0) - selecting phrasal verbs to complete sentences.
ELL.6-8.L.1.V.B-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-20 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.
ELL.6-8.L.1.V.B-21 - (x0)	(x0) - identifying the regular past participle form of a verb; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-22 - (x0)	(x0) - identifying the irregular past participle form of the verb; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-23 - (x0)	(x0) - differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.
ELL.6-8.L.1.V.B-24 - (x0)	(x0) - identifying non-action/stative verbs without a present progressive form (e.g., want, need, like).
ELL.6-8.L.1.V.B-25 - (x0)	(x0) - comparing action verbs with non-action/stative verbs (e.g., see/watch, hear/listen) in context, with instructional support.
ELL.6-8.L.1.V.B-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-28 - (x0)	(x0) - choosing a past perfect tense verb (e.g., "I had walked." versus "I walked.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-29 - (x0)	(x0) - choosing a future perfect tense verb (e.g., "I will have walked." versus "I will walk.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-3 - (x0)	(x0) - using imperative verbs. (e.g., Open the door. Close the book.)
ELL.6-8.L.1.V.B-30 - (x0)	(x0) - choosing a present perfect progressive tense verb (e.g., "I have been swimming." versus "I am swimming.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-31 - (x0)	(x0) - choosing a past perfect progressive tense verb (e.g., "I had been swimming." versus "I was swimming.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-32 - (x0)	(x0) - choosing a future perfect progressive tense verb (e.g., "I had been swimming." versus "I was swimming.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-33 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-4 - (x0)	(x0) - identifying the infinitive form of the verb, with instructional support.
ELL.6-8.L.1.V.B-5 - (x0)	(x0) - choosing the correct simple present tense of the irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-6 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-7 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses by selecting the appropriate verb in a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.V.B-9 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs, with instructional support.
ELL.6-8.L.1.V.E-10 - (x0)	(x0) - conjugating the irregular verbs: to be, to have, to do, and to go in simple past tense, with instructional support.
ELL.6-8.L.1.V.E-11 - (x0)	(x0) - selecting irregular simple past tense verbs (e.g., run vs. ran) with instructional support.
ELL.6-8.L.1.V.E-12 - (x0)	(x0) - selecting simple future tense verbs (e.g., will walk versus walked, talk versus will talk) with instructional support.
ELL.6-8.L.1.V.E-13 - (x0)	(x0) - differentiating between past, present, and future by selecting the appropriate verb tense in a given sentence.
ELL.6-8.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-15 - (x0)	(x0) - using the linking verb "to be" in sentences with instructional support.
ELL.6-8.L.1.V.E-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.E-17 - (x0)	(x0) - defining auxiliary (helping) verbs (e.g., to be, to have, to do) with instructional support.
ELL.6-8.L.1.V.E-18 - (x0)	(x0) - listing modal auxiliary verbs (e.g., will, can, could).
ELL.6-8.L.1.V.E-19 - (x0)	(x0) - completing phrasal verbs (e.g., turn... off/on/in) in context with instructional support.
ELL.6-8.L.1.V.E-2 - (x0)	(x0) - defining past, present, and future verb tenses.
ELL.6-8.L.1.V.E-20 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.E-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-25 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-28 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-29 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-3 - (x0)	(x0) - using imperative verbs with instructional support. (e.g., Go away. Help me.)
ELL.6-8.L.1.V.E-30 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-31 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-32 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-33 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-5 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go, with instructional support.
ELL.6-8.L.1.V.E-6 - (x0)	(x0) - selecting simple present tense regular verbs (e.g., jump, jumps) with instructional support.
ELL.6-8.L.1.V.E-7 - (x0)	(x0) - defining the present participle verb; selecting the appropriate form of "to be" used with the present participle (e.g., am walking, is walking) with instructional support.
ELL.6-8.L.1.V.E-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-9 - (x0)	(x0) - selecting the simple past tense regular verbs (e.g., walk vs. walked) with instructional support.
ELL.6-8.L.1.V.HI-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.
ELL.6-8.L.1.V.HI-10 - (x0)	(x0) - using the simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with subject-verb agreement.
ELL.6-8.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.V.HI-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.6-8.L.1.V.HI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement.
ELL.6-8.L.1.V.HI-15 - (x0)	(x0) - using linking verbs of sensation (e.g., taste, smell, sound, feel), linking verbs of being (e.g., act, seem, appear, look), and linking verbs of change (e.g., became, turned, has gone) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
ELL.6-8.L.1.V.HI-16 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.6-8.L.1.V.HI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.6-8.L.1.V.HI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present progressive modals (e.g., may be talking) with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.HI-19 - (x0)	(x0) - producing sentences with phrasal verbs.
ELL.6-8.L.1.V.HI-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.HI-20 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
ELL.6-8.L.1.V.HI-21 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-22 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-23 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense .
ELL.6-8.L.1.V.HI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive.
ELL.6-8.L.1.V.HI-25 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (e.g., see/watch, hear/listen) in context.
ELL.6-8.L.1.V.HI-26 - (x0)	(x0) - producing sentences using the passive voice in the simple and progressive tenses with instructional support.
ELL.6-8.L.1.V.HI-27 - (x0)	(x0) - comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context, with instructional support.
ELL.6-8.L.1.V.HI-28 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-29 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs. (e.g., Put the markers in the box.)
ELL.6-8.L.1.V.HI-30 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-31 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-32 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-33 - (x0)	(x0) - explaining the difference between the use of simple , progressive, and perfect verb tenses.
ELL.6-8.L.1.V.HI-4 - (x0)	(x0) - identifying the infinitive form of the verb.
ELL.6-8.L.1.V.HI-5 - (x1)	(x1) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentence with subject-verb agreements.
ELL.6-8.L.1.V.HI-6 - (x3)	(x3) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-7 - (x1)	(x1) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses .
ELL.6-8.L.1.V.HI-9 - (x1)	(x1) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.6-8.L.1.V.LI-1 - (x0)	(x0) - defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.V.LI-10 - (x0)	(x0) - using the simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will) with subject-verb agreement, and with instructional support.
ELL.6-8.L.1.V.LI-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.6-8.L.1.V.LI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement.
ELL.6-8.L.1.V.LI-15 - (x0)	(x0) - using linking verbs of sensation (e.g., taste, smell, sound, feel) and linking verbs of being (e.g., act, seem, appear, look) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
ELL.6-8.L.1.V.LI-16 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.6-8.L.1.V.LI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (e.g., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (e.g., cannot, should not) with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-19 - (x1)	(x1) - producing sentences with phrasal verbs, with instructional support.
ELL.6-8.L.1.V.LI-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.LI-20 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the future progressive tense with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-21 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-22 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-23 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.
ELL.6-8.L.1.V.LI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (e.g., want, need, like) with instructional support. (e.g., "I am longing for a vacation." versus "I want a vacation.")
ELL.6-8.L.1.V.LI-25 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (e.g., see/watch, hear/listen) in context.
ELL.6-8.L.1.V.LI-26 - (x0)	(x0) - producing sentences using the passive voice in the simple past, present and future tenses with instructional support.
ELL.6-8.L.1.V.LI-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.LI-28 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-29 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs. (e.g., Put the markers in the box.)
ELL.6-8.L.1.V.LI-30 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-31 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-32 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using future perfect progressive tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-33 - (x0)	(x0) - explaining the difference between the use of simple, progressive, and perfect verb tenses, with instructional support.
ELL.6-8.L.1.V.LI-4 - (x0)	(x0) - identifying the infinitive form of the verb.
ELL.6-8.L.1.V.LI-5 - (x0)	(x0) - using the simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with subject-verb agreement, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.LI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses by responding to a prompt.
ELL.6-8.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as verbs, with instructional support.
ELL.6-8.L.1.V.PE-10 - (x0)	(x0) - repeating the simple past tense forms of the irregular verbs: to be, to have, to do, and to go.
ELL.6-8.L.1.V.PE-11 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.6-8.L.1.V.PE-12 - (x0)	(x0) - repeating simple future tense (will) verbs with instructional support.
ELL.6-8.L.1.V.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-15 - (x0)	(x0) - repeating sentences using the linking verb "to be" (e.g., He is tall.).
ELL.6-8.L.1.V.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-2 - (x0)	(x0) - defining past, present, and future verb tenses, with instructional support.
ELL.6-8.L.1.V.PE-20 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-25 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-28 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-29 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs. (e.g., Walk. Stop. Sit down. Line up.)
ELL.6-8.L.1.V.PE-30 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-31 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-32 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-33 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-5 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.6-8.L.1.V.PE-6 - (x0)	(x0) - repeating simple present tense regular verbs, with instructional support.
ELL.6-8.L.1.V.PE-7 - (x0)	(x0) - repeating present progressive tense verbs with instructional support.
ELL.6-8.L.1.V.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-9 - (x0)	(x0) - repeating simple past tense regular verbs.
ELL.6-8.L.2.B-1 - (x0)	(x0) - reading and classifying words into conceptual categories and providing rationale for classification with instructional support.
ELL.6-8.L.2.B-10 - (x0)	(x0) - defining common homonyms (e.g., your, you're. there, their, they're) in context.
ELL.6-8.L.2.B-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning.
ELL.6-8.L.2.B-12 - (x0)	(x0) - determining the appropriate definition of a multiple-meaning word in context.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.2.B-13 - (x1)	(x1) - applying knowledge of words in context to determine meaning of grade-level content words.
ELL.6-8.L.2.B-14 - (x3)	(x3) - using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
ELL.6-8.L.2.B-15 - (x0)	(x0) - identifying idioms in text with visual support.
ELL.6-8.L.2.B-16 - (x0)	(x0) - defining metaphors and similes.
ELL.6-8.L.2.B-17 - (x0)	(x0) - interpreting the words that signal description (e.g., such as, as in) and compare and contrast (e.g., either...or).
ELL.6-8.L.2.B-2 - (x1)	(x1) - identifying the meaning/usage of sight words and applying in context.
ELL.6-8.L.2.B-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and applying them in context.
ELL.6-8.L.2.B-4 - (x1)	(x1) - categorizing grade-specific academic vocabulary and symbols by content.
ELL.6-8.L.2.B-5 - (x1)	(x1) - comprehending the meaning of academic compound words (landslide, benchmark, sharecropper).
ELL.6-8.L.2.B-6 - (x0)	(x0) - using contractions and identifying the words that comprise contractions.
ELL.6-8.L.2.B-7 - (x0)	(x0) - determining the meaning of Anglo-Saxon base/root words and affixes to understand content area vocabulary.
ELL.6-8.L.2.B-8 - (x0)	(x0) - recognizing and stating the words represented by content area abbreviations and acronyms (e.g., adj., min., NASA).
ELL.6-8.L.2.B-9 - (x0)	(x0) - explaining the relationship between common synonyms and/or antonyms.
ELL.6-8.L.2.E-1 - (x0)	(x0) - reading and classifying common words into conceptual categories.
ELL.6-8.L.2.E-10 - (x0)	(x0) - identifying common homonyms with instructional support.
ELL.6-8.L.2.E-11 - (x0)	(x0) - pronouncing a homograph in context, with instructional support.
ELL.6-8.L.2.E-12 - (x1)	(x1) - determining the appropriate definition of a multiple-meaning word in context, with visual support.
ELL.6-8.L.2.E-13 - (x2)	(x2) - determining the meaning of words using word parts and context clues.
ELL.6-8.L.2.E-14 - (x0)	(x0) - using reference materials, print and/or electronic, to identify meanings of words, with instructional support.
ELL.6-8.L.2.E-15 - (x0)	(x0) - defining the term idiom with instructional support.
ELL.6-8.L.2.E-16 - (x0)	(x0) - N/A
ELL.6-8.L.2.E-17 - (x0)	(x0) - interpreting the words that signal chronological sequence (e.g., first...next...last).
ELL.6-8.L.2.E-2 - (x0)	(x0) - recognizing sight words.
ELL.6-8.L.2.E-3 - (x0)	(x0) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.6-8.L.2.E-4 - (x3)	(x3) - identifying grade-specific academic vocabulary including key words, symbols, or operations.
ELL.6-8.L.2.E-5 - (x0)	(x0) - comprehending the meaning compound words.
ELL.6-8.L.2.E-6 - (x0)	(x0) - recognizing contractions and the words that comprise contractions.
ELL.6-8.L.2.E-7 - (x0)	(x0) - identifying the meaning of common affixes added to base/root words.
ELL.6-8.L.2.E-8 - (x0)	(x0) - recognizing and stating the words represented by common abbreviations and acronyms (e.g., Ave., NFL).
ELL.6-8.L.2.E-9 - (x0)	(x0) - identifying common synonyms and antonyms.
ELL.6-8.L.2.HI-1 - (x0)	(x0) - reading and classifying words into conceptual categories and providing rationale for classification.
ELL.6-8.L.2.HI-10 - (x0)	(x0) - applying knowledge of homonyms in context.
ELL.6-8.L.2.HI-11 - (x0)	(x0) - applying knowledge of homographs in context.
ELL.6-8.L.2.HI-12 - (x0)	(x0) - determining the appropriate definition of a multiple-meaning word in context with visual support.
ELL.6-8.L.2.HI-13 - (x1)	(x1) - analyzing grade-level content words in context to determine meaning.
ELL.6-8.L.2.HI-14 - (x1)	(x1) - using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
ELL.6-8.L.2.HI-15 - (x0)	(x0) - distinguishing the literal and figurative meanings of idioms.
ELL.6-8.L.2.HI-16 - (x0)	(x0) - determining the intended meaning of figurative language.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.2.HI-17 - (x1)	(x1) - interpreting the words and clauses that signal chronological sequence, description, cause and effect, and problem and solution.
ELL.6-8.L.2.HI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and applying in context.
ELL.6-8.L.2.HI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and applying them in context.
ELL.6-8.L.2.HI-4 - (x7)	(x7) - explaining the meaning and usage of grade-specific academic vocabulary and symbols.
ELL.6-8.L.2.HI-5 - (x0)	(x0) - analyzing compound words in context.
ELL.6-8.L.2.HI-6 - (x0)	(x0) - applying contractions in context.
ELL.6-8.L.2.HI-7 - (x0)	(x0) - analyzing the effect of affixes on base/root words (e.g., adding -ful to beauty makes it an adjective).
ELL.6-8.L.2.HI-8 - (x0)	(x0) - stating the words represented by abbreviations and acronyms.
ELL.6-8.L.2.HI-9 - (x0)	(x0) - completing and explaining analogous relationships (e.g., hot : cold :: small : ____).
ELL.6-8.L.2.LI-1 - (x0)	(x0) - reading and classifying words into conceptual categories and providing rationale for classification.
ELL.6-8.L.2.LI-10 - (x0)	(x0) - applying knowledge of homonyms in context.
ELL.6-8.L.2.LI-11 - (x0)	(x0) - determining the meanings of a homograph.
ELL.6-8.L.2.LI-12 - (x3)	(x3) - determining the appropriate definition of a multiple-meaning word in context with visual support.
ELL.6-8.L.2.LI-13 - (x10)	(x10) - analyzing grade-level content words in context to determine meaning with instructional support.
ELL.6-8.L.2.LI-14 - (x9)	(x9) - using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
ELL.6-8.L.2.LI-15 - (x0)	(x0) - identifying the meaning of idioms.
ELL.6-8.L.2.LI-16 - (x0)	(x0) - distinguishing between metaphors and similes.
ELL.6-8.L.2.LI-17 - (x0)	(x0) - interpreting clauses that signal description (e.g., such as, as in) compare and contrast (e.g., either...or).
ELL.6-8.L.2.LI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and applying in context.
ELL.6-8.L.2.LI-3 - (x3)	(x3) - identifying the meaning/usage of high frequency words and applying them in context.
ELL.6-8.L.2.LI-4 - (x16)	(x16) - explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
ELL.6-8.L.2.LI-5 - (x0)	(x0) - applying knowledge of academic compound words in context.
ELL.6-8.L.2.LI-6 - (x0)	(x0) - applying contractions in context.
ELL.6-8.L.2.LI-7 - (x0)	(x0) - determining the meaning of base/root words and affixes to understand content area vocabulary.
ELL.6-8.L.2.LI-8 - (x0)	(x0) - stating the words represented by abbreviations and acronyms.
ELL.6-8.L.2.LI-9 - (x0)	(x0) - determining the relationship of a pair of words (analogy).
ELL.6-8.L.2.PE-1 - (x0)	(x0) - naming and grouping labeled objects and pictures into given conceptual categories.
ELL.6-8.L.2.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-13 - (x1)	(x1) - determining the meaning of words using visual support.
ELL.6-8.L.2.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-15 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-2 - (x0)	(x0) - repeating and recognizing sight words.
ELL.6-8.L.2.PE-3 - (x0)	(x0) - repeating and recognizing high frequency words.
ELL.6-8.L.2.PE-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support.
ELL.6-8.L.2.PE-5 - (x0)	(x0) - identifying that two words can make a compound word using visual support.
ELL.6-8.L.2.PE-6 - (x2)	(x2) - recognizing contractions and the words that comprise common contractions.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.L.2.PE-7 - (x0)	(x0) - identifying that words have base/root words and affixes (prefixes and suffixes) with instructional support.
ELL.6-8.L.2.PE-8 - (x0)	(x0) - associating and stating the words represented by common abbreviations (e.g., Mr.= mister).
ELL.6-8.L.2.PE-9 - (x0)	(x0) - identifying common synonyms and antonyms with visual support.
ELL.6-8.LS.1.B-1 - (x0)	(x0) - distinguishing between individual phonemes (e.g., minimal pairs, minimal phrases, rhyming and non-rhyming words).
ELL.6-8.LS.1.B-10 - (x0)	(x0) - identifying the tone and/or attitudinal nuances of an oral presentation by using simple sentences, phrases, key words and gestures.
ELL.6-8.LS.1.B-2 - (x0)	(x0) - N/A
ELL.6-8.LS.1.B-3 - (x1)	(x1) - responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in complete sentences.
ELL.6-8.LS.1.B-4 - (x0)	(x0) - retelling the main ideas and key points/details of presentations.
ELL.6-8.LS.1.B-5 - (x1)	(x1) - sequencing events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.B-6 - (x3)	(x3) - following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.
ELL.6-8.LS.1.B-7 - (x2)	(x2) - responding to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts.
ELL.6-8.LS.1.B-8 - (x9)	(x9) - responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.
ELL.6-8.LS.1.B-9 - (x3)	(x3) - determining main ideas and supporting details from content area presentations and discussions.
ELL.6-8.LS.1.E-1 - (x0)	(x0) - distinguishing phonemes in the initial, medial and final positions of words.
ELL.6-8.LS.1.E-10 - (x0)	(x0) - responding appropriately to tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.
ELL.6-8.LS.1.E-2 - (x0)	(x0) - segmenting multi-syllabic words into syllables. (/but/ter/fly/)
ELL.6-8.LS.1.E-3 - (x0)	(x0) - retelling the main idea and details from read-alouds (nonfiction and fiction) in complete sentences.
ELL.6-8.LS.1.E-4 - (x0)	(x0) - identifying the main idea of presentations.
ELL.6-8.LS.1.E-5 - (x0)	(x0) - using sentence frames to sequence events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.E-6 - (x0)	(x0) - following multi-step instructions/directions which include prepositional phrases.
ELL.6-8.LS.1.E-7 - (x1)	(x1) - responding to social conversations by rephrasing/ repeating information and asking questions.
ELL.6-8.LS.1.E-8 - (x0)	(x0) - responding to academic content ideas and concepts by using key words in complete sentences.
ELL.6-8.LS.1.E-9 - (x0)	(x0) - retelling important main idea from content area presentations and discussions.
ELL.6-8.LS.1.HI-1 - (x0)	(x0) - distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences.
ELL.6-8.LS.1.HI-10 - (x0)	(x0) - analyzing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.
ELL.6-8.LS.1.HI-2 - (x0)	(x0) - N/A
ELL.6-8.LS.1.HI-3 - (x0)	(x0) - making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in complete sentences.
ELL.6-8.LS.1.HI-4 - (x1)	(x1) - making inferences and drawing conclusions from presentations.
ELL.6-8.LS.1.HI-5 - (x0)	(x0) - sequencing events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.HI-6 - (x1)	(x1) - producing the final steps to complete a set of teacher initiated instructions for familiar processes or procedures.
ELL.6-8.LS.1.HI-7 - (x1)	(x1) - responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts .
ELL.6-8.LS.1.HI-8 - (x1)	(x1) - offering and justifying opinions and ideas in response to questions and statements in academic discourse.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.LS.1.HI-9 - (x0)	(x0) - making inferences and drawing conclusions using evidence from content area presentations and discussions.
ELL.6-8.LS.1.LI-1 - (x0)	(x0) - distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (e.g., The base is nearby. The vase is nearby.)
ELL.6-8.LS.1.LI-10 - (x0)	(x0) - summarizing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.
ELL.6-8.LS.1.LI-2 - (x0)	(x0) - N/A
ELL.6-8.LS.1.LI-3 - (x2)	(x2) - summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences.
ELL.6-8.LS.1.LI-4 - (x4)	(x4) - summarizing the main ideas and key points/details of presentations.
ELL.6-8.LS.1.LI-5 - (x1)	(x1) - sequencing events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.LI-6 - (x9)	(x9) - following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.
ELL.6-8.LS.1.LI-7 - (x11)	(x11) - responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts .
ELL.6-8.LS.1.LI-8 - (x6)	(x6) - responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.
ELL.6-8.LS.1.LI-9 - (x4)	(x4) - summarizing main ideas and supporting details from content area presentations and discussions.
ELL.6-8.LS.1.PE-1 - (x0)	(x0) - distinguishing phonemes in the initial, medial and final positions of words.
ELL.6-8.LS.1.PE-10 - (x0)	(x0) - recognize appropriate tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.
ELL.6-8.LS.1.PE-2 - (x0)	(x0) - segmenting sentences into words.
ELL.6-8.LS.1.PE-3 - (x0)	(x0) - repeating the main idea from read-alouds (nonfiction and fiction) by using visual aids and sentence frames.
ELL.6-8.LS.1.PE-4 - (x2)	(x2) - restating the main idea of presentations (e.g., lecture, video, guest speaker) by using visual aids and sentence frames.
ELL.6-8.LS.1.PE-5 - (x0)	(x0) - sequencing a series of pictures from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.PE-6 - (x0)	(x0) - following instructions/directions consisting of one or two steps for with visual cues and gestures.
ELL.6-8.LS.1.PE-7 - (x0)	(x0) - responding to social conversations using memorized responses (e.g., introductions, requests, courtesies).
ELL.6-8.LS.1.PE-8 - (x1)	(x1) - responding to academic content ideas and concepts by using key words, phrases, and gestures.
ELL.6-8.LS.1.PE-9 - (x1)	(x1) - repeating import content area presentations and discussions using visual aids and sentence frames.
ELL.6-8.LS.2.B-1 - (x0)	(x0) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress with instructional support.
ELL.6-8.LS.2.B-10 - (x0)	(x0) - preparing and presenting a report using functional text using complete sentences.
ELL.6-8.LS.2.B-2 - (x0)	(x0) - reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing.
ELL.6-8.LS.2.B-3 - (x0)	(x0) - expressing personal needs and emotions in complete sentences.
ELL.6-8.LS.2.B-4 - (x0)	(x0) - participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs, using complete sentences.
ELL.6-8.LS.2.B-5 - (x0)	(x0) - sharing a personal experience/story supported by details and examples in complete sentences.
ELL.6-8.LS.2.B-6 - (x1)	(x1) - making predictions about academic content using complete sentences.
ELL.6-8.LS.2.B-7 - (x0)	(x0) - giving multiple step directions and instructions.
ELL.6-8.LS.2.B-8 - (x0)	(x0) - providing an appropriate response to given formal and informal situations.
ELL.6-8.LS.2.B-9 - (x0)	(x0) - preparing and presenting personal narratives supported by details and using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.E-1 - (x0)	(x0) - producing beginning, middle, and final sounds in a word.
ELL.6-8.LS.2.E-10 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.LS.2.E-2 - (x0)	(x0) - reciting repeated-patterned speech.
ELL.6-8.LS.2.E-3 - (x0)	(x0) - expressing likes, dislikes, needs, wants and abilities using complete sentences.
ELL.6-8.LS.2.E-4 - (x0)	(x0) - introducing others and expressing basic social conventions, such as greetings, farewells and courtesies, using complete sentences.
ELL.6-8.LS.2.E-5 - (x0)	(x0) - sharing a personal experience/story using complete sentences.
ELL.6-8.LS.2.E-6 - (x0)	(x0) - making predictions about academic content using sentence frames.
ELL.6-8.LS.2.E-7 - (x0)	(x0) - giving two-step directions and instructions.
ELL.6-8.LS.2.E-8 - (x0)	(x0) - determining the appropriate response to given formal and informal situations.
ELL.6-8.LS.2.E-9 - (x0)	(x0) - preparing and presenting personal narratives using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.HI-1 - (x0)	(x0) - producing sentences with accurate pronunciation, intonation, and stress.
ELL.6-8.LS.2.HI-10 - (x0)	(x0) - preparing and delivering a persuasive report on academic content stating a clear position with support evidence using complete sentences.
ELL.6-8.LS.2.HI-2 - (x0)	(x0) - presenting dialogue, skits, and drama using appropriate rhythm, rate, phrasing, and expression.
ELL.6-8.LS.2.HI-3 - (x0)	(x0) - expressing and justifying personal needs and emotions in complete sentences.
ELL.6-8.LS.2.HI-4 - (x0)	(x0) - participating in formal and informal conversation tasks using complete sentences.
ELL.6-8.LS.2.HI-5 - (x0)	(x0) - sharing a personal experience/ story with descriptive language and supported by details and examples in complete sentences.
ELL.6-8.LS.2.HI-6 - (x0)	(x0) - making predictions and inferences about academic content using complete sentences.
ELL.6-8.LS.2.HI-7 - (x0)	(x0) - issuing a sequence of steps to carry out a familiar process using academic vocabulary.
ELL.6-8.LS.2.HI-8 - (x0)	(x0) - providing and justifying an appropriate response to given formal and informal situations.
ELL.6-8.LS.2.HI-9 - (x0)	(x0) - preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.LI-1 - (x0)	(x0) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.
ELL.6-8.LS.2.LI-10 - (x0)	(x0) - preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences.
ELL.6-8.LS.2.LI-2 - (x0)	(x0) - reciting poems, chants, and tongue twisters, with appropriate rhythm, rate, phrasing, and expression.
ELL.6-8.LS.2.LI-3 - (x0)	(x0) - expressing personal needs and emotions in complete sentences.
ELL.6-8.LS.2.LI-4 - (x7)	(x7) - participating in formal and informal conversation tasks using complete sentences.
ELL.6-8.LS.2.LI-5 - (x0)	(x0) - sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.
ELL.6-8.LS.2.LI-6 - (x0)	(x0) - making predictions and inferences about academic content using complete sentences with instructional support.
ELL.6-8.LS.2.LI-7 - (x0)	(x0) - issuing multiple step directions and instructions including time, location and movement.
ELL.6-8.LS.2.LI-8 - (x0)	(x0) - providing an appropriate response to given formal and informal situations.
ELL.6-8.LS.2.LI-9 - (x1)	(x1) - preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.PE-1 - (x0)	(x0) - articulating the 44 phonemes and vowel sounds with verbal modeling and visual cues.
ELL.6-8.LS.2.PE-10 - (x0)	(x0) - N/A
ELL.6-8.LS.2.PE-2 - (x0)	(x0) - reciting the alphabet, cardinal and ordinal numbers, commands, names, and teacher's name.
ELL.6-8.LS.2.PE-3 - (x0)	(x0) - expressing likes, dislikes, needs, wants and abilities in complete sentences with instructional support.
ELL.6-8.LS.2.PE-4 - (x0)	(x0) - expressing basic social conventions such as greetings, farewells and courtesies in complete sentences.
ELL.6-8.LS.2.PE-5 - (x0)	(x0) - sharing a personal experience using sentence frames.
ELL.6-8.LS.2.PE-6 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.LS.2.PE-7 - (x0)	(x0) - repeating two- step directions and instructions.
ELL.6-8.LS.2.PE-8 - (x0)	(x0) - repeating an appropriate response to a given formal and informal situation.
ELL.6-8.LS.2.PE-9 - (x0)	(x0) - presenting personal narratives with use of visual aids and sentence frames.
ELL.6-8.R.1.B-1 - (x0)	(x0) - N/A
ELL.6-8.R.1.B-2 - (x1)	(x1) - recognizing the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).
ELL.6-8.R.1.B-3 - (x2)	(x2) - locating specific information using the organizational features of a book, a dictionary and a newspaper.
ELL.6-8.R.1.B-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.6-8.R.1.E-1 - (x0)	(x0) - demonstrating the one to one correlation between spoken and printed word.
ELL.6-8.R.1.E-2 - (x0)	(x0) - identifying letters, words, and sentences and their distinguishing features (e.g., capitalization, internal and ending punctuation).
ELL.6-8.R.1.E-3 - (x0)	(x0) - identifying organizational features of a book, a dictionary and a newspaper with instructional support.
ELL.6-8.R.1.E-4 - (x0)	(x0) - alphabetizing a series of words to the third letter.
ELL.6-8.R.1.HI-1 - (x0)	(x0) - N/A
ELL.6-8.R.1.HI-2 - (x0)	(x0) - N/A
ELL.6-8.R.1.HI-3 - (x0)	(x0) - N/A
ELL.6-8.R.1.HI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.6-8.R.1.LI-1 - (x0)	(x0) - N/A
ELL.6-8.R.1.LI-2 - (x0)	(x0) - N/A
ELL.6-8.R.1.LI-3 - (x0)	(x0) - N/A
ELL.6-8.R.1.LI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.6-8.R.1.PE-1 - (x0)	(x0) - demonstrating left to right, top to bottom directionality and return sweep, holding a book right side up and turning pages in the correct direction.
ELL.6-8.R.1.PE-2 - (x0)	(x0) - identifying and distinguishing between printed letters (upper and lower case) and words.
ELL.6-8.R.1.PE-3 - (x0)	(x0) - identifying organizational features of a book (e.g., title, author, and table of contents) with instructional support.
ELL.6-8.R.1.PE-4 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.6-8.R.2.B-1 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-10 - (x1)	(x1) - reading words with appropriate pronunciation and applying knowledge of parts of speech and the function of inflectional endings.
ELL.6-8.R.2.B-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .
ELL.6-8.R.2.B-12 - (x3)	(x3) - reading high frequency words.
ELL.6-8.R.2.B-13 - (x1)	(x1) - reading contractions.
ELL.6-8.R.2.B-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.B-2 - (x0)	(x0) - segmenting syllables of multi-syllabic words (/but/ter/fly/).
ELL.6-8.R.2.B-3 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-4 - (x0)	(x0) - producing rhyming words and creating new words when a specific sound is changed, added or removed.
ELL.6-8.R.2.B-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-6 - (x0)	(x0) - applying knowledge of spelling pattern exceptions.
ELL.6-8.R.2.B-7 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.
ELL.6-8.R.2.B-9 - (x0)	(x0) - reading one-syllable and multi-syllabic words using syllabication rules.
ELL.6-8.R.2.E-1 - (x1)	(x1) - producing groups of words that begin with the same initial, final and medial sounds in single and two-syllable words.
ELL.6-8.R.2.E-10 - (x0)	(x0) - reading base words and inflectional endings (-s, -ed, -ing) and identifying their functions; (tense, plurality, comparison and part of speech).
ELL.6-8.R.2.E-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.R.2.E-12 - (x2)	(x2) - reading high frequency words.
ELL.6-8.R.2.E-13 - (x0)	(x0) - reading common contractions.
ELL.6-8.R.2.E-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.E-2 - (x1)	(x1) - segmenting regularly spelled two-syllable words and common CVC words by applying the most common letter-sound correspondences, including the sounds represented by: single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs.
ELL.6-8.R.2.E-3 - (x0)	(x0) - blending two or three spoken syllables to produce words including the phonemes represented by consonant blends, digraphs, diphthongs, and r-controlled vowels.
ELL.6-8.R.2.E-4 - (x0)	(x0) - orally forming words by substituting simple onset (/c/) with given rimes (/at/).
ELL.6-8.R.2.E-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.E-6 - (x0)	(x0) - decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.
ELL.6-8.R.2.E-7 - (x0)	(x0) - reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., face to place).
ELL.6-8.R.2.E-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sup/per, fam/i/ly).
ELL.6-8.R.2.E-9 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding one or two-syllable words and compound words.
ELL.6-8.R.2.HI-1 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-10 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .
ELL.6-8.R.2.HI-12 - (x1)	(x1) - reading high frequency words.
ELL.6-8.R.2.HI-13 - (x0)	(x0) - reading contractions.
ELL.6-8.R.2.HI-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.HI-2 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-3 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-4 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-6 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-7 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.
ELL.6-8.R.2.HI-9 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-1 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-10 - (x0)	(x0) - applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.
ELL.6-8.R.2.LI-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .
ELL.6-8.R.2.LI-12 - (x1)	(x1) - reading high frequency words.
ELL.6-8.R.2.LI-13 - (x0)	(x0) - reading contractions.
ELL.6-8.R.2.LI-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.LI-2 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-3 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-4 - (x0)	(x0) - N/A.
ELL.6-8.R.2.LI-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-6 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-7 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.
ELL.6-8.R.2.LI-9 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text to derive meaning.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.R.2.PE-1 - (x0)	(x0) - distinguishing initial, final and medial sounds in single syllable words.
ELL.6-8.R.2.PE-10 - (x0)	(x0) - identifying base words (clean, walk) and inflectional endings (-s, -ed, -ing).
ELL.6-8.R.2.PE-11 - (x3)	(x3) - reading words with common prefixes and suffixes with instructional support .
ELL.6-8.R.2.PE-12 - (x1)	(x1) - recognizing and repeating high frequency words.
ELL.6-8.R.2.PE-13 - (x0)	(x0) - recognizing common contractions.
ELL.6-8.R.2.PE-14 - (x0)	(x0) - recognizing word order (syntax) in sentences (e.g., She lives in a shoe. Cats have nine lives.)
ELL.6-8.R.2.PE-2 - (x0)	(x0) - segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds to form new words.
ELL.6-8.R.2.PE-3 - (x0)	(x0) - blending initial, medial, and final spoken phonemes to produce words.
ELL.6-8.R.2.PE-4 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words.
ELL.6-8.R.2.PE-5 - (x0)	(x0) - Identifying and naming the upper and lower case letters of the alphabet.
ELL.6-8.R.2.PE-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words.
ELL.6-8.R.2.PE-7 - (x0)	(x0) - reading a newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).
ELL.6-8.R.2.PE-8 - (x0)	(x0) - reading one-syllable words, using letter-sound knowledge.
ELL.6-8.R.2.PE-9 - (x0)	(x0) - reading one syllable words using letter-sound knowledge.
ELL.6-8.R.3.B-1 - (x3)	(x3) - reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.E-1 - (x1)	(x1) - reading aloud passages from familiar text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.HI-1 - (x2)	(x2) - reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.LI-1 - (x3)	(x3) - reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.PE-1 - (x0)	(x0) - reading aloud sight words, sentences, and familiar patterned text (e.g., poems, chants).
ELL.6-8.R.4.B-1 - (x0)	(x0) - distinguishing between fiction and nonfiction.
ELL.6-8.R.4.B-10 - (x0)	(x0) - locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.B-11 - (x0)	(x0) - locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.B-12 - (x1)	(x1) - identifying the author's main purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.B-13 - (x0)	(x0) - identifying the cause and effect relationship between two related events in a literary selection.
ELL.6-8.R.4.B-14 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.6-8.R.4.B-15 - (x0)	(x0) - distinguishing between major and minor characters within a fictional text.
ELL.6-8.R.4.B-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.6-8.R.4.B-17 - (x0)	(x0) - describing the various settings within a fictional text.
ELL.6-8.R.4.B-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.6-8.R.4.B-19 - (x0)	(x0) - identifying the main problem or conflict of a plot in a fictional text.
ELL.6-8.R.4.B-2 - (x0)	(x0) - N/A
ELL.6-8.R.4.B-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.B-21 - (x0)	(x0) - applying understanding of content area vocabulary within math, science and social studies texts.
ELL.6-8.R.4.B-22 - (x1)	(x1) - following a set of written multi-step instructions to perform routine procedures and answer questions.
ELL.6-8.R.4.B-23 - (x0)	(x0) - locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) periodicals for a specific purpose.
ELL.6-8.R.4.B-24 - (x0)	(x0) - locating information from external text within nonfiction text for a specific purpose.
ELL.6-8.R.4.B-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.R.4.B-26 - (x0)	(x0) - locating specific information using the organizational features on a page of nonfiction text.
ELL.6-8.R.4.B-27 - (x0)	(x0) - selecting an organizational feature of a book for a specific purpose.
ELL.6-8.R.4.B-28 - (x0)	(x0) - interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose.
ELL.6-8.R.4.B-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.B-3 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.6-8.R.4.B-30 - (x0)	(x0) - identifying fact and opinion in persuasive text.
ELL.6-8.R.4.B-31 - (x0)	(x0) - identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELL.6-8.R.4.B-32 - (x0)	(x0) - identifying characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm of poetry).
ELL.6-8.R.4.B-4 - (x0)	(x0) - answering who, what, where, when, why, which and how questions about text.
ELL.6-8.R.4.B-5 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text.
ELL.6-8.R.4.B-6 - (x0)	(x0) - retelling a literary selection by sequencing events using transition words.
ELL.6-8.R.4.B-7 - (x1)	(x1) - connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
ELL.6-8.R.4.B-8 - (x3)	(x3) - summarizing the main idea and supporting details from text.
ELL.6-8.R.4.B-9 - (x0)	(x0) - locating sequential/ chronological order signal words (e.g., first, next, finally, today, now) in text.
ELL.6-8.R.4.E-1 - (x0)	(x0) - designating text as fiction or nonfiction.
ELL.6-8.R.4.E-10 - (x0)	(x0) - identifying signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.E-11 - (x0)	(x0) - identifying signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.E-12 - (x1)	(x1) - identifying the author's main purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.E-13 - (x1)	(x1) - identifying the cause and effect relationship between two related events in a literary selection, with instructional support.
ELL.6-8.R.4.E-14 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-15 - (x0)	(x0) - identifying major characters within a fictional text.
ELL.6-8.R.4.E-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text with instructional support.
ELL.6-8.R.4.E-17 - (x0)	(x0) - identifying the setting within a fictional text.
ELL.6-8.R.4.E-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.6-8.R.4.E-19 - (x1)	(x1) - identifying the plot (sequence of events) in a fictional text heard or read.
ELL.6-8.R.4.E-2 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.E-21 - (x0)	(x0) - identifying content area vocabulary within math, science and social studies text.
ELL.6-8.R.4.E-22 - (x1)	(x1) - following simple one-to-two step written instructions.
ELL.6-8.R.4.E-23 - (x1)	(x1) - identifying print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) needed for a specific purpose.
ELL.6-8.R.4.E-24 - (x1)	(x1) - selecting external text (e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables) within nonfiction text for a specific purpose.
ELL.6-8.R.4.E-25 - (x0)	(x0) - identifying print (font) features in nonfiction text. (e.g., bold face, italicized, underlined).
ELL.6-8.R.4.E-26 - (x0)	(x0) - identifying organizational features on a page of nonfiction text. (e.g., indentation, title, headings, subheadings, boxed information, bulleted information, captions, cutaways).
ELL.6-8.R.4.E-27 - (x0)	(x0) - identifying the purpose of an organizational feature of a book.
ELL.6-8.R.4.E-28 - (x0)	(x0) - identifying functional documents (e.g., maps, graphs, tables, graphic organizers) in math, science and social studies.
ELL.6-8.R.4.E-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.E-3 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.6-8.R.4.E-30 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-31 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.R.4.E-32 - (x0)	(x0) - identifying rhyme and repetition in poetry.
ELL.6-8.R.4.E-4 - (x2)	(x2) - answering yes/no questions about text in complete sentences.
ELL.6-8.R.4.E-5 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-6 - (x0)	(x0) - retelling a story or event by sequencing event using transition words with instructional support.
ELL.6-8.R.4.E-7 - (x5)	(x5) - making connections between reading experiences and life experiences (text-to-self).
ELL.6-8.R.4.E-8 - (x6)	(x6) - identifying the main idea and two-to-three details.
ELL.6-8.R.4.E-9 - (x0)	(x0) - identifying signal words (e.g., first, next, finally) that indicate chronological order.
ELL.6-8.R.4.HI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.6-8.R.4.HI-10 - (x0)	(x0) - locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.HI-11 - (x0)	(x0) - locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.HI-12 - (x1)	(x1) - determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.HI-13 - (x0)	(x0) - determining the cause and effect relationship between two related events in a literary selection.
ELL.6-8.R.4.HI-14 - (x1)	(x1) - drawing conclusions from information implied or inferred in a literary selection.
ELL.6-8.R.4.HI-15 - (x0)	(x0) - analyzing the motivations of the major and minor characters within a fictional text.
ELL.6-8.R.4.HI-16 - (x0)	(x0) - comparing, contrasting, and describing the connections between two characters within a fictional text.
ELL.6-8.R.4.HI-17 - (x0)	(x0) - analyzing the settings within a fictional text.
ELL.6-8.R.4.HI-18 - (x0)	(x0) - comparing, contrasting, and describing the connections between two settings within a fictional text.
ELL.6-8.R.4.HI-19 - (x0)	(x0) - describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.
ELL.6-8.R.4.HI-2 - (x0)	(x0) - identifying forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.
ELL.6-8.R.4.HI-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.HI-21 - (x0)	(x0) - applying understanding of content area vocabulary within math, science and social studies texts.
ELL.6-8.R.4.HI-22 - (x0)	(x0) - following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies.
ELL.6-8.R.4.HI-23 - (x0)	(x0) - locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) for a specific purpose.
ELL.6-8.R.4.HI-24 - (x0)	(x0) - interpreting information from external text within nonfiction text for a specific purpose.
ELL.6-8.R.4.HI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.6-8.R.4.HI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page of nonfiction text.
ELL.6-8.R.4.HI-28 - (x0)	(x0) - interpreting information in functional documents (e.g., memos, directories, search engines, manuals, recipes, graphic organizers).
ELL.6-8.R.4.HI-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.HI-3 - (x0)	(x0) - generating and confirming predictions about text for accuracy.
ELL.6-8.R.4.HI-30 - (x0)	(x0) - distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.
ELL.6-8.R.4.HI-31 - (x0)	(x0) - identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELL.6-8.R.4.HI-32 - (x0)	(x0) - identifying the types of poetry by characteristics and structural elements.
ELL.6-8.R.4.HI-4 - (x0)	(x0) - answering literal, inferential and personal response questions about text.
ELL.6-8.R.4.HI-5 - (x0)	(x0) - generating clarifying questions about text.
ELL.6-8.R.4.HI-6 - (x0)	(x0) - retelling a literary selection by sequencing events using transition words.
ELL.6-8.R.4.HI-7 - (x0)	(x0) - connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.R.4.HI-8 - (x2)	(x2) - summarizing the main idea and supporting details from text using academic vocabulary.
ELL.6-8.R.4.HI-9 - (x0)	(x0) - locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.
ELL.6-8.R.4.LI-1 - (x1)	(x1) - comparing and contrasting fiction with nonfiction.
ELL.6-8.R.4.LI-10 - (x0)	(x0) - locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.LI-11 - (x0)	(x0) - locating signal words in text that indicate cause and effect . (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.LI-12 - (x0)	(x0) - determining the author's main purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.LI-13 - (x0)	(x0) - determining the cause and effect relationship between two related events in a literary selection.
ELL.6-8.R.4.LI-14 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.6-8.R.4.LI-15 - (x0)	(x0) - describing the characteristics of the major and minor characters within a fictional text.
ELL.6-8.R.4.LI-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.6-8.R.4.LI-17 - (x0)	(x0) - distinguishing between settings within a fictional text.
ELL.6-8.R.4.LI-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.6-8.R.4.LI-19 - (x0)	(x0) - identifying the plot and its components (e.g., main events, conflict, rising action, climax, falling action resolution) in a fictional text.
ELL.6-8.R.4.LI-2 - (x0)	(x0) - identifying forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.
ELL.6-8.R.4.LI-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.LI-21 - (x0)	(x0) - applying understanding of content area vocabulary within math, science and social studies texts.
ELL.6-8.R.4.LI-22 - (x0)	(x0) - following a set of written multi-step instructions to perform routine procedures, answer questions or solve problems in math, science and social studies.
ELL.6-8.R.4.LI-23 - (x1)	(x1) - locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) for a specific purpose.
ELL.6-8.R.4.LI-24 - (x0)	(x0) - interpreting information from external text within nonfiction text for a specific purpose.
ELL.6-8.R.4.LI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.6-8.R.4.LI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page of nonfiction text.
ELL.6-8.R.4.LI-27 - (x0)	(x0) - locating information from an organizational feature of a book for a specific purpose.
ELL.6-8.R.4.LI-27 - (x0)	(x0) - locating information from an organizational feature of a book for a specific purpose.
ELL.6-8.R.4.LI-28 - (x0)	(x0) - locating information in functional documents (e.g., letters, memos, directories, search engines, manuals, recipes, graphic organizers).
ELL.6-8.R.4.LI-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.LI-3 - (x0)	(x0) - predicting text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, and key words).
ELL.6-8.R.4.LI-30 - (x0)	(x0) - distinguishing fact from opinion in persuasive text by providing supporting evidence.
ELL.6-8.R.4.LI-31 - (x0)	(x0) - identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELL.6-8.R.4.LI-32 - (x1)	(x1) - differentiating the characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm of poetry).
ELL.6-8.R.4.LI-4 - (x0)	(x0) - answering literal and personal response questions about text.
ELL.6-8.R.4.LI-5 - (x0)	(x0) - generating clarifying questions about text.
ELL.6-8.R.4.LI-6 - (x0)	(x0) - retelling a literary selection by sequencing events using transition words.
ELL.6-8.R.4.LI-7 - (x0)	(x0) - connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
ELL.6-8.R.4.LI-8 - (x2)	(x2) - summarizing the main idea and supporting details from text using academic vocabulary.
ELL.6-8.R.4.LI-9 - (x0)	(x0) - locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.
ELL.6-8.R.4.PE-1 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-10 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.R.4.PE-11 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-12 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-13 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-14 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-15 - (x0)	(x0) - identifying characters within a fictional text heard or read.
ELL.6-8.R.4.PE-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text heard or read, with instructional support.
ELL.6-8.R.4.PE-17 - (x0)	(x0) - identifying the setting within a fictional text heard or read.
ELL.6-8.R.4.PE-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text heard or read.
ELL.6-8.R.4.PE-19 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-2 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.PE-21 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-22 - (x3)	(x3) - following simple one-to-two step written instructions with visual support.
ELL.6-8.R.4.PE-23 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-24 - (x0)	(x0) - identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text.
ELL.6-8.R.4.PE-25 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-26 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-27 - (x0)	(x0) - identifying the organizational features of a book (e.g., cover title page, index, glossary, table of contents, appendix).
ELL.6-8.R.4.PE-28 - (x1)	(x1) - recognizing functional documents (e.g., maps, schedules, forms, menus and graphic organizers).
ELL.6-8.R.4.PE-29 - (x0)	(x0) - identifying and comparing two items within an expository text heard or read.
ELL.6-8.R.4.PE-3 - (x0)	(x0) - making predictions based on cover, title and illustrations with instructional support.
ELL.6-8.R.4.PE-30 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-31 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-32 - (x0)	(x0) - identifying repetition in poetry.
ELL.6-8.R.4.PE-4 - (x0)	(x0) - answering yes/no questions about text (heard or read) with instructional support.
ELL.6-8.R.4.PE-5 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-6 - (x0)	(x0) - retelling a story or event (heard or read) by sequencing pictures.
ELL.6-8.R.4.PE-7 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-8 - (x1)	(x1) - identifying the topic from text heard or read.
ELL.6-8.R.4.PE-9 - (x0)	(x0) - N/A
ELL.6-8.W.1.B-1 - (x0)	(x0) - writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.
ELL.6-8.W.1.B-2 - (x0)	(x0) - writing simple, formulaic poetry using rhythm and rhyme.
ELL.6-8.W.1.B-3 - (x0)	(x0) - taking notes using a teacher selected and student created graphic organizer or cloze notes.
ELL.6-8.W.1.B-4 - (x0)	(x0) - writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.1.B-5 - (x0)	(x0) - writing original questions and predictions for further inquiry based on the conclusions of scientific investigations.
ELL.6-8.W.1.B-6 - (x1)	(x1) - writing a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.
ELL.6-8.W.1.B-7 - (x0)	(x0) - writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.
ELL.6-8.W.1.B-8 - (x0)	(x0) - writing a persuasive paragraph using facts, ideas and concepts to influence the reader.
ELL.6-8.W.1.B-9 - (x3)	(x3) - writing a summary that identifies the main idea, characters, and setting of varied texts.
ELL.6-8.W.1.E-1 - (x1)	(x1) - writing phrases and/or sentences about real or imagined events, observations or memories.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.W.1.E-2 - (x0)	(x0) - writing simple rhymes with instructional support.
ELL.6-8.W.1.E-3 - (x1)	(x1) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes.
ELL.6-8.W.1.E-4 - (x1)	(x1) - writing phrases and/or sentences based on research using topic sentences, main ideas, relevant facts, details, and concluding statements, with instructional support.
ELL.6-8.W.1.E-5 - (x0)	(x0) - writing questions for further inquiry based on observations of scientific investigations, with instructional support.
ELL.6-8.W.1.E-6 - (x0)	(x0) - N/A
ELL.6-8.W.1.E-7 - (x0)	(x0) - writing friendly letters and invitations using simple words and phrases, and addressing an envelope, with instructional support.
ELL.6-8.W.1.E-8 - (x1)	(x1) - writing simple sentences to influence the reader, with instructional support.
ELL.6-8.W.1.E-9 - (x3)	(x3) - writing a short response that identifies the main idea, characters, and setting of varied texts using simple words and phrases.
ELL.6-8.W.1.HI-1 - (x0)	(x0) - writing one or more narrative paragraphs that include an engaging plot, developed characters, setting, figurative language, and dialogue as appropriate.
ELL.6-8.W.1.HI-2 - (x0)	(x0) - writing simple poetry using various techniques including use of figurative language.
ELL.6-8.W.1.HI-3 - (x0)	(x0) - taking notes using self selected formats based upon knowledge of oral or written text structures.
ELL.6-8.W.1.HI-4 - (x0)	(x0) - writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.1.HI-5 - (x0)	(x0) - organizing and recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigations.
ELL.6-8.W.1.HI-6 - (x2)	(x2) - writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context.
ELL.6-8.W.1.HI-7 - (x0)	(x0) - writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format.
ELL.6-8.W.1.HI-8 - (x0)	(x0) - writing an essay which states a clear position, convincing arguments and relevant evidence.
ELL.6-8.W.1.HI-9 - (x0)	(x0) - writing a book report that reflects the main idea, characters, setting, events, and plot of varied texts.
ELL.6-8.W.1.LI-1 - (x1)	(x1) - writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.
ELL.6-8.W.1.LI-2 - (x0)	(x0) - writing simple poetry using rhythm, rhyme, and sensory details.
ELL.6-8.W.1.LI-3 - (x0)	(x0) - taking notes using teacher or student selected formats based upon knowledge of oral or written text structures.
ELL.6-8.W.1.LI-4 - (x2)	(x2) - writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.1.LI-5 - (x0)	(x0) - recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around scientific investigations with instructional support.
ELL.6-8.W.1.LI-6 - (x0)	(x0) - writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context.
ELL.6-8.W.1.LI-7 - (x0)	(x0) - writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format, with instructional support.
ELL.6-8.W.1.LI-8 - (x0)	(x0) - writing multiple paragraphs of persuasive text which state a clear position and relevant evidence.
ELL.6-8.W.1.LI-9 - (x0)	(x0) - writing a book report that identifies the main idea, characters, setting, events, and plot of varied texts.
ELL.6-8.W.1.PE-1 - (x1)	(x1) - writing words or combination of words and phrases about real or imagined events, observations or memories, with instructional support.
ELL.6-8.W.1.PE-2 - (x0)	(x0) - copying/ writing simple poetry or chants from a model.
ELL.6-8.W.1.PE-3 - (x2)	(x2) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes, with instructional support.
ELL.6-8.W.1.PE-4 - (x0)	(x0) - writing a combination of words and phrases based on research, with instructional support.
ELL.6-8.W.1.PE-5 - (x0)	(x0) - writing a combination of words and phrases representing the observations of scientific investigations, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.W.1.PE-6 - (x0)	(x0) - N/A
ELL.6-8.W.1.PE-7 - (x3)	(x3) - writing notes or messages using a template.
ELL.6-8.W.1.PE-8 - (x0)	(x0) - writing words and phrases to influence the reader, with instructional support.
ELL.6-8.W.1.PE-9 - (x4)	(x4) - writing a combination of words and phrases representing the main idea of varied texts, with instructional support.
ELL.6-8.W.2.B-1 - (x0)	(x0) - legibly and independently writing upper and lower case cursive letters and words (signature) with proper spacing.
ELL.6-8.W.2.B-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.6-8.W.2.B-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.6-8.W.2.B-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.6-8.W.2.B-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.6-8.W.2.B-2 - (x0)	(x0) - using common spelling of CVC (e.g., cat), CCVC (e.g., ship), CVCC (e.g., sink) words, r-controlled words (e.g., cart, burn), diphthongs (e.g., out, oil), digraphs (e.g., phone, meat) and irregular plurals (e.g., children).
ELL.6-8.W.2.B-3 - (x0)	(x0) - writing words and sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names).
ELL.6-8.W.2.B-4 - (x2)	(x2) - writing sentences using appropriate punctuation (e.g., ending punctuation; period: abbreviations; colons: time; commas: items in a series, introductory words, friendly letters; apostrophes: contractions).
ELL.6-8.W.2.B-5 - (x1)	(x1) - using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.
ELL.6-8.W.2.B-6 - (x0)	(x0) - using verb tenses (i.e., simple, progressive) in a variety of writing applications.
ELL.6-8.W.2.B-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.B-8 - (x2)	(x2) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.6-8.W.2.B-9 - (x0)	(x0) - using simple and/or compound declarative sentences in a variety of writing applications.
ELL.6-8.W.2.E-1 - (x0)	(x0) - legibly writing numbers and letters independently and with directionality (top to bottom, left to right).
ELL.6-8.W.2.E-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-2 - (x0)	(x0) - using common spelling of high frequency words, word families and rhyming words.
ELL.6-8.W.2.E-3 - (x1)	(x1) - writing words and simple sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", sentence beginnings) with instructional support.
ELL.6-8.W.2.E-4 - (x1)	(x1) - writing simple sentences using appropriate punctuation (e.g., ending punctuation, period: abbreviations, colons: time) with instructional support.
ELL.6-8.W.2.E-5 - (x1)	(x1) - using various subjects (e.g., common nouns and proper nouns pronouns) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support.
ELL.6-8.W.2.E-6 - (x0)	(x0) - using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.
ELL.6-8.W.2.E-7 - (x1)	(x1) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.
ELL.6-8.W.2.E-8 - (x1)	(x1) - using noun phrases in sentences.
ELL.6-8.W.2.E-9 - (x0)	(x0) - using simple (i.e., S-V, S-V-O, S-V-C, S-V-O-P) declarative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.HI-1 - (x0)	(x0) - legibly and independently using cursive writing for academic applications (e.g., note taking, drafting).
ELL.6-8.W.2.HI-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.W.2.HI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.6-8.W.2.HI-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.6-8.W.2.HI-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.6-8.W.2.HI-2 - (x0)	(x0) - using common spelling patterns and generalizations to spell words (e.g., 'i before e', plurals of words ending with 'y', doubling of final consonant).
ELL.6-8.W.2.HI-3 - (x0)	(x0) - writing paragraphs using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events).
ELL.6-8.W.2.HI-4 - (x4)	(x4) - writing paragraphs using appropriate punctuation (e.g., ending punctuation; periods; abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources).
ELL.6-8.W.2.HI-5 - (x2)	(x2) - using various subjects in sentences in a variety of writing applications.
ELL.6-8.W.2.HI-6 - (x0)	(x0) - using verb tenses (simple, progressive, perfect) in a variety of writing applications.
ELL.6-8.W.2.HI-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.HI-8 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.6-8.W.2.HI-9 - (x0)	(x0) - using various declarative sentence structures in a variety of writing applications.
ELL.6-8.W.2.LI-1 - (x0)	(x0) - legibly and independently writing cursive sentences (e.g., notes messages).
ELL.6-8.W.2.LI-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.6-8.W.2.LI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.6-8.W.2.LI-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.6-8.W.2.LI-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.6-8.W.2.LI-2 - (x0)	(x0) - using common spelling of homonyms, inflectional endings (e.g., -ed, -ing, -er), prefixes (e.g., pre-, pro-, non-) and suffixes (e.g., -al, -ology).
ELL.6-8.W.2.LI-3 - (x0)	(x0) - writing sentences and simple paragraphs using appropriate capitalization (e.g., proper nouns, the pronoun "I", titles, abbreviations, words used as names, historical events).
ELL.6-8.W.2.LI-4 - (x7)	(x7) - writing sentences and simple paragraphs using appropriate punctuation (e.g., ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles).
ELL.6-8.W.2.LI-5 - (x1)	(x1) - using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.LI-6 - (x1)	(x1) - using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.
ELL.6-8.W.2.LI-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.LI-8 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.6-8.W.2.LI-9 - (x1)	(x1) - using simple, compound, and/or complex declarative sentences in a variety of writing applications.
ELL.6-8.W.2.PE-1 - (x0)	(x0) - legibly writing numbers, upper and lower case letters of the alphabet.
ELL.6-8.W.2.PE-10 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.PE-12 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-13 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-2 - (x0)	(x0) - using common spelling of words with short and long vowel sounds, and high frequency words, with instructional support.
ELL.6-8.W.2.PE-3 - (x0)	(x0) - writing words using appropriate capitalization (e.g., proper nouns, pronoun 'I') with instructional support.
ELL.6-8.W.2.PE-4 - (x1)	(x1) - writing simple sentences using appropriate ending punctuation (i.e., period, exclamation mark, question mark) with instructional support.
ELL.6-8.W.2.PE-5 - (x3)	(x3) - using various subjects (e.g., common nouns, pronouns) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.W.2.PE-6 - (x2)	(x2) - using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support.
ELL.6-8.W.2.PE-7 - (x1)	(x1) - using subject-verb agreement in sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support.
ELL.6-8.W.2.PE-8 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-9 - (x0)	(x0) - using simple declarative sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support.
ELL.6-8.W.3.B-1 - (x0)	(x0) - generating, recording, and organizing ideas for pre-writing.
ELL.6-8.W.3.B-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to explain) of a writing piece with instructional support.
ELL.6-8.W.3.B-3 - (x0)	(x0) - using a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main ideas.
ELL.6-8.W.3.B-4 - (x0)	(x0) - identifying and applying tools (e.g., resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
ELL.6-8.W.3.B-5 - (x0)	(x0) - identifying and correcting basic punctuation errors in the draft.
ELL.6-8.W.3.B-6 - (x0)	(x0) - presenting writing in a format appropriate to audience and purpose (e.g., oral presentations, timelines, paragraphs, manuscripts, multimedia).
ELL.6-8.W.3.E-1 - (x0)	(x0) - generating and organizing ideas during pre-writing activities with instructional support.
ELL.6-8.W.3.E-2 - (x0)	(x0) - N/A
ELL.6-8.W.3.E-3 - (x0)	(x0) - creating a draft from pre-writing activities, with instructional support.
ELL.6-8.W.3.E-4 - (x0)	(x0) - reviewing the draft with assistance of peers, checklists, or rubrics, and adding details for clarity.
ELL.6-8.W.3.E-5 - (x0)	(x0) - identifying and correcting basic punctuation errors in the draft, with instructional support.
ELL.6-8.W.3.E-6 - (x0)	(x0) - presenting writing in a simple text format (e.g., simple sentences, two to three word phrases).
ELL.6-8.W.3.HI-1 - (x0)	(x0) - generating, organizing, maintaining and evaluating ideas for pre-writing.
ELL.6-8.W.3.HI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to explain, to persuade) of a writing piece.
ELL.6-8.W.3.HI-3 - (x1)	(x1) - evaluating information on a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main idea.
ELL.6-8.W.3.HI-4 - (x0)	(x0) - applying appropriate tools (e.g. resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
ELL.6-8.W.3.HI-5 - (x0)	(x0) - identifying and correcting errors in conventions (e.g., sentence structure, spelling, capitalization, punctuation) in the draft.
ELL.6-8.W.3.HI-6 - (x0)	(x0) - presenting writing related to a content area in a format appropriate to audience and purpose, within a set time period.
ELL.6-8.W.3.LI-1 - (x2)	(x2) - generating, organizing, and maintaining a record of ideas for pre-writing.
ELL.6-8.W.3.LI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to explain, to persuade) of a writing piece.
ELL.6-8.W.3.LI-3 - (x0)	(x0) - analyzing information on a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main ideas.
ELL.6-8.W.3.LI-4 - (x0)	(x0) - applying appropriate tools (e.g., resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
ELL.6-8.W.3.LI-5 - (x1)	(x1) - identifying and correcting errors in conventions (e.g., sentence structure, spelling, capitalization, punctuation) in the draft, with instructional support.
ELL.6-8.W.3.LI-6 - (x0)	(x0) - presenting writing related to a content area in a format appropriate to audience and purpose.
ELL.6-8.W.3.PE-1 - (x0)	(x0) - recording ideas during group pre-writing activities (e.g., webbing, listing, using pictures).
ELL.6-8.W.3.PE-2 - (x0)	(x0) - N/A
ELL.6-8.W.3.PE-3 - (x0)	(x0) - creating a group draft, scripted by the teacher, to plan writing.
ELL.6-8.W.3.PE-4 - (x0)	(x0) - revising a group draft, and adding additional details for clarity with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.W.3.PE-5 - (x0)	(x0) - N/A
ELL.6-8.W.3.PE-6 - (x0)	(x0) - presenting a final product in a visual format that includes text (e.g., collages, labeling, captioning posters, multimedia).
ELL.6-8.W.4.B-1 - (x3)	(x3) - writing text that incorporates details.
ELL.6-8.W.4.B-2 - (x1)	(x1) - writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.
ELL.6-8.W.4.B-3 - (x0)	(x0) - writing a paragraph using selected words that convey intended meaning.
ELL.6-8.W.4.B-4 - (x1)	(x1) - writing a paragraph using expressive and descriptive words that convey the intended meaning.
ELL.6-8.W.4.B-5 - (x0)	(x0) - writing simple and compound sentences that flow together and sound natural.
ELL.6-8.W.4.E-1 - (x0)	(x0) - writing stand-alone text that expresses a clear general message.
ELL.6-8.W.4.E-2 - (x1)	(x1) - writing simple sentences to support a main idea.
ELL.6-8.W.4.E-3 - (x0)	(x0) - N/A
ELL.6-8.W.4.E-4 - (x4)	(x4) - selecting appropriate words to create simple sentences to support a main idea.
ELL.6-8.W.4.E-5 - (x0)	(x0) - writing simple sentences.
ELL.6-8.W.4.HI-1 - (x1)	(x1) - writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details.
ELL.6-8.W.4.HI-2 - (x0)	(x0) - writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution.
ELL.6-8.W.4.HI-3 - (x1)	(x1) - writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing.
ELL.6-8.W.4.HI-4 - (x1)	(x1) - writing paragraphs using original, varied and natural word choices, including literal and figurative language.
ELL.6-8.W.4.HI-5 - (x0)	(x0) - writing paragraphs using simple, compound and complex sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.
ELL.6-8.W.4.LI-1 - (x5)	(x5) - writing clearly focused text that incorporates relevant details.
ELL.6-8.W.4.LI-2 - (x2)	(x2) - writing paragraphs with a logical organizing principle, transitions and relevant supporting details.
ELL.6-8.W.4.LI-3 - (x1)	(x1) - writing paragraphs using language appropriate to the audience and purpose (i.e., formal vs. informal).
ELL.6-8.W.4.LI-4 - (x1)	(x1) - writing paragraphs using phrases that convey intended meaning and style.
ELL.6-8.W.4.LI-5 - (x0)	(x0) - writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.
ELL.6-8.W.4.PE-1 - (x0)	(x0) - using labels, captions or pictures to convey meaning.
ELL.6-8.W.4.PE-2 - (x0)	(x0) - organizing content (e.g. captions, pictures) into a selected format that demonstrates sequencing (i.e., beginning, middle, end).
ELL.6-8.W.4.PE-3 - (x0)	(x0) - N/A
ELL.6-8.W.4.PE-4 - (x0)	(x0) - N/A
ELL.6-8.W.4.PE-5 - (x0)	(x0) - writing simple sentences, with support.
ELL.6-8.W.5.B-1 - (x1)	(x1) - summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.5.B-2 - (x1)	(x1) - writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation.
ELL.6-8.W.5.B-3 - (x0)	(x0) - listing resources using a consistent format.
ELL.6-8.W.5.B-4 - (x0)	(x0) - paraphrasing information from at least one source.
ELL.6-8.W.5.B-5 - (x0)	(x0) - producing group reports including understanding the purpose of the project, and assigning research tasks.
ELL.6-8.W.5.E-1 - (x1)	(x1) - organizing information using non-linguistic representations, and/or simple words and phrases (e.g., tables and maps).
ELL.6-8.W.5.E-2 - (x1)	(x1) - writing questions for further inquiry based on a scientific investigation, with instructional support.
ELL.6-8.W.5.E-3 - (x0)	(x0) - listing resources by author and title.
ELL.6-8.W.5.E-4 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 551 References, Dumouchel, D. (Continued)*

Stage IV - 369 References (Continued)

ELL.6-8.W.5.E-5 - (x0)	(x0) - N/A
ELL.6-8.W.5.HI-1 - (x0)	(x0) - writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.5.HI-2 - (x0)	(x0) - recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.
ELL.6-8.W.5.HI-3 - (x0)	(x0) - quoting or paraphrasing information sources, and supplying citations.
ELL.6-8.W.5.HI-4 - (x0)	(x0) - paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information.
ELL.6-8.W.5.HI-5 - (x0)	(x0) - producing group reports including summarizing the purpose of the project reaching consensus regarding the research, and setting and meeting timelines.
ELL.6-8.W.5.LI-1 - (x0)	(x0) - writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.5.LI-2 - (x1)	(x1) - organizing student collected data (e.g., facts they learn, procedures they conduct) in appropriate format.
ELL.6-8.W.5.LI-3 - (x0)	(x0) - listing resources using a consistent format to quote information, and supply citations.
ELL.6-8.W.5.LI-4 - (x0)	(x0) - paraphrasing information from a variety of sources.
ELL.6-8.W.5.LI-5 - (x0)	(x0) - producing group reports including summarizing the purpose of the project, reaching consensus regarding the research, and assigning research tasks.
ELL.6-8.W.5.PE-1 - (x0)	(x0) - recording information using non-linguistic representations (e.g., tables, maps) with instructional support.
ELL.6-8.W.5.PE-2 - (x0)	(x0) - visually representing the observations of scientific investigations.
ELL.6-8.W.5.PE-3 - (x0)	(x0) - listing resources by title.
ELL.6-8.W.5.PE-4 - (x0)	(x0) - N/A.
ELL.6-8.W.5.PE-5 - (x0)	(x0) - N/A

AZCollege and Career Ready Standards2010, *English Language Arts - 133 References*

Grade 6 - (133 References)

LA.AZ.6.L.1.a - (x2)	(x2) - Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.AZ.6.L.1.b - (x0)	(x0) - Use intensive pronouns (e.g., myself, ourselves).
LA.AZ.6.L.1.c - (x0)	(x0) - Recognize and correct inappropriate shifts in pronoun number and person.
LA.AZ.6.L.1.d - (x0)	(x0) - Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
LA.AZ.6.L.1.e - (x0)	(x0) - Recognize variations from standard English in their own and others' writing and speaking , and identify and use strategies to improve expression in conventional language.
LA.AZ.6.L.2.a - (x1)	(x1) - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.AZ.6.L.2.b - (x1)	(x1) - Spell correctly.
LA.AZ.6.L.3.a - (x1)	(x1) - Vary sentence patterns for meaning, reader/ listener interest, and style.
LA.AZ.6.L.3.b - (x0)	(x0) - Maintain consistency in style and tone.
LA.AZ.6.L.4.a - (x2)	(x2) - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.AZ.6.L.4.b - (x0)	(x0) - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
LA.AZ.6.L.4.c - (x0)	(x0) - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.AZ.6.L.4.d - (x0)	(x0) - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.AZ.6.L.5.a - (x2)	(x2) - Interpret figures of speech (e.g., personification) in context.
LA.AZ.6.L.5.b - (x1)	(x1) - Use the relationship between particular words (e.g., cause/ effect, part/whole, item/category) to better understand each of the words.
LA.AZ.6.L.5.c - (x0)	(x0) - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 133 References, Dumouchel, D. (Continued)*

Grade 6 - 133 References (Continued)

LA.AZ.6.L.6 - (x0)	(x0) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.AZ.6.RI.1 - (x9)	(x9) - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.AZ.6.RI.10.a - (x0)	(x0) - By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range .
LA.AZ.6.RI.2 - (x6)	(x6) - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.AZ.6.RI.3 - (x0)	(x0) - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.AZ.6.RI.4 - (x3)	(x3) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.AZ.6.RI.5 - (x5)	(x5) - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.AZ.6.RI.6 - (x0)	(x0) - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
LA.AZ.6.RI.7 - (x0)	(x0) - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.AZ.6.RI.8 - (x1)	(x1) - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.AZ.6.RI.9 - (x0)	(x0) - Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LA.AZ.6.RL.1 - (x23)	(x23) - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.AZ.6.RL.10 - (x0)	(x0) - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.AZ.6.RL.2 - (x12)	(x12) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.AZ.6.RL.3 - (x4)	(x4) - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LA.AZ.6.RL.4 - (x9)	(x9) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.AZ.6.RL.5 - (x9)	(x9) - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LA.AZ.6.RL.6 - (x3)	(x3) - Explain how an author develops the point of view of the narrator or speaker in a text.
LA.AZ.6.RL.7 - (x2)	(x2) - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
LA.AZ.6.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.6.RL.9 - (x8)	(x8) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.AZ.6.SL.1.a - (x5)	(x5) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.AZ.6.SL.1.b - (x1)	(x1) - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.AZ.6.SL.1.c - (x0)	(x0) - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.AZ.6.SL.1.d - (x0)	(x0) - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
LA.AZ.6.SL.2 - (x0)	(x0) - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 133 References, Dumouchel, D. (Continued)*

Grade 6 - 133 References (Continued)

LA.AZ.6.SL.3 - (x0)	(x0) - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.AZ.6.SL.4 - (x0)	(x0) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.AZ.6.SL.5 - (x0)	(x0) - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
LA.AZ.6.SL.6 - (x0)	(x0) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.AZ.6.W.1.a - (x4)	(x4) - Introduce claim(s) and organize the reasons and evidence clearly.
LA.AZ.6.W.1.b - (x0)	(x0) - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
LA.AZ.6.W.1.c - (x0)	(x0) - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.AZ.6.W.1.d - (x0)	(x0) - Establish and maintain a formal style.
LA.AZ.6.W.1.e - (x0)	(x0) - Provide a concluding statement or section that follows from the argument presented.
LA.AZ.6.W.10 - (x0)	(x0) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.AZ.6.W.2.a - (x1)	(x1) - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LA.AZ.6.W.2.b - (x0)	(x0) - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.AZ.6.W.2.c - (x0)	(x0) - Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.AZ.6.W.2.d - (x1)	(x1) - Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.AZ.6.W.2.e - (x0)	(x0) - Establish and maintain a formal style.
LA.AZ.6.W.2.f - (x0)	(x0) - Provide a concluding statement or section that follows from the information or explanation presented.
LA.AZ.6.W.3.a - (x2)	(x2) - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.AZ.6.W.3.b - (x1)	(x1) - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.AZ.6.W.3.c - (x0)	(x0) - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.AZ.6.W.3.d - (x0)	(x0) - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.AZ.6.W.3.e - (x0)	(x0) - Provide a conclusion that follows from the narrated experiences or events.
LA.AZ.6.W.4.a - (x6)	(x6) - Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to task, purpose, and audience.
LA.AZ.6.W.5 - (x3)	(x3) - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.AZ.6.W.6 - (x1)	(x1) - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.AZ.6.W.7 - (x2)	(x2) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.AZ.6.W.8 - (x0)	(x0) - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.AZ.6.W.9.a - (x2)	(x2) - Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 133 References, Dumouchel, D. (Continued)*

Grade 6 - 133 References (Continued)

LA.AZ.6.W.9.b - (x0)

(x0) - Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Grade 4 - (13 References)

MA.4.4.G.A.1 - (x0)

(x0) - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

MA.4.4.G.A.2 - (x0)

(x0) - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

MA.4.4.G.A.3 - (x0)

(x0) - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

MA.4.4.MD.A.1 - (x0)

(x0) - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

MA.4.4.MD.A.2 - (x2)

(x2) - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

MA.4.4.MD.A.3 - (x2)

(x2) - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

MA.4.4.MD.B.4 - (x0)

(x0) - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

MA.4.4.MD.C.5.a - (x0)

(x0) - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.

MA.4.4.MD.C.5.b - (x0)

(x0) - An angle that turns through n one-degree angles is said to have an angle measure of n degrees.

MA.4.4.MD.C.6 - (x0)

(x0) - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

MA.4.4.MD.C.7 - (x0)

(x0) - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

MA.4.4.NBT.A.1 - (x0)

(x0) - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

MA.4.4.NBT.A.2 - (x1)

(x1) - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

MA.4.4.NBT.A.3 - (x0)

(x0) - Use place value understanding to round multi-digit whole numbers to any place.

MA.4.4.NBT.B.4 - (x2)

(x2) - Fluently add and subtract multi-digit whole numbers using the standard algorithm.

MA.4.4.NBT.B.5 - (x1)

(x1) - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MA.4.4.NBT.B.6 - (x0)

(x0) - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MA.4.4.NF.A.1 - (x0)

(x0) - Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $(\frac{a}{c} \times \frac{c}{b}) / (\frac{a}{c} \times \frac{c}{b})$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)***Grade 4 - 13 References (Continued)**

MA.4.4.NF.A.2 - (x0)	(x0) - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.a - (x0)	(x0) - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MA.4.4.NF.B.3.b - (x0)	(x0) - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.c - (x0)	(x0) - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MA.4.4.NF.B.3.d - (x1)	(x1) - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.B.4.a - (x0)	(x0) - Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.
MA.4.4.NF.B.4.b - (x0)	(x0) - Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.
MA.4.4.NF.B.4.c - (x0)	(x0) - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.C.5 - (x0)	(x0) - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MA.4.4.NF.C.6 - (x0)	(x0) - Use decimal notation for fractions with denominators 10 or 100.
MA.4.4.NF.C.7 - (x1)	(x1) - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
MA.4.4.OA.A.1 - (x0)	(x0) - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MA.4.4.OA.A.2 - (x0)	(x0) - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MA.4.4.OA.A.3 - (x2)	(x2) - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.4.4.OA.B.4 - (x1)	(x1) - Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.
MA.4.4.OA.C.5 - (x0)	(x0) - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
MA.4.AZ.4.OA.A.3.1.a - (x0)	(x0) - Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.
MA.4.AZ.4.OA.A.3.1.b - (x0)	(x0) - Analyze relationships among representations and make connections to the multiplication principle of counting.

Grade 5 - (26 References)

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)***Grade 5 - 26 References (Continued)**

MA.5.5.G.A.1 - (x0)	(x0) - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., \square -axis and \square -coordinate, \square -axis and \square -coordinate).
MA.5.5.G.A.2 - (x0)	(x0) - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
MA.5.5.G.B.3 - (x0)	(x0) - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
MA.5.5.G.B.4 - (x0)	(x0) - Classify two-dimensional figures in a hierarchy based on properties.
MA.5.5.MD.A.1 - (x0)	(x0) - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MA.5.5.MD.B.2 - (x0)	(x0) - Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
MA.5.5.MD.C.3.a - (x0)	(x0) - A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
MA.5.5.MD.C.3.b - (x0)	(x0) - A solid figure which can be packed without gaps or overlaps using \square unit cubes is said to have a volume of \square cubic units.
MA.5.5.MD.C.4 - (x0)	(x0) - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
MA.5.5.MD.C.5.a - (x0)	(x0) - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MA.5.5.MD.C.5.b - (x0)	(x0) - Apply the formulas $\square = \square \times \square \times \square$ and $\square = \square \times \square$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
MA.5.5.MD.C.5.c - (x0)	(x0) - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
MA.5.5.NBT.A.1 - (x1)	(x1) - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left.
MA.5.5.NBT.A.2 - (x1)	(x1) - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MA.5.5.NBT.A.3.a - (x0)	(x0) - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
MA.5.5.NBT.A.3.b - (x1)	(x1) - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
MA.5.5.NBT.A.4 - (x1)	(x1) - Use place value understanding to round decimals to any place.
MA.5.5.NBT.B.5 - (x0)	(x0) - Fluently multiply multi-digit whole numbers using the standard algorithm.
MA.5.5.NBT.B.6 - (x0)	(x0) - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.5.5.NBT.B.7 - (x4)	(x4) - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.5.5.NF.A.1 - (x8)	(x8) - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Start Date: 07/22/2019

End Date: 11/21/2019

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)***Grade 5 - 26 References (Continued)**

MA.5.5.NF.A.2 - (x1)	(x1) - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MA.5.5.NF.B.3 - (x5)	(x5) - Interpret a fraction as division of the numerator by the denominator ($\square/\square = \square \div \square$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.5.NF.B.5.a - (x0)	(x0) - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
MA.5.5.NF.B.5.b - (x0)	(x0) - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\square/\square = (\square \times \square)/(\square \times \square)$ to the effect of multiplying \square/\square by 1.
MA.5.5.NF.B.6 - (x1)	(x1) - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.5.NF.B.7.a - (x0)	(x0) - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
MA.5.5.NF.B.7.b - (x1)	(x1) - Interpret division of a whole number by a unit fraction, and compute such quotients.
MA.5.5.NF.B.7.c - (x0)	(x0) - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
MA.5.5.NFB.4.a - (x1)	(x1) - Interpret the product $(\square/\square) \times \square$ as a parts of a partition of \square into \square equal parts; equivalently, as the result of a sequence of operations $\square \times \square \div \square$.
MA.5.5.NFB.4.b - (x1)	(x1) - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MA.5.5.OA.A.1 - (x0)	(x0) - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
MA.5.5.OA.A.2 - (x0)	(x0) - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
MA.5.5.OA.B.3 - (x0)	(x0) - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Grade 6 - (37 References)

MA.6.6.EE.A.1 - (x2)	(x2) - Write and evaluate numerical expressions involving whole -number exponents.
MA.6.6.EE.A.2.a - (x1)	(x1) - Write expressions that record operations with numbers and with letters standing for numbers.
MA.6.6.EE.A.2.b - (x1)	(x1) - Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
MA.6.6.EE.A.2.c - (x1)	(x1) - Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
MA.6.6.EE.A.3 - (x0)	(x0) - Apply the properties of operations to generate equivalent expressions.
MA.6.6.EE.A.4 - (x0)	(x0) - Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).
MA.6.6.EE.B.5 - (x0)	(x0) - Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
MA.6.6.EE.B.6 - (x0)	(x0) - Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
MA.6.6.EE.B.7 - (x0)	(x0) - Solve real-world and mathematical problems by writing and solving equations of the form $\square + \square = \square$ and $\square \square = \square$ for cases in which \square , \square and \square are all nonnegative rational numbers.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)***Grade 6 - 37 References (Continued)**

MA.6.6.EE.B.8 - (x0)	(x0) - Write an inequality of the form $\square > \square$ or $\square < \square$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $\square > \square$ or $\square < \square$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
MA.6.6.EE.C.9 - (x0)	(x0) - Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
MA.6.6.G.A.1 - (x0)	(x0) - Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
MA.6.6.G.A.2 - (x0)	(x0) - Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $\square = \square \square \square$ and $\square = \square \square$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
MA.6.6.G.A.3 - (x0)	(x0) - Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
MA.6.6.G.A.4 - (x0)	(x0) - Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
MA.6.6.NS.A.1 - (x6)	(x6) - Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
MA.6.6.NS.B.2 - (x0)	(x0) - Fluently divide multi-digit numbers using the standard algorithm.
MA.6.6.NS.B.3 - (x5)	(x5) - Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
MA.6.6.NS.B.4 - (x2)	(x2) - Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
MA.6.6.NS.C.5 - (x1)	(x1) - Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
MA.6.6.NS.C.6.a - (x0)	(x0) - Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
MA.6.6.NS.C.6.b - (x0)	(x0) - Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
MA.6.6.NS.C.6.c - (x0)	(x0) - Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
MA.6.6.NS.C.7.a - (x1)	(x1) - Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.
MA.6.6.NS.C.7.b - (x0)	(x0) - Write, interpret, and explain statements of order for rational numbers in real-world contexts.
MA.6.6.NS.C.7.c - (x0)	(x0) - Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.
MA.6.6.NS.C.7.d - (x0)	(x0) - Distinguish comparisons of absolute value from statements about order.
MA.6.6.NS.C.8 - (x1)	(x1) - Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)*

Grade 6 - 37 References (Continued)

MA.6.6.RP.A.1 - (x0)	(x0) - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
MA.6.6.RP.A.2 - (x1)	(x1) - Understand the concept of a unit rate $\frac{a}{b}$ associated with a ratio $\frac{a}{b}$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
MA.6.6.RP.A.3.a - (x0)	(x0) - Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
MA.6.6.RP.A.3.b - (x0)	(x0) - Solve unit rate problems including those involving unit pricing and constant speed.
MA.6.6.RP.A.3.c - (x2)	(x2) - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.
MA.6.6.RP.A.3.d - (x0)	(x0) - Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
MA.6.6.SP.A.1 - (x1)	(x1) - Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
MA.6.6.SP.A.2 - (x1)	(x1) - Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
MA.6.6.SP.A.3 - (x0)	(x0) - Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
MA.6.6.SP.B.4 - (x3)	(x3) - Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
MA.6.6.SP.B.5.a - (x0)	(x0) - Reporting the number of observations.
MA.6.6.SP.B.5.b - (x1)	(x1) - Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
MA.6.6.SP.B.5.c - (x0)	(x0) - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
MA.6.6.SP.B.5.d - (x0)	(x0) - Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
MA.6.AZ.6.NS.C.9 - (x7)	(x7) - Convert between expressions for positive rational numbers, including fractions, decimals, and percents.

Grade 7 - (6 References)

MA.7.7.EE.A.1 - (x0)	(x0) - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
MA.7.7.EE.A.2 - (x0)	(x0) - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.
MA.7.7.EE.B.3 - (x0)	(x0) - Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.
MA.7.7.EE.B.4.a - (x0)	(x0) - Solve word problems leading to equations of the form $ax + b = c$ and $a(x + b) = c$, where a , b , and c are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
MA.7.7.EE.B.4.b - (x0)	(x0) - Solve word problems leading to inequalities of the form $ax + b > c$ or $ax + b < c$, where a , b , and c are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.
MA.7.7.G.A.1 - (x0)	(x0) - Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale .
MA.7.7.G.A.2 - (x1)	(x1) - Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
MA.7.7.G.A.3 - (x0)	(x0) - Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)***Grade 7 - 6 References (Continued)**

MA.7.7.G.B.4 - (x2)	(x2) - Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
MA.7.7.G.B.5 - (x1)	(x1) - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
MA.7.7.G.B.6 - (x1)	(x1) - Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
MA.7.7.NS.A.1.a - (x0)	(x0) - Describe situations in which opposite quantities combine to make 0.
MA.7.7.NS.A.1.b - (x0)	(x0) - Understand $\square + \square$ as the number located a distance $ \square $ from \square , in the positive or negative direction depending on whether \square is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
MA.7.7.NS.A.1.c - (x0)	(x0) - Understand subtraction of rational numbers as adding the additive inverse, $\square - \square = \square + (-\square)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
MA.7.7.NS.A.1.d - (x0)	(x0) - Apply properties of operations as strategies to add and subtract rational numbers.
MA.7.7.NS.A.2.a - (x1)	(x1) - Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
MA.7.7.NS.A.2.b - (x0)	(x0) - Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If \square and \square are integers, then $-(\square/\square) = (-\square)/\square = \square/(-\square)$. Interpret quotients of rational numbers by describing real-world contexts.
MA.7.7.NS.A.2.c - (x0)	(x0) - Apply properties of operations as strategies to multiply and divide rational numbers.
MA.7.7.NS.A.2.d - (x0)	(x0) - Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
MA.7.7.NS.A.3 - (x0)	(x0) - Solve real-world and mathematical problems involving the four operations with rational numbers.
MA.7.7.RP.A.1 - (x0)	(x0) - Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.
MA.7.7.RP.A.2.a - (x0)	(x0) - Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
MA.7.7.RP.A.2.b - (x0)	(x0) - Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
MA.7.7.RP.A.2.c - (x0)	(x0) - Represent proportional relationships by equations.
MA.7.7.RP.A.2.d - (x0)	(x0) - Explain what a point (\square, \square) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, \square)$ where \square is the unit rate.
MA.7.7.RP.A.3 - (x0)	(x0) - Use proportional relationships to solve multistep ratio and percent problems.
MA.7.7.SP.A.1 - (x0)	(x0) - Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
MA.7.7.SP.A.2 - (x0)	(x0) - Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.
MA.7.7.SP.B.3 - (x0)	(x0) - Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.
MA.7.7.SP.B.4 - (x0)	(x0) - Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 82 References, Dumouchel, D. (Continued)*

Grade 7 - 6 References (Continued)

MA.7.7.SP.C.5 - (x0)	(x0) - Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
MA.7.7.SP.C.6 - (x0)	(x0) - Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
MA.7.7.SP.C.7.a - (x0)	(x0) - Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.
MA.7.7.SP.C.7.b - (x0)	(x0) - Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.
MA.7.7.SP.C.8.a - (x0)	(x0) - Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
MA.7.7.SP.C.8.b - (x0)	(x0) - Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
MA.7.7.SP.C.8.c - (x0)	(x0) - Design and use a simulation to generate frequencies for compound events.

Joslin, Laura

Standards Linked: 853

Last Login: 11/20/2019

AZAcademic Standards1996, *Language Arts - 15 References*

Readiness (Kindergarten) - (15 References)

LA.K.R-R1 PO 1 - (x1)	(x1) - Identify main characters
LA.K.R-R1 PO 2 - (x2)	(x2) - Retell story line in sequence
LA.K.R-R2 PO 1 - (x1)	(x1) - Make predictions based on title, cover, illustrations, text
LA.K.R-R3 PO 1 - (x1)	(x1) - Identify facts from nonfiction material
LA.K.R-R4 PO 1 - (x1)	(x1) - Identify consonant sound/symbol relationships in the context of words
LA.K.R-R5 PO 1 - (x2)	(x2) - Demonstrate an understanding of print concepts (e.g., directionality, pictures, letters, words, return sweep, book handling skills)
LA.K.R-R5 PO 2 - (x1)	(x1) - Derive meaning from picture clues
LA.K.R-R5 PO 3 - (x0)	(x0) - Derive meaning from illustrations/print using prior knowledge/experience
LA.K.R-R5 PO 4 - (x0)	(x0) - Derive meaning from print using sound/symbol relationships
LA.K.W-R1 PO 1 - (x1)	(x1) - Create a narrative by drawing, telling and/or emergent writing
LA.K.W-R1 PO 2 - (x0)	(x0) - Create a story by drawing, telling and/or emergent writing
LA.K.W-R1 PO 3 - (x0)	(x0) - Create a message by drawing, telling and/or emergent writing
LA.K.W-R2 PO 1 - (x2)	(x2) - Apply letter/sound relationships as emergent writers
LA.K.W-R3 PO 1 - (x3)	(x3) - Copy the 26 letters of the alphabet

AZAcademic Standards1997, *Foreign and Native Language - 1 References*

Readiness (Kindergarten) - (1 References)

FL.K.1FL-R1 - (x0)	(x0) - Respond to simple commands
FL.K.1FL-R2 - (x0)	(x0) - Read and understand simple words and expressions
FL.K.1FL-R3 - (x1)	(x1) - Comprehend short conversations/stories on familiar topics
FL.K.1FL-R4 - (x0)	(x0) - Identify people and objects based on oral and written descriptions
FL.K.1FL-R5 - (x0)	(x0) - Interpret gestures, intonation and other visual or auditory cues
FL.K.1FL-R6 - (x0)	(x0) - Comprehend the main ideas and identify the principal characters of short stories or children's literature
FL.K.2FL-R1 - (x0)	(x0) - Greet people, make small talk and close conversations
FL.K.2FL-R2 - (x0)	(x0) - Give and follow simple instructions and ask and answer questions

Concordia Charter School

AZAcademic Standards1997, *Foreign and Native Language - 1 References, Joslin, L. (Continued)*

Readiness (Kindergarten) - 1 References (Continued)

FL.K.2FL-R3 - (x0)	(x0) - Express likes and dislikes
FL.K.2FL-R4 - (x0)	(x0) - Describe people, places and things in their daily lives
FL.K.2FL-R5 - (x0)	(x0) - Identify occupations in the target language
FL.K.3FL-R1 - (x0)	(x0) - Recite short and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression
FL.K.3FL-R2 - (x0)	(x0) - Write or orally present short messages
FL.K.3FL-R3 - (x0)	(x0) - Present descriptions of familiar people, places and things to a group
FL.K.3FL-R4 - (x0)	(x0) - Read and recite short poems or stories with appropriate expression
FL.K.4FL-R1 - (x0)	(x0) - Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases
FL.K.4FL-R2 - (x0)	(x0) - Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues
FL.K.4FL-R3 - (x0)	(x0) - Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods
FL.K.4FL-R4 - (x0)	(x0) - Identify parts of the world where the target language is spoken
FL.K.5FL-R1 - (x0)	(x0) - Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts
FL.K.5FL-R2 - (x0)	(x0) - Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers
FL.K.6FL-R1 - (x0)	(x0) - Recognize that words are borrowed from one language by another
FL.K.6FL-R2 - (x0)	(x0) - Make basic comparisons between the celebrations of the target culture and their own culture (e.g., Halloween and Dia de los Muertos; Bastille Day and Independence Day)
FL.K.6FL-R3 - (x0)	(x0) - Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes
FL.K.7FL-R1 - (x0)	(x0) - Participate in a school or community celebration
FL.K.7FL-R2 - (x0)	(x0) - Perform a song or skit in the target language for an audience
FL.K.7FL-R3 - (x0)	(x0) - Understand and listen to presentations about occupations and careers

AZAcademic Standards2011, *English Language Proficiency - 491 References*

Stage I - (491 References)

ELL.K.B-1: - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it).
ELL.K.B-10: - (x0)	(x0) - completing a fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.
ELL.K.B-8: - (x0)	(x0) - completing a fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase.
ELL.K.B-9: - (x0)	(x0) - completing a fill-in-the-blank sentence by providing “to be” and “not” to form a sentence in the negative construction.
ELL.K.E-1: - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you).
ELL.K.HI-9: - (x0)	(x0) - naming and describing objects, people, and events.
ELL.K.L.1.ADJ.B-1 - (x1)	(x1) - using color/ shape/ quantity/size adjectives with nouns with instructional support.
ELL.K.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives (e.g., my, your, his, her, its) with nouns with instructional support.
ELL.K.L.1.ADJ.E-1 - (x1)	(x1) - naming color/shape/ quantity/size adjectives with nouns.
ELL.K.L.1.ADJ.E-2 - (x0)	(x0) - repeating possessive adjectives (e.g., my, your) with nouns.
ELL.K.L.1.ADJ.HI-1 - (x0)	(x0) - using a series of adjectives in the correct order (e.g., quantity/size/shape/ color) with instructional support.
ELL.K.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns.
ELL.K.L.1.ADJ.LI-1 - (x1)	(x1) - using color/ shape/ quantity/size adjectives with nouns in oral communication.
ELL.K.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives (e.g., my, your, his, her, its, our, their) with nouns with instructional support.
ELL.K.L.1.ADJ.PE-1 - (x5)	(x5) - repeating adjectives (e.g., color, shape) with nouns.
ELL.K.L.1.ADJ.PE-2 - (x3)	(x3) - repeating a possessive adjective (e.g., my) with a noun.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.L.1.ADV.B-1 - (x0)	(x0) - using "when" adverbs (e.g., first, then, next).
ELL.K.L.1.ADV.E-1 - (x0)	(x0) - using the "when" adverb (e.g., first, then, next) with instructional support.
ELL.K.L.1.ADV.HI-1 - (x0)	(x0) - using the "when" adverbs (e.g., first, then, next, after, before, finally) and "frequency" adverbs (always, never, and sometimes) in context with instructional support.
ELL.K.L.1.ADV.LI-1 - (x0)	(x0) - using "when" adverbs (e.g., first, then, next, after, before, finally) with instructional support.
ELL.K.L.1.ADV.PE-1 - (x7)	(x7) - following oral directions that use first, then, next.
ELL.K.L.1.C.B-1 - (x0)	(x0) - selecting conjunctions (e.g., and, or) to join noun and verb phrases.
ELL.K.L.1.C.E-1 - (x0)	(x0) - selecting conjunctions (e.g., and, or) to join noun and verb phrases with instructional support.
ELL.K.L.1.C.HI-1 - (x1)	(x1) - using conjunctions (e.g., and, or) in sentences.
ELL.K.L.1.C.LI-1 - (x0)	(x0) - differentiating between the conjunctions and and or .
ELL.K.L.1.C.PE-1 - (x0)	(x0) - repeating noun and verb phrases joined by conjunctions. (e.g., and, or)
ELL.K.L.1.I.B-1 - (x0)	(x0) - using interjections that relate to a given situation.
ELL.K.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.K.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.K.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.K.L.1.I.PE-1 - (x0)	(x0) - repeating interjections.
ELL.K.L.1.N.B-1 - (x0)	(x0) - selecting articles (e.g., a, the) for singular and plural nouns with instructional support.
ELL.K.L.1.N.B-2 - (x0)	(x0) - orally listing common nouns (singular, plural which includes the ending sound for the suffix) and singular proper nouns.
ELL.K.L.1.N.E-1 - (x1)	(x1) - selecting articles (e.g., a, the) for singular nouns with instructional support.
ELL.K.L.1.N.E-2 - (x2)	(x2) - naming singular common nouns.
ELL.K.L.1.N.HI-1 - (x0)	(x0) - selecting articles (e.g., a, an, the) for singular and plural nouns.
ELL.K.L.1.N.HI-2 - (x0)	(x0) - explaining differences between common and proper nouns in context (singular and plural).
ELL.K.L.1.N.LI-1 - (x1)	(x1) - selecting articles (e.g., a, an, the) for singular and plural nouns.
ELL.K.L.1.N.LI-2 - (x0)	(x0) - sorting common nouns (singular and plural) and singular proper nouns.
ELL.K.L.1.N.PE-1 - (x4)	(x4) - repeating articles with singular nouns.
ELL.K.L.1.N.PE-2 - (x3)	(x3) - repeating singular common nouns.
ELL.K.L.1.PH/CL.B-1 - (x0)	(x0) - producing noun phrases from a visual prompt.
ELL.K.L.1.PH/CL.B-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt.
ELL.K.L.1.PH/CL.B-3 - (x0)	(x0) - producing verb phrases with instructional support.
ELL.K.L.1.PH/CL.B-4 - (x0)	(x0) - producing joined verb phrases with instructional support. (e.g., verb + coordinating conjunction + verb: "walks and talks")
ELL.K.L.1.PH/CL.B-5 - (x0)	(x0) - producing prepositional phrases with instructional support.
ELL.K.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases from a visual prompt with instructional support.
ELL.K.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt with instructional support.
ELL.K.L.1.PH/CL.E-3 - (x0)	(x0) - producing verb phrases from a visual model with instructional support.
ELL.K.L.1.PH/CL.E-4 - (x0)	(x0) - producing joined verb phrases from a visual model with instructional support.
ELL.K.L.1.PH/CL.E-5 - (x0)	(x0) - producing prepositional phrases from a visual model with instructional support.
ELL.K.L.1.PH/CL.HI-1 - (x0)	(x0) - using a noun phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-3 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.K.L.1.PH/CL.HI-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.K.L.1.PH/CL.LI-1 - (x0)	(x0) - using a noun phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-3 - (x0)	(x0) - using a verb phrase in sentence frames.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.L.1.PH/CL.LI-4 - (x0)	(x0) - using a joined verb phrase in sentence frames.
ELL.K.L.1.PH/CL.LI-5 - (x0)	(x0) - using a prepositional phrase in sentence frames.
ELL.K.L.1.PH/CL.PE-1 - (x1)	(x1) - repeating noun phrases with visual support. (e.g. adjective + noun)
ELL.K.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases with visual support. (e.g., adjective + noun)
ELL.K.L.1.PH/CL.PE-3 - (x0)	(x0) - repeating and physically demonstrating verb phrases with visual support. (e.g., Verb + adverb: "walks slowly" or adverb + verb: "always talks")
ELL.K.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating joined verb phrases with visual support. (e.g., verb + adverb: "walks slowly" or adverb + verb: "always talks")
ELL.K.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating and physically demonstrating prepositional phrases with visual support.
ELL.K.L.1.PREP.B-1 - (x2)	(x2) - naming prepositions of location (e.g., on, in) from a given prompt.
ELL.K.L.1.PREP.B-2 - (x1)	(x1) - naming prepositions of direction (e.g., up, down, over) from a given prompt.
ELL.K.L.1.PREP.B-3 - (x0)	(x0) - naming prepositions of time (e.g., on, at, in, by) from a given prompt.
ELL.K.L.1.PREP.E-1 - (x2)	(x2) - naming prepositions of location (e.g., on, in) from a given prompt.
ELL.K.L.1.PREP.E-2 - (x1)	(x1) - naming prepositions of direction (e.g., up, down, over) from a given prompt.
ELL.K.L.1.PREP.E-3 - (x0)	(x0) - repeating prepositions of time (e.g., on, at, in, by) from a given prompt.
ELL.K.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location (e.g., up, down, over).
ELL.K.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction (e.g., on, in, near, behind).
ELL.K.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time (e.g., on, at, in, by).
ELL.K.L.1.PREP.LI-1 - (x1)	(x1) - selecting prepositions of location (e.g., on, in, near, behind) to complete a given sentence.
ELL.K.L.1.PREP.LI-2 - (x0)	(x0) - selecting prepositions of direction (e.g., on, in, near, behind) to complete a given sentence.
ELL.K.L.1.PREP.LI-3 - (x1)	(x1) - selecting prepositions of time (e.g., on, at, in, by) to complete a given sentence.
ELL.K.L.1.PREP.PE-1 - (x1)	(x1) - repeating and physically demonstrating commands that indicate prepositions of location (e.g., on, in).
ELL.K.L.1.PREP.PE-2 - (x1)	(x1) - repeating and physically demonstrating commands that indicate prepositions of direction (e.g., up, down, over).
ELL.K.L.1.PREP.PE-3 - (x0)	(x0) - N/A
ELL.K.L.1.PRO.B-1 - (x1)	(x1) - using personal singular subject pronouns (e.g., I, you, he, she, it) in oral communication.
ELL.K.L.1.PRO.E-1 - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you) in oral communication.
ELL.K.L.1.PRO.HI-1 - (x0)	(x0) - using personal singular subject and plural subject pronouns (e.g., I, you, he, she, it, we, they).
ELL.K.L.1.PRO.LI-1 - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it) and plural subject pronouns (we) in oral communication.
ELL.K.L.1.PRO.PE-1 - (x0)	(x0) - repeating personal singular subject pronoun (e.g., I) in oral communication.
ELL.K.L.1.Q.B-1 - (x0)	(x0) - forming simple questions, using inflection when produced orally, using sentence frames.
ELL.K.L.1.Q.B-2 - (x0)	(x0) - forming yes/no questions beginning with "to be" using sentence frames.
ELL.K.L.1.Q.E-1 - (x0)	(x0) - completing simple question sentence frames using picture prompts.
ELL.K.L.1.Q.E-2 - (x0)	(x0) - N/A
ELL.K.L.1.Q.HI-1 - (x1)	(x1) - forming simple questions, using inflection when produced orally.
ELL.K.L.1.Q.HI-2 - (x0)	(x0) - producing yes/no questions beginning with "to be" with inflection.
ELL.K.L.1.Q.LI-1 - (x0)	(x0) - forming simple questions, using inflection when produced orally.
ELL.K.L.1.Q.LI-2 - (x0)	(x0) - producing yes/no questions beginning with "to be" with inflection.
ELL.K.L.1.Q.PE-1 - (x1)	(x1) - repeating single word questions with inflection. (e.g., What? Who?)
ELL.K.L.1.Q.PE-2 - (x0)	(x0) - N/A
ELL.K.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture.
ELL.K.L.1.SC.B-10 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.B-11 - (x0)	(x0) - forming an imperative sentence using a given imperative verb.
ELL.K.L.1.SC.B-2 - (x0)	(x0) - forming a sentence using a given subject and verb (S-V).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.L.1.SC.B-3 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronoun, forms of "to be", and noun. (e.g., It is a bug.)
ELL.K.L.1.SC.B-4 - (x0)	(x0) - forming a sentence with S-V-C construction with given nouns and forms of "to be". (e.g., "A spider is a bug.")
ELL.K.L.1.SC.B-5 - (x0)	(x0) - forming a sentence with S-V-C construction with given plural nouns and "to be". (e.g., "Spiders are bugs.")
ELL.K.L.1.SC.B-6 - (x0)	(x0) - forming an S-V-C constructed sentence with a given noun, a "to be" verb, and an adjective.
ELL.K.L.1.SC.B-7 - (x0)	(x0) - forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.B-8 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing a subject, verb, and prepositional phrase.
ELL.K.L.1.SC.B-9 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture with instructional support.
ELL.K.L.1.SC.E-10 - (x0)	(x0) - completing a given sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.E-11 - (x0)	(x0) - completing an oral fill-in-the-blank imperative sentence by providing an imperative verb.
ELL.K.L.1.SC.E-2 - (x0)	(x0) - completing an oral fill-in-the-blank sentence by providing a subject or a verb (S-V).
ELL.K.L.1.SC.E-3 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.K.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.K.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.K.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.K.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.E-8 - (x0)	(x0) - repeating a sentence containing a subject, verb, and prepositional phrase.
ELL.K.L.1.SC.E-9 - (x0)	(x0) - completing a given sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete given sentences.
ELL.K.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using "to be" and "not" to form sentences in the negative construction.
ELL.K.L.1.SC.HI-11 - (x0)	(x0) - producing imperative sentences using imperative verbs.
ELL.K.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using S-V construction with subject-verb agreement.
ELL.K.L.1.SC.HI-3 - (x0)	(x0) - producing sentences with a pronoun as the subject using S-V-C construction with subject-verb agreement.
ELL.K.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction with subject-verb agreement.
ELL.K.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction with subject-verb agreement.
ELL.K.L.1.SC.HI-6 - (x0)	(x0) - producing S-V-C constructed sentences with adjectives as the complements with subject-verb agreement.
ELL.K.L.1.SC.HI-7 - (x0)	(x0) - producing S-V-C constructed sentences with nouns, "to be" verbs, and prepositional phrases with subject-verb agreement.
ELL.K.L.1.SC.HI-8 - (x0)	(x0) - producing sentences using a subject, verb, and prepositional phrase.
ELL.K.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using "to be" and "not" to form sentences in the negative construction.
ELL.K.L.1.SC.LI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence with instructional support.
ELL.K.L.1.SC.LI-10 - (x0)	(x0) - forming a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.LI-11 - (x0)	(x0) - forming an imperative sentence using a given imperative verb.
ELL.K.L.1.SC.LI-2 - (x0)	(x0) - forming a sentence using given subjects and verbs (S-V).
ELL.K.L.1.SC.LI-3 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronouns, "to be" verbs, and nouns. (e.g., It is a bug.)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.L.1.SC.LI-4 - (x0)	(x0) - forming a sentence with S-V-C construction with given nouns and forms of "to be".
ELL.K.L.1.SC.LI-5 - (x0)	(x0) - forming a sentence with S-V-C construction with given plural nouns and "to be".
ELL.K.L.1.SC.LI-6 - (x0)	(x0) - forming an S-V-C constructed sentence with a given adjective as the complement.
ELL.K.L.1.SC.LI-7 - (x0)	(x0) - forming an S-V-C constructed sentence with a given noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.LI-8 - (x0)	(x0) - forming a sentence using a given completing a fill-in-the-blank sentence by providing subject, verb, and prepositional phrase.
ELL.K.L.1.SC.LI-9 - (x0)	(x0) - forming a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject.
ELL.K.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.SC.PE-11 - (x0)	(x0) - repeating an imperative sentence using an imperative verb.
ELL.K.L.1.SC.PE-2 - (x1)	(x1) - repeating a sentence containing a subject and a verb (S-V).
ELL.K.L.1.SC.PE-3 - (x0)	(x0) - repeating a sentence using a pronoun, "to be" verb, and noun construction (S-V-C).
ELL.K.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using a noun, "to be" verb, and noun construction (S-V-C).
ELL.K.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using a plural noun, "to be" verb, and noun construction (S-V-C).
ELL.K.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a noun, "to be" verb, and adjective.
ELL.K.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using a noun, "to be" verb, and prepositional phrase.
ELL.K.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.K.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using "to be" and "not" to form a sentence in the negative construction.
ELL.K.L.1.V.B-1 - (x0)	(x0) - using the simple present tense verbs with subject-verb agreement with instructional support.
ELL.K.L.1.V.B-2 - (x0)	(x0) - conjugating the present tense of the verb 'to be' (e.g., am, is, are).
ELL.K.L.1.V.B-3 - (x0)	(x0) - using the present progressive verb tense with instructional support.
ELL.K.L.1.V.B-4 - (x0)	(x0) - using simple past tense verbs with subject-verb agreement with instructional support.
ELL.K.L.1.V.B-5 - (x0)	(x0) - using simple future tense verbs (e.g., will) with subject-verb agreement with instructional support.
ELL.K.L.1.V.B-6 - (x0)	(x0) - differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.K.L.1.V.B-7 - (x0)	(x0) - using imperative verbs with instructional support. (e.g., Go away. Help me.)
ELL.K.L.1.V.E-1 - (x2)	(x2) - selecting simple present tense verbs (e.g., jump, jumps) with instructional support.
ELL.K.L.1.V.E-2 - (x0)	(x0) - conjugating the present tense of the verb 'to be' (e.g., am, is, are) with instructional support.
ELL.K.L.1.V.E-3 - (x0)	(x0) - selecting present progressive verbs to complete sentences (e.g., "I am..." and "You are...") with instructional support.
ELL.K.L.1.V.E-4 - (x0)	(x0) - selecting simple past tense verbs with instructional support.
ELL.K.L.1.V.E-5 - (x0)	(x0) - selecting simple future tense verbs (e.g., will) with instructional support.
ELL.K.L.1.V.E-6 - (x0)	(x0) - defining past, present, and future.
ELL.K.L.1.V.E-7 - (x1)	(x1) - repeating and acting out imperative verbs. (e.g., Sit down. Line up.)
ELL.K.L.1.V.HI-1 - (x0)	(x0) - using the simple present tense verbs with subject-verb agreement.
ELL.K.L.1.V.HI-2 - (x0)	(x0) - using the present tense of the verb "to be" (e.g., am, is, are).
ELL.K.L.1.V.HI-3 - (x0)	(x0) - using the present progressive verb tense.
ELL.K.L.1.V.HI-4 - (x0)	(x0) - using the simple past tense verbs with subject-verb agreement, including common irregular verbs (e.g., go, see, come).
ELL.K.L.1.V.HI-5 - (x0)	(x0) - using the simple future tense verbs (e.g., will) with subject-verb agreement.
ELL.K.L.1.V.HI-6 - (x0)	(x0) - differentiating between past, present, and future verb tenses.
ELL.K.L.1.V.HI-7 - (x0)	(x0) - using imperative verbs. (e.g., Put the markers in the box.)
ELL.K.L.1.V.LI-1 - (x1)	(x1) - using the simple present tense verbs with subject-verb agreement.
ELL.K.L.1.V.LI-2 - (x0)	(x0) - using the present tense of the verb "to be" (e.g., am, is, are) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.L.1.V.LI-3 - (x0)	(x0) - using the present progressive verb tense with instructional support.
ELL.K.L.1.V.LI-4 - (x0)	(x0) - using the simple past tense verbs with subject-verb agreement.
ELL.K.L.1.V.LI-5 - (x0)	(x0) - using the simple future tense verbs (e.g., will) with subject-verb agreement.
ELL.K.L.1.V.LI-6 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.K.L.1.V.LI-7 - (x0)	(x0) - using imperative verbs. (e.g., Open the door. Close the book.)
ELL.K.L.1.V.PE-1 - (x4)	(x4) - repeating simple present tense verbs with instructional support.
ELL.K.L.1.V.PE-2 - (x6)	(x6) - repeating present tense forms of the verb 'to be'. (e.g., am, is, are)
ELL.K.L.1.V.PE-3 - (x2)	(x2) - repeating and acting out present progressive verbs.
ELL.K.L.1.V.PE-4 - (x1)	(x1) - repeating simple past tense verbs with instructional support.
ELL.K.L.1.V.PE-5 - (x2)	(x2) - repeating simple future tense verbs (e.g., will) with instructional support.
ELL.K.L.1.V.PE-6 - (x0)	(x0) - N/A
ELL.K.L.1.V.PE-7 - (x4)	(x4) - repeating and acting out imperative verbs. (e.g., Walk. Stop.)
ELL.K.L.2.B-1 - (x4)	(x4) - naming and sorting common objects or pictures with labels.
ELL.K.L.2.B-2 - (x1)	(x1) - recognizing sight words.
ELL.K.L.2.B-3 - (x0)	(x0) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.K.L.2.B-4 - (x0)	(x0) - recognizing common synonyms and antonyms.
ELL.K.L.2.B-5 - (x5)	(x5) - selecting key words, symbols or operations that represent grade specific academic vocabulary with instructional support.
ELL.K.L.2.B-6 - (x6)	(x6) - associating vocabulary words and their meaning.
ELL.K.L.2.E-1 - (x6)	(x6) - naming common objects or pictures and categorizing into basic groups with instructional support.
ELL.K.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.K.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.K.L.2.E-4 - (x1)	(x1) - repeating common synonyms and antonyms.
ELL.K.L.2.E-5 - (x2)	(x2) - recognizing key words, symbols or operations that represent grade specific academic vocabulary with visual support.
ELL.K.L.2.E-6 - (x5)	(x5) - associating vocabulary words and their meaning with instructional support.
ELL.K.L.2.HI-1 - (x1)	(x1) - naming and sorting common objects and pictures into self-selected categories and providing rationale.
ELL.K.L.2.HI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.K.L.2.HI-3 - (x1)	(x1) - identifying the meaning of and using high frequency words.
ELL.K.L.2.HI-4 - (x0)	(x0) - completing synonym and antonym word pairs.
ELL.K.L.2.HI-5 - (x3)	(x3) - using key words, symbols or operations that represent grade specific academic vocabulary within a given context.
ELL.K.L.2.HI-6 - (x8)	(x8) - determining word meaning within context.
ELL.K.L.2.LI-1 - (x0)	(x0) - naming and sorting common objects and pictures into self-selected categories with instructional support.
ELL.K.L.2.LI-2 - (x1)	(x1) - identifying the meaning of and using sight words.
ELL.K.L.2.LI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.K.L.2.LI-4 - (x1)	(x1) - completing synonym and antonym word pairs.
ELL.K.L.2.LI-5 - (x1)	(x1) - selecting key words, symbols or operations that represent grade specific academic vocabulary within a given context.
ELL.K.L.2.LI-6 - (x6)	(x6) - determining word meaning within context with instructional support.
ELL.K.L.2.PE-1 - (x8)	(x8) - repeating names of common objects or pictures. (e.g., foods, animals, colors, shapes)
ELL.K.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.K.L.2.PE-3 - (x2)	(x2) - repeating high frequency words.
ELL.K.L.2.PE-4 - (x0)	(x0) - repeating common antonyms.
ELL.K.L.2.PE-5 - (x3)	(x3) - repeating key words, symbols or operations that represent grade specific academic vocabulary with visual support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.L.2.PE-6 - (x7)	(x7) - repeating vocabulary words with visual support.
ELL.K.LI-1: - (x0)	(x0) - using color/ shape/ quantity/size adjectives with nouns.
ELL.K.LI-1: - (x0)	(x0) - using personal singular subject pronouns (e.g., I, you, he, she, it) and plural subject pronouns (we).
ELL.K.LI-9: - (x0)	(x0) - naming and describing objects, people, and events.
ELL.K.LS.1.B-1 - (x2)	(x2) - distinguishing between similar sounding words dictated by the teacher.
ELL.K.LS.1.B-2 - (x3)	(x3) - counting the number of words said in a repetitive sentence dictated by the teacher.
ELL.K.LS.1.B-3 - (x3)	(x3) - responding to read-alouds by identifying main ideas/concepts and details using complete sentences.
ELL.K.LS.1.B-4 - (x1)	(x1) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.
ELL.K.LS.1.B-5 - (x0)	(x0) - following two-step directions for classroom activities that are accompanied by picture cues.
ELL.K.LS.1.B-6 - (x0)	(x0) - responding to comments and questions in social conversations by sharing one's experiences and expressing one's thoughts.
ELL.K.LS.1.E-1 - (x2)	(x2) - distinguishing between similar individual phonemes dictated by the teacher.
ELL.K.LS.1.E-2 - (x3)	(x3) - counting the number of words in a short phrase dictated by the teacher.
ELL.K.LS.1.E-3 - (x5)	(x5) - identifying information/details from read-alouds using key words and phrases.
ELL.K.LS.1.E-4 - (x2)	(x2) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.
ELL.K.LS.1.E-5 - (x2)	(x2) - following one-step directions for classroom activities that are accompanied by picture cues.
ELL.K.LS.1.E-6 - (x2)	(x2) - responding to comments and questions in social conversations.
ELL.K.LS.1.HI-1 - (x1)	(x1) - distinguishing between similar sounding sentences dictated by the teacher.
ELL.K.LS.1.HI-2 - (x0)	(x0) - counting the number of words said in complete sentences dictated by the teacher.
ELL.K.LS.1.HI-3 - (x16)	(x16) - responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.
ELL.K.LS.1.HI-4 - (x0)	(x0) - sequencing events from read-alouds, presentations, and conversations.
ELL.K.LS.1.HI-5 - (x2)	(x2) - following multiple-step directions which include prepositions.
ELL.K.LS.1.HI-6 - (x1)	(x1) - responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts.
ELL.K.LS.1.LI-1 - (x2)	(x2) - distinguishing between similar sounding phrases dictated by the teacher.
ELL.K.LS.1.LI-2 - (x2)	(x2) - counting the number of words said in complete sentences dictated by the teacher.
ELL.K.LS.1.LI-3 - (x2)	(x2) - responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.
ELL.K.LS.1.LI-4 - (x0)	(x0) - using sentence frames to sequence events from read-alouds, presentations, and conversations.
ELL.K.LS.1.LI-5 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.K.LS.1.LI-6 - (x0)	(x0) - responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts.
ELL.K.LS.1.PE-1 - (x3)	(x3) - distinguishing between individual phonemes dictated by the teacher.
ELL.K.LS.1.PE-2 - (x3)	(x3) - counting the number of words dictated by the teacher with assistance.
ELL.K.LS.1.PE-3 - (x6)	(x6) - responding to read-alouds, using a variety of physical actions (e.g., matching objects, pointing to an answer) or by drawing pictures.
ELL.K.LS.1.PE-4 - (x2)	(x2) - sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.
ELL.K.LS.1.PE-5 - (x5)	(x5) - following one-word commands for classroom activities that are accompanied by picture cues.
ELL.K.LS.1.PE-6 - (x0)	(x0) - responding to conversations using memorized responses. (e.g., introductions, requests, courtesies)
ELL.K.LS.2.B-1 - (x0)	(x0) - naming upper and lower case alphabet letters in random order with accurate pronunciation.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.LS.2.B-10 - (x0)	(x0) - producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation with instructional support.
ELL.K.LS.2.B-2 - (x0)	(x0) - producing individual phonemes in random order, using accurate articulation with instructional support.
ELL.K.LS.2.B-3 - (x8)	(x8) - producing initial and final sounds of words with instructional support using accurate articulation.
ELL.K.LS.2.B-4 - (x1)	(x1) - producing short vowel sounds using accurate articulation.
ELL.K.LS.2.B-5 - (x0)	(x0) - producing long vowel sounds using accurate articulation with instructional support.
ELL.K.LS.2.B-6 - (x1)	(x1) - naming ordinal numbers sequentially with accurate pronunciation with instructional support.
ELL.K.LS.2.B-7 - (x0)	(x0) - responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.
ELL.K.LS.2.B-8 - (x0)	(x0) - using key words, phrases, and complete sentences to communicate basic needs with instructional support.
ELL.K.LS.2.B-9 - (x0)	(x0) - naming objects, people, and events with instructional support.
ELL.K.LS.2.E-1 - (x0)	(x0) - repeating the names of upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.E-10 - (x3)	(x3) - reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.
ELL.K.LS.2.E-2 - (x0)	(x0) - repeating individual phonemes in random order using accurate articulation.
ELL.K.LS.2.E-3 - (x0)	(x0) - repeating initial and final sounds (not letters) of his or her name and the names of others using accurate articulation.
ELL.K.LS.2.E-4 - (x1)	(x1) - producing short vowel sounds using accurate articulation with instructional support.
ELL.K.LS.2.E-5 - (x0)	(x0) - repeating long vowel sounds using accurate articulation.
ELL.K.LS.2.E-6 - (x0)	(x0) - naming all cardinal numbers in random order with accurate pronunciation.
ELL.K.LS.2.E-7 - (x0)	(x0) - responding to social greetings and farewells using words or phrases with instructional support.
ELL.K.LS.2.E-8 - (x1)	(x1) - using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.
ELL.K.LS.2.E-9 - (x0)	(x0) - naming familiar objects, people, and events with instructional support.
ELL.K.LS.2.HI-1 - (x0)	(x0) - naming upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.HI-10 - (x0)	(x0) - producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.
ELL.K.LS.2.HI-2 - (x0)	(x0) - producing all individual phonemes in words from print using accurate articulation.
ELL.K.LS.2.HI-3 - (x1)	(x1) - producing initial and final sounds of words using accurate articulation.
ELL.K.LS.2.HI-4 - (x1)	(x1) - producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.
ELL.K.LS.2.HI-5 - (x0)	(x0) - producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.
ELL.K.LS.2.HI-6 - (x0)	(x0) - naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation.
ELL.K.LS.2.HI-7 - (x0)	(x0) - initiating conversations and responding to social interactions using complete sentences.
ELL.K.LS.2.HI-8 - (x0)	(x0) - using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.
ELL.K.LS.2.HI-9 - (x0)	(x0) - naming objects, people, and events, into self-generated categories.
ELL.K.LS.2.LI-1 - (x2)	(x2) - naming upper and lower case alphabet letters in random order with accurate pronunciation.
ELL.K.LS.2.LI-10 - (x0)	(x0) - producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.
ELL.K.LS.2.LI-2 - (x1)	(x1) - producing individual phonemes of his or her name and the names of others using accurate articulation.
ELL.K.LS.2.LI-3 - (x11)	(x11) - producing initial and final sounds of words using accurate articulation.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.LS.2.LI-4 - (x9)	(x9) - producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation with instructional support.
ELL.K.LS.2.LI-5 - (x1)	(x1) - producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation with instructional support.
ELL.K.LS.2.LI-6 - (x0)	(x0) - naming cardinal and ordinal numbers randomly with accurate pronunciation.
ELL.K.LS.2.LI-7 - (x0)	(x0) - initiating conversations and responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.
ELL.K.LS.2.LI-8 - (x0)	(x0) - using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.
ELL.K.LS.2.LI-9 - (x0)	(x0) - naming and organizing objects, people, and events, into predetermined categories in context.
ELL.K.LS.2.PE-1 - (x1)	(x1) - repeating the names of upper and lower case alphabet letters in order with accurate pronunciation.
ELL.K.LS.2.PE-10 - (x2)	(x2) - repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.
ELL.K.LS.2.PE-2 - (x0)	(x0) - repeating individual phonemes in sequential order using accurate articulation.
ELL.K.LS.2.PE-3 - (x1)	(x1) - repeating the initial sounds (not letters) of his or her name and the names of others using accurate articulation.
ELL.K.LS.2.PE-4 - (x1)	(x1) - repeating short vowel sounds using accurate articulation.
ELL.K.LS.2.PE-5 - (x0)	(x0) - N/A
ELL.K.LS.2.PE-6 - (x1)	(x1) - repeating cardinal numbers in order with accurate pronunciation.
ELL.K.LS.2.PE-7 - (x2)	(x2) - repeating one- or two-word social greetings and farewells.
ELL.K.LS.2.PE-8 - (x53)	(x53) - using isolated words accompanied by gestures to communicate basic needs.
ELL.K.LS.2.PE-9 - (x1)	(x1) - repeating familiar objects, people, and events with instructional support.
ELL.K.PE-1: - (x2)	(x2) - repeating personal singular subject pronoun (e.g., I).
ELL.K.R.1.B-1 - (x5)	(x5) - identifying the front cover, back cover, and title page of a book to establish directionality.
ELL.K.R.1.B-2 - (x5)	(x5) - recognizing that sentences are made up of separate words.
ELL.K.R.1.B-3 - (x1)	(x1) - recognizing common print conventions with instructional support. (e.g., periods, question marks, capital letters and quotation marks)
ELL.K.R.1.E-1 - (x4)	(x4) - recognizing left to right and top to bottom directionality of reading.
ELL.K.R.1.E-2 - (x4)	(x4) - recognizing that print represents spoken language and conveys meaning.
ELL.K.R.1.E-3 - (x3)	(x3) - recognizing common print conventions with instructional support. (e.g., periods and question marks)
ELL.K.R.1.HI-1 - (x1)	(x1) - demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books.
ELL.K.R.1.HI-2 - (x1)	(x1) - demonstrating the one-to-one correlation between a spoken word and a printed word.
ELL.K.R.1.HI-3 - (x0)	(x0) - naming common print conventions.
ELL.K.R.1.LI-1 - (x1)	(x1) - demonstrating the command of left to right, top to bottom directionality, and return sweep when "reading" books with instructional support.
ELL.K.R.1.LI-2 - (x1)	(x1) - recognizing that words are represented by a sequence of letters.
ELL.K.R.1.LI-3 - (x1)	(x1) - recognizing common print conventions. (e.g., periods, question marks, capital letters and quotation marks)
ELL.K.R.1.PE-1 - (x2)	(x2) - holding the book right side up and turning pages in the correct direction.
ELL.K.R.1.PE-2 - (x3)	(x3) - recognizing that environmental print and symbols represent and convey meaning.
ELL.K.R.1.PE-3 - (x3)	(x3) - recognizing common print conventions with instructional support. (e.g., periods)
ELL.K.R.2.B-1 - (x1)	(x1) - discriminating between initial, medial, and final spoken sounds within a word.
ELL.K.R.2.B-10 - (x2)	(x2) - blending common CVC words with instructional support.
ELL.K.R.2.B-2 - (x0)	(x0) - sorting groups of pictures that begin with the same initial sounds.
ELL.K.R.2.B-3 - (x0)	(x0) - N/A
ELL.K.R.2.B-4 - (x0)	(x0) - identifying rhyming words in response to an oral prompt.
ELL.K.R.2.B-5 - (x0)	(x0) - matching and naming upper case letters to lower case letters.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.R.2.B-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants and vowels with support.
ELL.K.R.2.B-7 - (x0)	(x0) - reading high frequency words with instructional support.
ELL.K.R.2.B-8 - (x0)	(x0) - producing new words when an initial letter is changed (i.e., word families) with instructional support.
ELL.K.R.2.B-9 - (x0)	(x0) - recognizing that a new word is created when a specific letter is changed, added, or removed.
ELL.K.R.2.E-1 - (x0)	(x0) - identifying the initial and final sounds (not letters) of a spoken word.
ELL.K.R.2.E-10 - (x1)	(x1) - producing isolated initial, medial and final sounds of common CVC words with instructional support.
ELL.K.R.2.E-2 - (x0)	(x0) - comparing two to three pictures and identifying those with the same initial sound.
ELL.K.R.2.E-3 - (x0)	(x0) - N/A
ELL.K.R.2.E-4 - (x2)	(x2) - distinguishing spoken rhyming words from non-rhyming words.
ELL.K.R.2.E-5 - (x0)	(x0) - matching upper case and lower case letters.
ELL.K.R.2.E-6 - (x0)	(x0) - repeating letter sounds represented by the single lettered consonants and vowels.
ELL.K.R.2.E-7 - (x0)	(x0) - recognizing high frequency words.
ELL.K.R.2.E-8 - (x0)	(x0) - recognizing that a new word is created when an initial letter is changed (i.e., word families).
ELL.K.R.2.E-9 - (x0)	(x0) - N/A
ELL.K.R.2.HI-1 - (x1)	(x1) - segmenting one-syllable words into its phonemes.
ELL.K.R.2.HI-10 - (x0)	(x0) - decoding common CVC words.
ELL.K.R.2.HI-2 - (x1)	(x1) - orally producing groups of words that begin with the same initial sounds (alliteration).
ELL.K.R.2.HI-3 - (x0)	(x0) - blending two or three spoken syllables to produce words.
ELL.K.R.2.HI-4 - (x0)	(x0) - orally forming words by substituting simple onsets (/c/) with given rimes (/at/).
ELL.K.R.2.HI-5 - (x0)	(x0) - naming all upper and lower case letters of the alphabet with different fonts out of sequence.
ELL.K.R.2.HI-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants and vowels.
ELL.K.R.2.HI-7 - (x0)	(x0) - reading high frequency words with automaticity in context.
ELL.K.R.2.HI-8 - (x1)	(x1) - producing new words when initial sound(s), including diagraphs, are changed (i.e., word families).
ELL.K.R.2.HI-9 - (x2)	(x2) - decoding a new word when a specific letter is changed, added, or removed.
ELL.K.R.2.LI-1 - (x0)	(x0) - segmenting one-syllable words into its phonemes, with instructional support.
ELL.K.R.2.LI-10 - (x1)	(x1) - decoding common CVC words with instructional support.
ELL.K.R.2.LI-2 - (x2)	(x2) - orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.
ELL.K.R.2.LI-3 - (x0)	(x0) - blending initial, medial, and final spoken sounds to produce words.
ELL.K.R.2.LI-4 - (x1)	(x1) - producing rhyming words in response to an oral prompt.
ELL.K.R.2.LI-5 - (x0)	(x0) - matching and naming upper case and lower case letters with different fonts .
ELL.K.R.2.LI-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants.
ELL.K.R.2.LI-7 - (x0)	(x0) - reading high frequency words with automaticity.
ELL.K.R.2.LI-8 - (x0)	(x0) - producing new words when initial sound(s), including blends, are changed (i.e., word families).
ELL.K.R.2.LI-9 - (x0)	(x0) - decoding a new word when a specific letter is changed, added, or removed with instructional support.
ELL.K.R.2.PE-1 - (x2)	(x2) - identifying the initial sound (not letter) of a spoken word.
ELL.K.R.2.PE-10 - (x1)	(x1) - repeating initial, medial, and final sounds of common CVC words.
ELL.K.R.2.PE-2 - (x1)	(x1) - identifying pictures that begin with the same given initial sound.
ELL.K.R.2.PE-3 - (x0)	(x0) - N/A
ELL.K.R.2.PE-4 - (x5)	(x5) - repeating rhymes with instructional support.
ELL.K.R.2.PE-5 - (x2)	(x2) - distinguishing letters from numbers and symbols.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.R.2.PE-6 - (x1)	(x1) - repeating letter sounds represented by the single lettered consonants.
ELL.K.R.2.PE-7 - (x0)	(x0) - repeating high frequency words.
ELL.K.R.2.PE-8 - (x1)	(x1) - repeating words within word families.
ELL.K.R.2.PE-9 - (x0)	(x0) - N/A
ELL.K.R.3.B-1 - (x0)	(x0) - participating in teacher guided discussions about whether a literary selection, heard or read, is real or fantasy.
ELL.K.R.3.B-10 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.K.R.3.B-11 - (x0)	(x0) - following simple written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.B-12 - (x0)	(x0) - interpreting signs, labels, symbols, and captions within the environment with instructional support.
ELL.K.R.3.B-2 - (x2)	(x2) - making predictions based on the title, cover illustrations, and text.
ELL.K.R.3.B-3 - (x0)	(x0) - answering comprehension questions to respond to text heard or read.
ELL.K.R.3.B-4 - (x1)	(x1) - sequencing a series of given pictures to retell a story or event using key words.
ELL.K.R.3.B-5 - (x0)	(x0) - participating in teacher guided discussions to restate facts from text read aloud.
ELL.K.R.3.B-6 - (x5)	(x5) - retelling a story with a beginning, middle, and end.
ELL.K.R.3.B-7 - (x0)	(x0) - identifying the main characters of a story heard or read.
ELL.K.R.3.B-8 - (x0)	(x0) - identifying the setting of a story heard or read.
ELL.K.R.3.B-9 - (x0)	(x0) - identifying the key events of a story heard or read.
ELL.K.R.3.E-1 - (x0)	(x0) - N/A
ELL.K.R.3.E-10 - (x0)	(x0) - responding to teacher guided prompts about information from a completed graphic organizer.
ELL.K.R.3.E-11 - (x0)	(x0) - following simple written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.E-12 - (x0)	(x0) - recognizing signs, labels, symbols, and captions within the environment.
ELL.K.R.3.E-2 - (x0)	(x0) - responding to teacher guided prompts to make predictions about the title, cover illustrations, and text.
ELL.K.R.3.E-3 - (x0)	(x0) - answering simple questions or drawing pictures to respond to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.
ELL.K.R.3.E-4 - (x0)	(x0) - sequencing a series of given pictures to retell a story or event.
ELL.K.R.3.E-5 - (x0)	(x0) - illustrating facts or events from text read aloud.
ELL.K.R.3.E-6 - (x1)	(x1) - retelling a story using illustrations.
ELL.K.R.3.E-7 - (x0)	(x0) - responding to teacher guided prompts to identifying the main characters of the story in a story read aloud.
ELL.K.R.3.E-8 - (x0)	(x0) - responding to teacher guided prompts to identifying the setting of the story in a story read aloud.
ELL.K.R.3.E-9 - (x0)	(x0) - N/A
ELL.K.R.3.HI-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is real or fantasy.
ELL.K.R.3.HI-10 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.K.R.3.HI-11 - (x0)	(x0) - following multi-step written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.HI-12 - (x0)	(x0) - creating signs, labels, symbols, and captions within the environment.
ELL.K.R.3.HI-2 - (x0)	(x0) - making and confirming predictions based on the title, cover illustrations, and text.
ELL.K.R.3.HI-3 - (x0)	(x0) - using key words, phrases, and complete sentences to answer open-ended comprehension questions when responding to text.
ELL.K.R.3.HI-4 - (x0)	(x0) - sequencing a story or event including the beginning, middle, and end using transition words. (e.g., first, next, last)
ELL.K.R.3.HI-5 - (x0)	(x0) - identifying facts from text read aloud.
ELL.K.R.3.HI-6 - (x3)	(x3) - retelling a story including the beginning, middle, and end using transition words (e.g., first, next, last) in complete sentences.
ELL.K.R.3.HI-7 - (x1)	(x1) - describing the main characters of a story.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.R.3.HI-8 - (x1)	(x1) - describing the setting of a story.
ELL.K.R.3.HI-9 - (x1)	(x1) - describing the key events of a story.
ELL.K.R.3.LI-1 - (x2)	(x2) - determining whether a literary selection, heard or read, is real or fantasy, with instructional support.
ELL.K.R.3.LI-10 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.K.R.3.LI-11 - (x0)	(x0) - following short two-to-three-step written directions for classroom routines and academic activities that are accompanied by pictures.
ELL.K.R.3.LI-12 - (x0)	(x0) - interpreting signs, labels, symbols, and captions within the environment.
ELL.K.R.3.LI-2 - (x0)	(x0) - making and confirming predictions based on the title, cover illustrations, and text with instructional support.
ELL.K.R.3.LI-3 - (x0)	(x0) - using key words, phrases, and complete sentences to answer comprehension questions in response to text, heard or read.
ELL.K.R.3.LI-4 - (x0)	(x0) - sequencing a story or event in complete sentences.
ELL.K.R.3.LI-5 - (x0)	(x0) - identifying facts from text read aloud, with instructional support.
ELL.K.R.3.LI-6 - (x1)	(x1) - retelling a story or event with a beginning, middle, and end in complete sentences.
ELL.K.R.3.LI-7 - (x1)	(x1) - describing the main characters of a story with instructional support.
ELL.K.R.3.LI-8 - (x0)	(x0) - describing the setting of a story with instructional support.
ELL.K.R.3.LI-9 - (x0)	(x0) - describing the key events of a story with instructional support.
ELL.K.R.3.PE-1 - (x0)	(x0) - N/A
ELL.K.R.3.PE-10 - (x5)	(x5) - participating in teacher guided discussions about information from a completed graphic organizer.
ELL.K.R.3.PE-11 - (x0)	(x0) - N/A
ELL.K.R.3.PE-12 - (x0)	(x0) - recognizing signs, labels, symbols, and captions within the environment, with instructional support.
ELL.K.R.3.PE-2 - (x0)	(x0) - participating in teacher guided discussions about the title, cover illustrations, and text.
ELL.K.R.3.PE-3 - (x0)	(x0) - answering simple questions by using physical actions in response to text, heard or read, that is highly predictable, uses repetitive syntax, and has linguistic redundancy.
ELL.K.R.3.PE-4 - (x2)	(x2) - sequencing a series of given pictures to retell a story or event, with instructional support.
ELL.K.R.3.PE-5 - (x6)	(x6) - repeating facts or events from text read aloud.
ELL.K.R.3.PE-6 - (x3)	(x3) - retelling a story using illustrations
ELL.K.R.3.PE-7 - (x3)	(x3) - participating in teacher guided discussions of the main characters in a story read aloud.
ELL.K.R.3.PE-8 - (x1)	(x1) - participating in teacher guided discussions of the setting in a story read aloud.
ELL.K.R.3.PE-9 - (x0)	(x0) - N/A
ELL.K.W.1.B-1 - (x1)	(x1) - drawing and using experimental writing to express ideas.
ELL.K.W.1.B-2 - (x0)	(x0) - participating in creating expository responses through drawing or experimental writing to describe, explain, or inform.
ELL.K.W.1.B3 - (x0)	(x0) - participating in shared writing to provide directions or information related to real world tasks.
ELL.K.W.1.B-4 - (x0)	(x0) - participating in guided writing that includes friendly letters or thank you notes.
ELL.K.W.1.B-5 - (x1)	(x1) - responding to literary selections with drawings, dictation or writing key, self-selected words.
ELL.K.W.1.E-1 - (x6)	(x6) - drawing and dictating to express ideas.
ELL.K.W.1.E-2 - (x4)	(x4) - drawing and dictating to describe, explain or inform with instructional support.
ELL.K.W.1.E-3 - (x0)	(x0) - illustrating and dictating directions or information related to real world tasks with instructional support.
ELL.K.W.1.E-4 - (x0)	(x0) - participating in shared writing of friendly letters or thank you notes using a template.
ELL.K.W.1.E-5 - (x2)	(x2) - responding with shared writing and/or drawings to literary selections.
ELL.K.W.1.HI-1 - (x0)	(x0) - writing narratives using simple sentences that include sight words, CVC words, and phonetic spelling to express ideas.
ELL.K.W.1.HI-2 - (x0)	(x0) - writing expository responses using simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.W.1.HI-3 - (x0)	(x0) - writing to provide directions or information related to real world tasks using simple sentences that include sight words, CVC words, and phonetic spelling.
ELL.K.W.1.HI-4 - (x0)	(x0) - writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling.
ELL.K.W.1.HI-5 - (x2)	(x2) - responding to literary selections by writing simple sentences.
ELL.K.W.1.LI-1 - (x1)	(x1) - writing narratives using simple sentences including sight words, phonetic spelling, and CVC words to express ideas with instructional support.
ELL.K.W.1.LI-2 - (x0)	(x0) - writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.
ELL.K.W.1.LI-3 - (x0)	(x0) - writing to provide directions or information related to real world tasks using phrases or simple sentences that include sight words, CVC words, and phonetic spelling.
ELL.K.W.1.LI-4 - (x0)	(x0) - writing friendly letters or thank you notes using simple sentences that include sight words, CVC words, and phonetic spelling with instructional support.
ELL.K.W.1.LI-5 - (x0)	(x0) - responding to literary selections by writing key, self-selected words, or simple sentences.
ELL.K.W.1.PE-1 - (x7)	(x7) - drawing to express ideas.
ELL.K.W.1.PE-2 - (x1)	(x1) - drawing to describe or inform with instructional support. (e.g., labels, lists, observations, journals, summaries)
ELL.K.W.1.PE-3 - (x1)	(x1) - illustrating directions or information related to real world tasks, with instructional support.
ELL.K.W.1.PE-4 - (x1)	(x1) - participating in shared writing of friendly letters or thank you notes.
ELL.K.W.1.PE-5 - (x2)	(x2) - responding with drawings to literary selections.
ELL.K.W.2.B-1 - (x0)	(x0) - writing legibly and with correct formation, a minimum of 16 lower case and upper case letters of the alphabet with instructional support.
ELL.K.W.2.B-10 - (x0)	(x0) - participating in teacher guided shared writing that includes yes/no questions beginning with "to be".
ELL.K.W.2.B-11 - (x0)	(x0) - participating in teacher guided shared writing that includes interrogative sentences (e.g., Who... What... When...) in a variety of writing applications.
ELL.K.W.2.B-2 - (x5)	(x5) - applying letter-sound relationships to write beginning sounds of words.
ELL.K.W.2.B-3 - (x0)	(x0) - Using classroom resources to spell words with instructional support.
ELL.K.W.2.B-4 - (x0)	(x0) - using a capital letter to write student's own first name .
ELL.K.W.2.B-5 - (x0)	(x0) - using a capital letter at the beginning of sentences and proper nouns with instructional support.
ELL.K.W.2.B-6 - (x0)	(x0) - using ending punctuation with instructional support.
ELL.K.W.2.B-7 - (x0)	(x0) - using left to right directionality in writing with instructional support.
ELL.K.W.2.B-8 - (x0)	(x0) - using the placing of spaces between words with instructional support.
ELL.K.W.2.B-9 - (x0)	(x0) - participating in teacher guided shared writing that includes simple declarative sentences with subject-verb agreement.
ELL.K.W.2.E-1 - (x2)	(x2) - Writing a minimum of 10 lower case and upper case letters of the alphabet with instructional support.
ELL.K.W.2.E-10 - (x0)	(x0) - N/A
ELL.K.W.2.E-11 - (x0)	(x0) - N/A
ELL.K.W.2.E-2 - (x3)	(x3) - writing letters of given sounds.
ELL.K.W.2.E-3 - (x0)	(x0) - Locating classroom resources to spell words.
ELL.K.W.2.E-4 - (x2)	(x2) - writing student's own first name with instructional support .
ELL.K.W.2.E-5 - (x1)	(x1) - practicing capital letters in modeled writing.
ELL.K.W.2.E-6 - (x0)	(x0) - practicing the use of ending punctuation in modeled writing.
ELL.K.W.2.E-7 - (x0)	(x0) - using left to right directionality in writing with instructional support.
ELL.K.W.2.E-8 - (x0)	(x0) - practicing the placing of spaces between words in modeled writing.
ELL.K.W.2.E-9 - (x0)	(x0) - participating in whole group instruction introducing simple declarative sentences with subject-verb agreement.
ELL.K.W.2.HI-1 - (x0)	(x0) - writing legibly and with correct formation all of the lower case and upper case letters of the alphabet.
ELL.K.W.2.HI-10 - (x0)	(x0) - writing yes/no questions beginning with "to be".

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.W.2.HI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.K.W.2.HI-2 - (x1)	(x1) - applying letter-sound relationships to write simple CVC words and attempt more complex words.
ELL.K.W.2.HI-3 - (x0)	(x0) - using resources throughout the classroom to spell words.
ELL.K.W.2.HI-4 - (x1)	(x1) - using capital letters to write student's own name .
ELL.K.W.2.HI-5 - (x1)	(x1) - using a capital letter at the beginning of sentences and proper nouns.
ELL.K.W.2.HI-6 - (x1)	(x1) - using ending punctuation.
ELL.K.W.2.HI-7 - (x1)	(x1) - using left to right directionality in writing.
ELL.K.W.2.HI-8 - (x1)	(x1) - using the placing of spaces between words.
ELL.K.W.2.HI-9 - (x0)	(x0) - using prompt, write simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement.
ELL.K.W.2.LI-1 - (x0)	(x0) - writing legibly and with correct formation, a minimum of 22 lower case and upper case letters of the alphabet.
ELL.K.W.2.LI-10 - (x0)	(x0) - writing yes/no questions beginning with "to be" with support.
ELL.K.W.2.LI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.K.W.2.LI-2 - (x2)	(x2) - applying letter-sound relationships to write beginning and ending sounds of simple words.
ELL.K.W.2.LI-3 - (x0)	(x0) - Using classroom resources to spell words with prompting.
ELL.K.W.2.LI-4 - (x1)	(x1) - using capital letters to write student's own name with instructional support .
ELL.K.W.2.LI-5 - (x0)	(x0) - using a capital letter at the beginning of sentences and proper nouns with instructional support.
ELL.K.W.2.LI-6 - (x1)	(x1) - using ending punctuation with instructional support.
ELL.K.W.2.LI-7 - (x0)	(x0) - using left to right directionality in writing with instructional support.
ELL.K.W.2.LI-8 - (x0)	(x0) - using the placing of spaces between words.
ELL.K.W.2.LI-9 - (x0)	(x0) - writing simple declarative sentences (e.g., S-V, S-V-C) with subject-verb agreement and with teacher guidance.
ELL.K.W.2.PE-1 - (x5)	(x5) - writing a minimum of 5 letters of the alphabet with instructional support.
ELL.K.W.2.PE-10 - (x0)	(x0) - N/A
ELL.K.W.2.PE-11 - (x0)	(x0) - N/A
ELL.K.W.2.PE-2 - (x7)	(x7) - writing letters as teacher models letter and sound. (e.g., from the phoneme to the grapheme).
ELL.K.W.2.PE-3 - (x1)	(x1) - exploring classroom resources to spell words. (e.g. word walls, grammar walls, graphic organizers)
ELL.K.W.2.PE-4 - (x2)	(x2) - modeling and tracing student's own first name .
ELL.K.W.2.PE-5 - (x1)	(x1) - participating in whole group instruction introducing capital letters.
ELL.K.W.2.PE-6 - (x0)	(x0) - participating in whole group instruction introducing ending punctuation marks.
ELL.K.W.2.PE-7 - (x2)	(x2) - practicing left to right directionality in modeled writing.
ELL.K.W.2.PE-8 - (x1)	(x1) - practicing the placing of spaces between words in modeled writing.
ELL.K.W.2.PE-9 - (x1)	(x1) - participating in whole group instruction introducing simple declarative sentences.
ELL.K.W.3.B-1 - (x0)	(x0) - generating ideas through class discussion by drawing pictures about the ideas generated.
ELL.K.W.3.B-2 - (x0)	(x0) - creating a group draft by drawing or dictating for a specific purpose.
ELL.K.W.3.B-3 - (x0)	(x0) - revising original group draft by adding additional details.
ELL.K.W.3.B-4 - (x0)	(x0) - participating in editing during shared writing to include left to right, capital letters, spaces between words, and ending punctuation.
ELL.K.W.3.B-5 - (x0)	(x0) - finalizing a piece of group writing for an intended audience.
ELL.K.W.3.E-1 - (x1)	(x1) - participating in class discussion by drawing pictures about the ideas generated.
ELL.K.W.3.E-2 - (x0)	(x0) - communicating ideas by drawing, or dictating for a purpose.
ELL.K.W.3.E-3 - (x0)	(x0) - adding detail to drawings with teacher prompting.
ELL.K.W.3.E-4 - (x0)	(x0) - participating in whole group editing to include capital letters, spaces between words and ending punctuation.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 491 References, Joslin, L. (Continued)*

Stage I - 491 References (Continued)

ELL.K.W.3.E-5 - (x0)	(x0) - contributing a page to a group writing project for an intended audience.
ELL.K.W.3.HI-1 - (x0)	(x0) - generating or expanding on ideas independently by drawing pictures and using key vocabulary in graphic organizers. (e.g., storyboard)
ELL.K.W.3.HI-2 - (x0)	(x0) - experimenting with writing a draft for a specific purpose.
ELL.K.W.3.HI-3 - (x0)	(x0) - revising original draft for clarity by adding additional details to improve audience understanding.
ELL.K.W.3.HI-4 - (x0)	(x0) - experimenting with reviewing the draft for errors in conventions including left to right, return sweep, capital letters at the beginning of sentences and names, spaces between words and ending punctuation.
ELL.K.W.3.HI-5 - (x0)	(x0) - finalizing an original piece of writing for an intended audience.
ELL.K.W.3.LI-1 - (x0)	(x0) - generating ideas through class discussion by drawing pictures in graphic organizers. (e.g., storyboard)
ELL.K.W.3.LI-2 - (x0)	(x0) - creating a draft by selecting ideas from prewriting activities for a specific purpose.
ELL.K.W.3.LI-3 - (x0)	(x0) - revising original draft for clarity by adding additional details with teacher prompting.
ELL.K.W.3.LI-4 - (x0)	(x0) - reviewing the draft for errors in conventions with prompting, including left to right, capital letters at the beginning of sentences and names, spaces between words and ending punctuation.
ELL.K.W.3.LI-5 - (x0)	(x0) - finalizing an original piece of writing with instructional support for an intended audience.
ELL.K.W.3.PE-1 - (x0)	(x0) - participating in class discussion by drawing pictures about the ideas generated.
ELL.K.W.3.PE-2 - (x0)	(x0) - participating in class discussion for writing purpose.
ELL.K.W.3.PE-3 - (x0)	(x0) - adding detail to drawings with teacher prompting.
ELL.K.W.3.PE-4 - (x0)	(x0) - participating in whole group editing to include capital letters, and ending punctuation.
ELL.K.W.3.PE-5 - (x1)	(x1) - contributing a page to a group writing project for an intended audience.

AZAcademic Standards2016, *Mathematics - 7 References*

Kindergarten - (7 References)

(x0) - Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.

(x1) - Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.

(x2) - Mathematically proficient students make sense of quantities and their relationships in problem situations. Students can contextualize and decontextualize problems involving quantitative relationships. They contextualize quantities, operations, and expressions by describing a corresponding situation. They decontextualize a situation by representing it symbolically. As they manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent. Mathematically proficient students know and flexibly use different properties of operations, numbers, and geometric objects and when appropriate they interpret their solution in terms of the context.

Concordia Charter School

AZAcademic Standards2016, *Mathematics - 7 References, Joslin, L. (Continued)*

Kindergarten - 7 References (Continued)

(x0) - Mathematically proficient students construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using concrete, pictorial, or symbolic referents. Arguments may also rely on definitions, assumptions, previously established results, properties, or structures. Mathematically proficient students make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples.

Mathematically proficient students present their arguments in the form of representations, actions on those representations, and explanations in words (oral or written). Students critique others by affirming or questioning the reasoning of others. They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it. Mathematically proficient students can communicate their arguments, compare them to others, and reconsider their own arguments in response to the critiques of others.

(x0) - Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. When given a problem in a contextual situation, they identify the mathematical elements of a situation and create a mathematical model that represents those mathematical elements and the relationships among them. Mathematically proficient students use their model to analyze the relationships and draw conclusions. They interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

(x0) - Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

(x1) - Mathematically proficient students consider available tools when solving a mathematical problem. They choose tools that are relevant and useful to the problem at hand. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful; recognizing both the insight to be gained and their limitations. Students deepen their understanding of mathematical concepts when using tools to visualize, explore, compare, communicate, make and test predictions, and understand the thinking of others.

(x3) - Mathematically proficient students use structure and patterns to assist in making connections among mathematical ideas or concepts when making sense of mathematics. Students recognize and apply general mathematical rules to complex situations. They are able to compose and decompose mathematical ideas and notations into familiar relationships. Mathematically proficient students manage their own progress, stepping back for an overview and shifting perspective when needed.

AZCollege and Career Ready Standards2010, *English Language Arts - 11 References*

Kindergarten - (11 References)

- LA.AZ.K.L.1.a - (x0) (x0) - Print many upper- and lowercase letters.
- LA.AZ.K.L.1.b - (x0) (x0) - Use frequently occurring nouns and verbs.
- LA.AZ.K.L.1.c - (x0) (x0) - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- LA.AZ.K.L.1.d - (x0) (x0) - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- LA.AZ.K.L.1.e - (x0) (x0) - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- LA.AZ.K.L.1.f - (x0) (x0) - Produce and expand complete sentences in shared language activities.
- LA.AZ.K.L.2.a - (x0) (x0) - Capitalize the first word in a sentence and the pronoun I.
- LA.AZ.K.L.2.b - (x0) (x0) - Recognize and name end punctuation.
- LA.AZ.K.L.2.c - (x0) (x0) - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- LA.AZ.K.L.2.d - (x0) (x0) - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 11 References, Joslin, L. (Continued)*

Kindergarten - 11 References (Continued)

LA.AZ.K.L.3 - (x0)	(x0) - (Begins in grade 2)
LA.AZ.K.L.4.a - (x0)	(x0) - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
LA.AZ.K.L.4.b - (x0)	(x0) - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
LA.AZ.K.L.5.a - (x0)	(x0) - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.AZ.K.L.5.b - (x0)	(x0) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
LA.AZ.K.L.5.c - (x0)	(x0) - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.AZ.K.L.5.d - (x0)	(x0) - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.AZ.K.L.6 - (x0)	(x0) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LA.AZ.K.RF.1.a - (x1)	(x1) - Follow words from left to right, top to bottom, and page by page.
LA.AZ.K.RF.1.b - (x1)	(x1) - Recognize that spoken words are represented in written language by specific sequences of letters.
LA.AZ.K.RF.1.c - (x0)	(x0) - Understand that words are separated by spaces in print.
LA.AZ.K.RF.1.d - (x0)	(x0) - Recognize and name all upper- and lowercase letters of the alphabet.
LA.AZ.K.RF.2.a - (x0)	(x0) - Recognize and produce rhyming words.
LA.AZ.K.RF.2.b - (x0)	(x0) - Count, pronounce, blend, and segment syllables in spoken words.
LA.AZ.K.RF.2.c - (x0)	(x0) - Blend and segment onsets and rimes of single-syllable spoken words.
LA.AZ.K.RF.2.d - (x1)	(x1) - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
LA.AZ.K.RF.2.e - (x1)	(x1) - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
LA.AZ.K.RF.3.a - (x0)	(x0) - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
LA.AZ.K.RF.3.b - (x0)	(x0) - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
LA.AZ.K.RF.3.c - (x0)	(x0) - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
LA.AZ.K.RF.3.d - (x0)	(x0) - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LA.AZ.K.RF.4 - (x0)	(x0) - Read emergent-reader texts with purpose and understanding.
LA.AZ.K.RI.1 - (x1)	(x1) - With prompting and support, ask and answer questions about key details in a text.
LA.AZ.K.RI.10.a - (x0)	(x0) - Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.
LA.AZ.K.RI.2 - (x1)	(x1) - With prompting and support, identify the main topic and retell key details of a text.
LA.AZ.K.RI.3 - (x0)	(x0) - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.AZ.K.RI.4 - (x0)	(x0) - With prompting and support, ask and answer questions about unknown words in a text.
LA.AZ.K.RI.5 - (x0)	(x0) - Identify the front cover, back cover, and title page of a book.
LA.AZ.K.RI.6 - (x0)	(x0) - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.AZ.K.RI.7 - (x0)	(x0) - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.AZ.K.RI.8 - (x0)	(x0) - With prompting and support, identify the reasons an author gives to support points in a text.
LA.AZ.K.RI.9 - (x0)	(x0) - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.AZ.K.RL.1 - (x1)	(x1) - With prompting and support, ask and answer questions about key details in a text.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 11 References, Joslin, L. (Continued)*

Kindergarten - 11 References (Continued)

LA.AZ.K.RL.10 - (x2)	(x2) - Actively engage in group reading activities with purpose and understanding.
LA.AZ.K.RL.2 - (x0)	(x0) - With prompting and support, retell familiar stories, including key details.
LA.AZ.K.RL.3 - (x0)	(x0) - With prompting and support, identify characters, settings, and major events in a story.
LA.AZ.K.RL.4 - (x1)	(x1) - Ask and answer questions about unknown words in a text.
LA.AZ.K.RL.5 - (x0)	(x0) - Recognize common types of texts (e.g., storybooks, poems).
LA.AZ.K.RL.6 - (x0)	(x0) - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.AZ.K.RL.7 - (x1)	(x1) - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.AZ.K.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.K.RL.9 - (x0)	(x0) - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.AZ.K.SL.1.a - (x0)	(x0) - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
LA.AZ.K.SL.1.b - (x0)	(x0) - Continue a conversation through multiple exchanges.
LA.AZ.K.SL.2 - (x0)	(x0) - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.AZ.K.SL.3 - (x0)	(x0) - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.AZ.K.SL.4 - (x0)	(x0) - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.AZ.K.SL.5 - (x0)	(x0) - Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.AZ.K.SL.6 - (x0)	(x0) - Speak audibly and express thoughts, feelings, and ideas clearly.
LA.AZ.K.W.1 - (x0)	(x0) - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.AZ.K.W.10 - (x0)	(x0) - (Begins in grade 3)
LA.AZ.K.W.2 - (x0)	(x0) - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.AZ.K.W.3 - (x0)	(x0) - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.AZ.K.W.4.a - (x0)	(x0) - With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.
LA.AZ.K.W.5 - (x0)	(x0) - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LA.AZ.K.W.6 - (x0)	(x0) - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.AZ.K.W.7 - (x0)	(x0) - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.AZ.K.W.8 - (x0)	(x0) - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.AZ.K.W.9 - (x0)	(x0) - (Begins in grade 4)

AZEarly Learning Standards2013, *Language and Literacy - 1 References*

For Young Children From Three to Five Years Old - (1 References)

LA.PK.1.1.a - (x0)	(x0) - Demonstrates understanding of a variety of finger-plays, rhymes, chants, poems, conversations, and stories.
LA.PK.1.1.b - (x0)	(x0) - Actively engages in finger-plays, rhymes, chants, poems, conversations, and stories.

Concordia Charter School

AZ Early Learning Standards 2013, *Language and Literacy - 1 References, Joslin, L. (Continued)*

For Young Children From Three to Five Years Old - 1 References (Continued)

LA.PK.1.1.c - (x0)	(x0) - Demonstrates understanding and follows directions that involve: one step, two steps, and a series of unrelated sequences of action.
LA.PK.1.2.a - (x0)	(x0) - Communicates needs, wants, ideas, and feelings through three to five word sentences.
LA.PK.1.2.b - (x0)	(x0) - Speaks clearly and understandably to express ideas, feelings and needs.
LA.PK.1.2.c - (x0)	(x0) - Makes relevant responses to questions and comments from others.
LA.PK.1.2.d - (x0)	(x0) - Initiates, sustains, and expands conversations with peers and adults.
LA.PK.1.2.e - (x0)	(x0) - With modeling and support, uses acceptable language and social rules including appropriate tone, volume and inflection to express ideas, feelings, and needs.
LA.PK.1.2.f - (x0)	(x0) - Uses appropriate eye contact, turn taking, and intonation while having conversations with adults and peers.
LA.PK.1.2.g - (x0)	(x0) - Recognizes when the listener does not understand and uses techniques to clarify the message.
LA.PK.1.2.h - (x0)	(x0) - With modeling and support, uses increasingly complex phrases and sentences.
LA.PK.1.3.a - (x0)	(x0) - With modeling and support, uses age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings with each area; e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs.
LA.PK.1.3.b - (x0)	(x0) - With modeling and support, determines the meanings of unknown words and concepts using the context of conversations, pictures that accompany text or concrete object.
LA.PK.1.3.c - (x0)	(x0) - With modeling and support, uses category labels and names objects within a category; e.g., fruit, vegetable, animal, transportation, etc.
LA.PK.1.3.d - (x0)	(x0) - With modeling and support, demonstrates understanding of and uses words that indicate position and direction; e.g., in, on, out, under, off, beside, behind.
LA.PK.2.1.a - (x0)	(x0) - Identifies signs, symbols and labels in the environment.
LA.PK.2.1.b - (x0)	(x0) - Demonstrates and understands that print conveys meaning and that each spoken word can be written and read.
LA.PK.2.1.c - (x0)	(x0) - Recognizes that letters are grouped to form words.
LA.PK.2.1.d - (x0)	(x0) - Recognizes own written name and the written names of friends and family.
LA.PK.2.1.e - (x0)	(x0) - Seeks information in printed materials.
LA.PK.2.2.a - (x0)	(x0) - Holds a book right side up with the front cover facing the reader and understands left to right and top to bottom directionality.
LA.PK.2.2.b - (x0)	(x0) - Identifies where in the book to begin reading.
LA.PK.2.2.c - (x0)	(x0) - Understands a book has a title, author and/or illustrator.
LA.PK.2.3.a - (x0)	(x0) - Differentiates between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).
LA.PK.2.3.b - (x0)	(x0) - With modeling and support, identifies rhyming words.
LA.PK.2.3.c - (x0)	(x0) - With modeling and support, produces rhyming words.
LA.PK.2.3.d - (x0)	(x0) - With modeling and support, recognizes spoken words that begin with the same sound.
LA.PK.2.3.e - (x0)	(x0) - Hears and shows awareness of separate words within spoken phrases or sentences.
LA.PK.2.3.f - (x0)	(x0) - With modeling and support, identifies and discriminates syllables in words.
LA.PK.2.3.g - (x0)	(x0) - With modeling and support, combines onset and rime to form a familiar one-syllable word with and without pictorial support.
LA.PK.2.3.h - (x0)	(x0) - With modeling and support, repeats words and identifies the common final sound.
LA.PK.2.4.a - (x0)	(x0) - Discriminates letters from other shapes and symbols.
LA.PK.2.4.b - (x0)	(x0) - Matches and recognizes similarities and differences in letters, with modeling and support.
LA.PK.2.4.c - (x0)	(x0) - Recognizes as many as 10 letters, especially those in own name, family and friends.
LA.PK.2.4.d - (x0)	(x0) - Uses letter-sound knowledge identifying the sounds of a few letters and producing the correct sounds for as many as 10 letters, with modeling and support.
LA.PK.2.5.a - (x0)	(x0) - Takes an active role in reading activities.
LA.PK.2.5.b - (x0)	(x0) - With prompting and support, identifies characters and major events in a story.
LA.PK.2.5.c - (x0)	(x0) - With prompting and support, asks and answers a variety of questions about books or stories told or read aloud.

Concordia Charter School

AZEarly Learning Standards2013, *Language and Literacy - 1 References, Joslin, L. (Continued)*

For Young Children From Three to Five Years Old - 1 References (Continued)

LA.PK.2.5.d - (x0)	(x0) - With prompting and support, draws connections between story events and personal experiences.
LA.PK.2.5.e - (x0)	(x0) - With prompting and support, identifies events and details in the story and makes predictions.
LA.PK.2.5.f - (x0)	(x0) - With prompting and support, gives an opinion for liking or disliking a book or story.
LA.PK.2.5.g - (x0)	(x0) - With modeling and support, begins to demonstrate an understanding of the differences between fiction and non-fiction.
LA.PK.2.5.h - (x0)	(x0) - With modeling and support, identifies the topic of informational text that has been read aloud.
LA.PK.2.5.i - (x0)	(x0) - With modeling and support, retells or reenacts a story in sequence with pictures or props.
LA.PK.2.5.j - (x0)	(x0) - With modeling and support, demonstrates reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
LA.PK.3.1.a - (x1)	(x1) - Uses a variety of writing tools, materials, and surfaces to create drawings or symbols.
LA.PK.3.1.b - (x0)	(x0) - With modeling and support, uses a combination of drawing, dictating and emergent writing to communicate an idea or opinion about an experience, story, or book, and to express knowledge or share information about a topic of interest.
LA.PK.3.1.c - (x0)	(x0) - Dictates to and shares thoughts, ideas, and stories with adults.
LA.PK.3.1.d - (x0)	(x0) - Writes own name using letter-like forms or conventional print.
LA.PK.3.1.e - (x0)	(x0) - Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas or to tell a story; e.g., signing artwork, captioning, labeling, creating lists, making notes.
LA.PK.3.1.f - (x0)	(x0) - With prompting and support, forms letters starting with large motor (sky writing, paint brush and water, sidewalk chalk) progressing to fine motor (paper and pencil).
LA.PK.3.1.g - (x0)	(x0) - Organizes writing from left to right, indicating an awareness that letters cluster as words and words cluster into phrases or sentences by use of spacing or marks.

AZHigh Academic Standards for Students2016, *English Language Arts - 205 References*

Kindergarten - (205 References)

LA.K.L.1.a - (x2)	(x2) - Use frequently occurring nouns and verbs.
LA.K.L.1.b - (x0)	(x0) - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
LA.K.L.1.c - (x0)	(x0) - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
LA.K.L.1.d - (x1)	(x1) - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
LA.K.L.1.e - (x0)	(x0) - Produce and expand complete sentences in shared language activities.
LA.K.L.2.a - (x1)	(x1) - Capitalize the first word in a sentence and the pronoun I.
LA.K.L.2.b - (x0)	(x0) - Recognize and name end punctuation.
LA.K.L.3 - (x0)	(x0) - (Begins in grade 2)
LA.K.L.4 - (x0)	(x0) - (Begins in grade 1)
LA.K.L.5.a - (x0)	(x0) - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
LA.K.L.5.b - (x1)	(x1) - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms.
LA.K.L.5.c - (x5)	(x5) - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
LA.K.L.5.d - (x2)	(x2) - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LA.K.L.6 - (x0)	(x0) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
LA.K.RF.1.a - (x3)	(x3) - Follow words from left to right, top to bottom, and page by page.
LA.K.RF.1.b - (x1)	(x1) - Recognize that spoken words are represented in written language by specific sequences of letters.
LA.K.RF.1.c - (x6)	(x6) - Identify that a sentence is made up of a group of words.

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 205 References, Joslin, L. (Continued)*

Kindergarten - 205 References (Continued)

LA.K.RF.1.d - (x3)	(x3) - Recognize the difference between a letter and a printed word .
LA.K.RF.1.e - (x5)	(x5) - Understand that words are separated by spaces in print.
LA.K.RF.1.f - (x11)	(x11) - Recognize and name all upper and lowercase letters of the alphabet.
LA.K.RF.2.a - (x17)	(x17) - Identify and produce sounds (phonemes) in a spoken word.
LA.K.RF.2.b - (x4)	(x4) - Recognize and produce rhyming words.
LA.K.RF.2.c - (x4)	(x4) - Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).
LA.K.RF.2.d - (x12)	(x12) - Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words.
LA.K.RF.2.e - (x2)	(x2) - Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
LA.K.RF.3.a - (x16)	(x16) - Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or most frequent sound(s) for each consonant and the five major vowels.
LA.K.RF.3.b - (x0)	(x0) - Decode regularly spelled closed-syllable words.
LA.K.RF.3.c - (x0)	(x0) - Read 50 common high-frequency words by sight from a research-based word list.
LA.K.RF.3.d - (x2)	(x2) - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
LA.K.RF.4 - (x0)	(x0) - Read emergent-reader texts with purpose and understanding.
LA.K.RI.1 - (x1)	(x1) - With prompting and support, ask and answer questions about key details in a text.
LA.K.RI.10 - (x1)	(x1) - With prompting and support, actively engage in group reading activities with purpose and understanding.
LA.K.RI.2 - (x9)	(x9) - With prompting and support, identify the main topic and retell key details of a text.
LA.K.RI.3 - (x0)	(x0) - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.K.RI.4 - (x0)	(x0) - With prompting and support, ask and answer questions about unknown words in a text.
LA.K.RI.5 - (x0)	(x0) - Recognize common types of informational text; identify the front cover, back cover, and title page of a book.
LA.K.RI.6 - (x0)	(x0) - With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
LA.K.RI.7 - (x0)	(x0) - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LA.K.RI.8 - (x0)	(x0) - With prompting and support, identify the reasons an author gives to support points in a text.
LA.K.RI.9 - (x0)	(x0) - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.K.RL.1 - (x3)	(x3) - With prompting and support, ask and answer questions about key details in a text.
LA.K.RL.10 - (x4)	(x4) - With prompting and support, actively engage in group reading activities with purpose and understanding.
LA.K.RL.2 - (x8)	(x8) - With prompting and support, retell familiar stories, including key details.
LA.K.RL.3 - (x3)	(x3) - With prompting and support, identify characters, settings, and major events in a story.
LA.K.RL.4 - (x5)	(x5) - With prompting and support, ask and answer questions about unknown words in a text.
LA.K.RL.5 - (x1)	(x1) - Recognize common types of texts (e.g., storybooks, poems); identify the front cover, back cover, and title of a book.
LA.K.RL.6 - (x2)	(x2) - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
LA.K.RL.7 - (x28)	(x28) - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LA.K.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.K.RL.9 - (x2)	(x2) - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LA.K.SL.1.a - (x2)	(x2) - Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).

Concordia Charter School

AZHigh Academic Standards for Students 2016, *English Language Arts - 205 References, Joslin, L. (Continued)*

Kindergarten - 205 References (Continued)

LA.K.SL.1.b - (x8)	(x8) - Continue a conversation through multiple exchanges.
LA.K.SL.2 - (x7)	(x7) - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
LA.K.SL.3 - (x4)	(x4) - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.K.SL.4 - (x2)	(x2) - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.K.SL.5 - (x0)	(x0) - Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.K.SL.6 - (x1)	(x1) - Speak audibly and express thoughts, feelings, and ideas clearly.
LA.K.W.1 - (x1)	(x1) - With guidance and support from adults, use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
LA.K.W.10 - (x0)	(x0) - (Begins in grade 3)
LA.K.W.2 - (x1)	(x1) - With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.K.W.3 - (x0)	(x0) - With guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
LA.K.W.4 - (x0)	(x0) - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
LA.K.W.5 - (x0)	(x0) - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
LA.K.W.6 - (x0)	(x0) - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.K.W.7 - (x0)	(x0) - With guidance and support from adults, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
LA.K.W.8 - (x0)	(x0) - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.K.W.9 - (x0)	(x0) - (Begins in grade 4)
LA.K.WF.1.a - (x1)	(x1) - Match upper and lower case manuscript letters.
LA.K.WF.1.b - (x4)	(x4) - Write upper and lower manuscript letters, with reference to a model.
LA.K.WF.1.c - (x1)	(x1) - Write left to right using appropriate spacing between words.
LA.K.WF.3.a - (x3)	(x3) - Represent phonemes in simple words, using letter-sound relationships.
LA.K.WF.3.b - (x1)	(x1) - Write or select an initial or final consonant when a medial vowel is provided.
LA.K.WF.3.c - (x3)	(x3) - Spell VC (Vowel-Consonant) (e.g., at, in) and CVC (Consonant-Vowel-Consonant) (e.g., pet, mud) words with short vowel sounds.
LA.K.WF.3.d - (x1)	(x1) - Accurately write grade-level appropriate words, as found in a research-based word list.
LA.K.WF.3.e - (x0)	(x0) - Attempt phonetic spelling of unknown words.

Kindergarten - (107 References)

MA.K.CC.A.1 - (x7)	(x7) - Count to 100 by ones and by tens.
MA.K.CC.A.2 - (x3)	(x3) - Count forward from a given number other than one, within the known sequence (e.g., "Starting at the number 5, count up to 11.").
MA.K.CC.A.3 - (x15)	(x15) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects).
MA.K.CC.B.4a - (x4)	(x4) - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object (one to one correspondence).
MA.K.CC.B.4b - (x3)	(x3) - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted (cardinality).

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AZHigh Academic Standards for Students2016, *Mathematics - 107 References, Joslin, L. (Continued)*

Kindergarten - 107 References (Continued)

MA.K.CC.B.4c - (x4)	(x4) - Understand that each successive number name refers to a quantity that is one larger (hierarchical inclusion).
MA.K.CC.B.5 - (x3)	(x3) - Count to answer questions about "How many?" when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects.
MA.K.CC.C.6 - (x8)	(x8) - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Include groups with up to ten objects.)
MA.K.CC.C.7 - (x2)	(x2) - Compare two numbers between 0 and 10 presented as written numerals.
MA.K.G.A.1 - (x2)	(x2) - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2 - (x2)	(x2) - Correctly name shapes regardless of their orientation or overall size (e.g., circle, triangle, square, rectangle, rhombus, trapezoid, hexagon, cube, cone, cylinder, sphere).
MA.K.G.A.3 - (x0)	(x0) - Identify shapes as two-dimensional (lying in a plane, flat) or three-dimensional (solid).
MA.K.G.B.4 - (x1)	(x1) - Analyze and compare two-dimensional and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length).
MA.K.G.B.5 - (x1)	(x1) - Model shapes in the world by building shapes from components (e.g., use sticks and clay balls) and drawing shapes.
MA.K.G.B.6 - (x3)	(x3) - Use simple shapes to form composite shapes.
MA.K.MD.A.1 - (x2)	(x2) - Describe measurable attributes of a single object (e.g., length and weight).
MA.K.MD.A.2 - (x11)	(x11) - Directly compare two objects with a measurable attribute in common to see which object has "more of" or "less of" the attribute, and describe the difference (e.g., directly compare the length of 10 cubes to a pencil and describe one as longer or shorter).
MA.K.MD.B.3 - (x4)	(x4) - Classify objects into given categories; count the number in each category and sort the categories by count.
MA.K.MP.1 - (x0)	(x0) - Make sense of problems and persevere in solving them.
MA.K.MP.2 - (x0)	(x0) - Reason abstractly and quantitatively.
MA.K.MP.3 - (x0)	(x0) - Construct viable arguments and critique the reasoning of others.
MA.K.MP.4 - (x0)	(x0) - Model with mathematics.
MA.K.MP.5 - (x0)	(x0) - Use appropriate tools strategically.
MA.K.MP.6 - (x0)	(x0) - Attend to precision.
MA.K.MP.7 - (x0)	(x0) - Look for and make use of structure.
MA.K.MP.8 - (x0)	(x0) - Look for and express regularity in repeated reasoning.
MA.K.NBT.A.1 - (x1)	(x1) - Compose and decompose numbers from 11 to 19 into ten ones and additional ones by using objects, drawings and/or equations. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones (e.g., $18 = 10 + 8$).
MA.K.NBT.B.2 - (x1)	(x1) - Demonstrate understanding of addition and subtraction within 10 using place value.
MA.K.OA.A.1 - (x11)	(x11) - Represent addition and subtraction concretely.
MA.K.OA.A.2 - (x14)	(x14) - Solve addition and subtraction word problems and add and subtract within 10.
MA.K.OA.A.3 - (x1)	(x1) - Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., using fingers, objects, symbols, tally marks, drawings, expressions).
MA.K.OA.A.4 - (x1)	(x1) - For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., using fingers, objects, symbols, tally marks, drawings, or equation).
MA.K.OA.A.5 - (x3)	(x3) - Fluently add and subtract within 5.

AZAcademic Standards1996, *Language Arts - 1 References*

Essentials (Grades 4-5) - (1 References)

LA.4-5.R-E1 PO 1 - (x0)	(x0) - Identify root words
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AZAcademic Standards1996, *Language Arts - 1 References, ODell, C. (Continued)*

Essentials (Grades 4-5) - 1 References (Continued)

LA.4-5.R-E1 PO 2 - (x0)	(x0) - Infer meanings of words in a selection through knowledge of prefixes and suffixes
LA.4-5.R-E1 PO 3 - (x0)	(x0) - Confirm meaning of words using context clues
LA.4-5.R-E2 PO 1 - (x0)	(x0) - Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text
LA.4-5.R-E2 PO 2 - (x0)	(x0) - Distinguish fact from opinion
LA.4-5.R-E2 PO 3 - (x1)	(x1) - Summarize the text in own words (assessed at district level only)
LA.4-5.R-E2 PO 4 - (x0)	(x0) - Compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)
LA.4-5.R-E2 PO 5 - (x0)	(x0) - Determine cause-and-effect relationships
LA.4-5.R-E2 PO 6 - (x0)	(x0) - Identify the text in chronological, sequential or logical order
LA.4-5.R-E2 PO 7 - (x0)	(x0) - Make an inference using contextual clues
LA.4-5.R-E3 PO 1 - (x0)	(x0) - Distinguish the main characters from the minor characters
LA.4-5.R-E3 PO 2 - (x0)	(x0) - Summarize the plot line to include cause and effect
LA.4-5.R-E3 PO 3 - (x0)	(x0) - Explain the interaction of major and minor characters in a selection
LA.4-5.R-E3 PO 4 - (x0)	(x0) - Draw defensible conclusions based on events and settings
LA.4-5.R-E3 PO 5 - (x0)	(x0) - Differentiate fiction, nonfiction and poetry based on their attributes
LA.4-5.R-E3 PO 6 - (x0)	(x0) - Explain cause and effect within the plot
LA.4-5.R-E4 PO 1 - (x0)	(x0) - Identify the author's purpose and use of details to support the purpose
LA.4-5.R-E4 PO 2.a - (x0)	(x0) - bandwagon
LA.4-5.R-E4 PO 2.b - (x0)	(x0) - peer pressure
LA.4-5.R-E4 PO 2.c - (x0)	(x0) - ""loaded"" words
LA.4-5.R-E4 PO 3 - (x0)	(x0) - Identify the author's bias
LA.4-5.R-E5 PO 1 - (x0)	(x0) - Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)
LA.4-5.R-E5 PO 2 - (x0)	(x0) - Incorporate information from the illustrations
LA.4-5.R-E5 PO 3 - (x0)	(x0) - Locate support help in manual or from manufacturer
LA.4-5.R-E5 PO 4 - (x0)	(x0) - Identify the sequence of activities needed to carry out a procedure
LA.4-5.R-E5 PO 5 - (x0)	(x0) - Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)
LA.4-5.R-E6 PO 1 - (x0)	(x0) - Compare one author's perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, nonfiction)
LA.4-5.R-E6 PO 2 - (x0)	(x0) - Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges
LA.4-5.R-E6 PO 3 - (x0)	(x0) - Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view
LA.4-5.W-E1 PO 1 - (x0)	(x0) - Spell correctly
LA.4-5.W-E1 PO 2 - (x0)	(x0) - Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)
LA.4-5.W-E1 PO 3 - (x0)	(x0) - Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)
LA.4-5.W-E1 PO 4 - (x0)	(x0) - Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)
LA.4-5.W-E1 PO 5 - (x0)	(x0) - Organize paragraphs with a variety of sentence structures (e.g., simple, compound)
LA.4-5.W-E2 PO 1.a - (x0)	(x0) - develop a story line in a sequence that is clear
LA.4-5.W-E2 PO 1.b - (x0)	(x0) - use descriptive words and phrases
LA.4-5.W-E2 PO 2.a - (x0)	(x0) - develop a story line in a sequence that is clear
LA.4-5.W-E2 PO 2.b - (x0)	(x0) - develop the characters
LA.4-5.W-E2 PO 2.c - (x0)	(x0) - describe the setting
LA.4-5.W-E2 PO 2.d - (x0)	(x0) - use dialog when appropriate
LA.4-5.W-E2 PO 2.e - (x0)	(x0) - use descriptive words and phrases

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AZAcademic Standards1996, *Language Arts - 1 References, ODell, C. (Continued)*

Essentials (Grades 4-5) - 1 References (Continued)

LA.4-5.W-E3 - (x0)	(x0) - Write a summary that presents information clearly and accurately , contains the most significant details and preserves the position of the author
LA.4-5.W-E4 - (x0)	(x0) - Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions
LA.4-5.W-E5 PO 1 - (x0)	(x0) - Write a report in own words that states , develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered
LA.4-5.W-E5 PO 2 - (x0)	(x0) - Use logical sequence (including transitional words and phrases such as first, next, then)
LA.4-5.W-E5 PO 3 - (x0)	(x0) - Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources
LA.4-5.W-E6 PO 1 - (x0)	(x0) - Write a formal communication in an appropriate format for a specific audience and purpose
LA.4-5.W-E6 PO 2 - (x0)	(x0) - Organize ideas in a meaningful sequence using transitional words or phrases (e.g., first, next, then)
LA.4-5.W-E6 PO 3 - (x0)	(x0) - Express ideas that are clear and directly related to the topic
LA.4-5.W-E7 PO 1 - (x0)	(x0) - Write a clear response supported with examples from the text , other works or experiences
LA.4-5.W-E7 PO 2 - (x0)	(x0) - Relate own ideas to supporting details in a clear manner
LA.4-5.W-E7 PO 3 - (x0)	(x0) - Organize response with a clear beginning, middle and end
LA.4-5.W-E8 PO 1.a - (x0)	(x0) - selecting appropriate source for a specific research purpose
LA.4-5.W-E8 PO 1.b - (x0)	(x0) - utilizing reference materials (e.g., dictionary, thesaurus, encyclopedia, informational trade books, multimedia sources, Internet)
LA.4-5.W-E8 PO 1.c - (x0)	(x0) - writing a paraphrase of information from a source recording relevant information (e.g., notes, graphs, tables) taken from a research source
LA.4-5.W-E8 PO 1.d - (x0)	(x0) - organizing notes and integrating notes into a finished product
LA.4-5.W-E8 PO 1.e - (x0)	(x0) - incorporating notes into a finished product

AZAcademic Standards2011, *English Language Proficiency - 600 References*

Stage III - (590 References)

ELL.3-5.L.1.ADJ.B-1 - (x0)	(x0) - selecting adjectives to complete given sentences (i.e., quantity/concept/ size/shape/color).
ELL.3-5.L.1.ADJ.B-10 - (x0)	(x0) - defining the present participle as an adjective; selecting a present participle to complete a given sentence.
ELL.3-5.L.1.ADJ.B-11 - (x0)	(x0) - defining the past participle as an adjective; selecting a past participle to complete a given sentence.
ELL.3-5.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives with instructional support.
ELL.3-5.L.1.ADJ.B-3 - (x6)	(x6) - selecting a sensory/personality adjective (e.g., sticky, proud, etc.) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-4 - (x0)	(x0) - selecting a noun as a modifier (e.g., shoe store, kitchen table, etc.), to complete a given sentence.
ELL.3-5.L.1.ADJ.B-5 - (x0)	(x0) - selecting a singular or plural demonstrative adjective (i.e., this, that, these, those) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-6 - (x0)	(x0) - defining and listing proper adjectives with nouns (e.g., Chinese man, Italian woman, etc.).
ELL.3-5.L.1.ADJ.B-7 - (x0)	(x0) - listing indefinite adjectives (i.e., all, both, many).
ELL.3-5.L.1.ADJ.B-8 - (x0)	(x0) - selecting a comparative or superlative adjective (e.g., big, bigger, biggest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-9 - (x0)	(x0) - selecting an irregular comparative or superlative adjective to complete a given sentence.
ELL.3-5.L.1.ADJ.E-1 - (x0)	(x0) - defining adjectives; sorting adjectives by categories (i.e., quantity/concept/ size/shape/color) with nouns.
ELL.3-5.L.1.ADJ.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-2 - (x0)	(x0) - selecting singular and plural possessive adjectives (i.e., my, your, his, her, its, our, their); to complete a sentence.
ELL.3-5.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-4 - (x1)	(x1) - using a noun as a modifier with instructional support.

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AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.ADJ.E-5 - (x1)	(x1) - selecting a singular demonstrative adjective (i.e., this, that) to complete a given sentence.
ELL.3-5.L.1.ADJ.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-8 - (x0)	(x0) - listing comparative and superlative adjectives (e.g., big, bigger, biggest, etc.).
ELL.3-5.L.1.ADJ.E-9 - (x0)	(x0) - listing irregular comparative and superlative adjectives (e.g., bad, worse, worst, good, better, best, etc.).
ELL.3-5.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).
ELL.3-5.L.1.ADJ.HI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives.
ELL.3-5.L.1.ADJ.HI-11 - (x0)	(x0) - using past participles (tired man) as adjectives.
ELL.3-5.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.HI-3 - (x1)	(x1) - using sensory/personality adjectives.
ELL.3-5.L.1.ADJ.HI-4 - (x0)	(x0) - using nouns as modifiers.
ELL.3-5.L.1.ADJ.HI-5 - (x0)	(x0) - using demonstrative adjectives.
ELL.3-5.L.1.ADJ.HI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.HI-7 - (x0)	(x0) - using indefinite adjectives.
ELL.3-5.L.1.ADJ.HI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most/less/least, etc.).
ELL.3-5.L.1.ADJ.HI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives.
ELL.3-5.L.1.ADJ.LI-1 - (x5)	(x5) - producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color) with instructional support.
ELL.3-5.L.1.ADJ.LI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-11 - (x0)	(x0) - using past participles (tired man) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.LI-3 - (x1)	(x1) - using sensory/personality adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-4 - (x0)	(x0) - using nouns as modifiers with instructional support.
ELL.3-5.L.1.ADJ.LI-5 - (x0)	(x0) - using demonstrative adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-7 - (x0)	(x0) - using indefinite adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most beautiful, etc.) with instructional support.
ELL.3-5.L.1.ADJ.LI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives with instructional support.
ELL.3-5.L.1.ADJ.PE-1 - (x5)	(x5) - repeating adjectives (i.e., quantity/size/shape/ color) with nouns.
ELL.3-5.L.1.ADJ.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-2 - (x0)	(x0) - selecting singular possessive adjectives to complete a given sentence.
ELL.3-5.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-4 - (x0)	(x0) - repeating nouns as modifiers (e.g., shoe store, kitchen table, etc.)
ELL.3-5.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.B-1 - (x0)	(x0) - using "when" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-3 - (x0)	(x0) - using "where" adverbs in sentences with instructional support.
ELL.3-5.L.1.ADV.B-4 - (x0)	(x0) - converting adjectives into "how/degree" adverbs (e.g., quick/quickly, etc.) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.ADV.B-5 - (x0)	(x0) - selecting a regular comparative or superlative adverb (e.g., fast, faster, fastest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.B-6 - (x0)	(x0) - selecting an irregular comparative or superlative adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-7 - (x0)	(x0) - selecting an intensifier adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-8 - (x0)	(x0) - using conjunctive adverb "also" with instructional support.
ELL.3-5.L.1.ADV.E-1 - (x0)	(x0) - defining an adverb; selecting first, next, then, after, before, or finally ("when" adverbs) to complete a given sentence.
ELL.3-5.L.1.ADV.E-2 - (x0)	(x0) - selecting always, never, or sometimes ("frequency" adverb) to complete a given sentence.
ELL.3-5.L.1.ADV.E-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there, outside, inside).
ELL.3-5.L.1.ADV.E-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (e.g., quick versus quickly, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.E-5 - (x0)	(x0) - listing regular comparative and superlative adverbs (e.g., fast, faster, fastest, etc.).
ELL.3-5.L.1.ADV.E-6 - (x0)	(x0) - listing irregular comparative and superlative adverbs (e.g., badly, worse, worst, well, better, best, etc.).
ELL.3-5.L.1.ADV.E-7 - (x0)	(x0) - listing intensifier adverbs (e.g., too, not, very, etc.).
ELL.3-5.L.1.ADV.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.HI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.3-5.L.1.ADV.HI-5 - (x0)	(x0) - using regular comparative and superlative adverbs (e.g., slowly, less slowly, least slowly, etc.).
ELL.3-5.L.1.ADV.HI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs.
ELL.3-5.L.1.ADV.HI-7 - (x0)	(x0) - using intensifier adverbs.
ELL.3-5.L.1.ADV.HI-8 - (x0)	(x0) - using conjunctive adverbs.
ELL.3-5.L.1.ADV.LI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.LI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.LI-4 - (x0)	(x0) - using "how/degree" adverbs (e.g., quickly ran, too cold, very quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-5 - (x0)	(x0) - using regular comparative and superlative adverb (e.g., slowly, more slowly, most slowly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs with instructional support.
ELL.3-5.L.1.ADV.LI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, hardly, barely, enough, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-8 - (x0)	(x0) - using conjunctive adverbs "also" and "therefore" with instructional support.
ELL.3-5.L.1.ADV.PE-1 - (x0)	(x0) - repeating classroom directions with first, next and then ("when" adverbs, e.g., First, take out your book.)
ELL.3-5.L.1.ADV.PE-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs: always, never, sometimes. (e.g., Always bring a pencil to class.)
ELL.3-5.L.1.ADV.PE-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there).
ELL.3-5.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.B-1 - (x0)	(x0) - selecting coordinating conjunctions and/or/ but/yet, which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence.
ELL.3-5.L.1.C.B-2 - (x0)	(x0) - selecting correlative conjunctions both/and and either/or to complete a given sentence.
ELL.3-5.L.1.C.B-3 - (x0)	(x0) - selecting correlative conjunctions not only...but also to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions and/or to complete a given sentence.
ELL.3-5.L.1.C.E-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.HI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses.
ELL.3-5.L.1.C.HI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both /and and either/or.
ELL.3-5.L.1.C.HI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also .
ELL.3-5.L.1.C.LI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses with instructional support.
ELL.3-5.L.1.C.LI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both /and and either/or with instructional support.
ELL.3-5.L.1.C.LI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also with instructional support.
ELL.3-5.L.1.C.PE-1 - (x0)	(x0) - repeating noun and verb phrases joined by coordinating conjunctions and/or.
ELL.3-5.L.1.C.PE-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.I.B-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.3-5.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a give situation with instructional support.
ELL.3-5.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.3-5.L.1.I.LI-1 - (x0)	(x0) - defining interjections as words expressing emotion and using them in appropriate context.
ELL.3-5.L.1.I.PE-1 - (x0)	(x0) - repeating interjections (e.g., Ouch!, Hey!, gosh, etc.).
ELL.3-5.L.1.N.B-1 - (x0)	(x0) - defining and classifying singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-2 - (x0)	(x0) - defining and classifying singular and plural common nouns and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-3 - (x0)	(x0) - converting a singular common noun into plural noun, including irregular nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-4 - (x0)	(x0) - distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-5 - (x0)	(x0) - defining and listing collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-6 - (x0)	(x0) - producing a response using a singular possessive noun (e.g., It is Mary's book.).
ELL.3-5.L.1.N.B-7 - (x0)	(x0) - defining and producing responses using a plural possessive noun.
ELL.3-5.L.1.N.E-1 - (x0)	(x0) - defining a noun; using definite and indefinite articles with singular common nouns.
ELL.3-5.L.1.N.E-2 - (x0)	(x0) - classifying common nouns as singular or plural (with definite and indefinite articles).
ELL.3-5.L.1.N.E-3 - (x0)	(x0) - distinguishing between nouns that become plural by adding –s/-es and irregular plural nouns.
ELL.3-5.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-6 - (x0)	(x0) - defining singular possessive nouns; repeating phrases with singular possessive nouns.
ELL.3-5.L.1.N.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.HI-1 - (x0)	(x0) - justifying his/her use of common versus proper nouns and definite versus indefinite articles (e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound).
ELL.3-5.L.1.N.HI-2 - (x0)	(x0) - justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific president).
ELL.3-5.L.1.N.HI-3 - (x0)	(x0) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.HI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (e.g., May I have a bottle of water? – "a bottle of water").
ELL.3-5.L.1.N.HI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.HI-6 - (x0)	(x0) - distinguishing between plural nouns and singular possessive nouns.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.N.HI-7 - (x0)	(x0) - using plural possessive nouns, including irregular plurals.
ELL.3-5.L.1.N.LI-1 - (x4)	(x4) - using singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-2 - (x0)	(x0) - using singular or plural common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-3 - (x0)	(x0) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.LI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-6 - (x0)	(x0) - using singular possessive nouns.
ELL.3-5.L.1.N.LI-7 - (x0)	(x0) - using plural possessive nouns.
ELL.3-5.L.1.N.PE-1 - (x10)	(x10) - classifying singular common nouns as a person, place or thing.
ELL.3-5.L.1.N.PE-2 - (x0)	(x0) - defining singular and plural as it relates to common nouns.
ELL.3-5.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-1 - (x0)	(x0) - using noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-10 - (x0)	(x0) - using degree adverbs + adjectives (e.g., too hot, very cold, old enough, too old, etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-11 - (x0)	(x0) - using linking verbs + noun/adjective complement (e.g., "She is a teacher." "We feel sad...", etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-14 - (x0)	(x0) - using a noun clause to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-2 - (x0)	(x0) - using joined noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that, these, those) and a noun ("that shoe") from a visual prompt.
ELL.3-5.L.1.PH/CL.B-4 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-5 - (x5)	(x5) - using joined verb phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.B-7 - (x5)	(x5) - repeating infinitive verb phrases (e.g., "to buy a bicycle," etc.) with visual support.
ELL.3-5.L.1.PH/CL.B-8 - (x0)	(x0) - using an adverbial phrase (including when, frequency, how, where) to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (e.g., "did go," "may go," "will have gone," etc.) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table, shoe store, etc.) from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that) and a noun ("that shoe") from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.E-5 - (x0)	(x0) - producing joined verb phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases (e.g., "the next day", "after opening the door," etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: e.g., did go, etc.) to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-14 - (x0)	(x0) - using noun clauses.
ELL.3-5.L.1.PH/CL.HI-2 - (x0)	(x0) - using joined noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-14 - (x0)	(x0) - using noun clauses with instructional support.
ELL.3-5.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-4 - (x0)	(x0) - using a verb phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-8 - (x4)	(x4) - using an adverbial phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun, e.g., red ball, little girl etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.3-5.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases (verb + adverb or adverb + verb, e.g., "walks slowly", etc.) with visual support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases (verb + coordinating conjunction + verb: e.g., "walks and talks") with visual support.
ELL.3-5.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases (e.g., on the table, etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.
ELL.3-5.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.3-5.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justify selection.
ELL.3-5.L.1.PREP.B-4 - (x0)	(x0) - defining a preposition.
ELL.3-5.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-6 - (x0)	(x0) - selecting a preposition of opposition (i.e., before/after, off/on, with/without) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt (i.e., on, in, near, behind) with instructional support.
ELL.3-5.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt with instructional support.
ELL.3-5.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-5 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (i.e., to, from, off, out of).
ELL.3-5.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.3-5.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.3-5.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.3-5.L.1.PREP.HI-4 - (x0)	(x0) - differentiating among prepositions of location, direction and time.
ELL.3-5.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.3-5.L.1.PREP.HI-6 - (x0)	(x0) - using prepositions of opposition.
ELL.3-5.L.1.PREP.HI-7 - (x0)	(x0) - using prepositions of exception (i.e., despite, except).
ELL.3-5.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.3-5.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.
ELL.3-5.L.1.PREP.LI-3 - (x0)	(x0) - using prepositions of time with instructional support.
ELL.3-5.L.1.PREP.LI-4 - (x0)	(x0) - differentiating among prepositions of location, direction and time with instructional support.
ELL.3-5.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of action and movement (including compound prepositions, in front of, next to, on top of) to complete a given sentence.
ELL.3-5.L.1.PREP.LI-6 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.3-5.L.1.PREP.LI-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence.
ELL.3-5.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (i.e., on, in, near, behind).
ELL.3-5.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically demonstrating prepositions of direction (i.e., up, down, over).
ELL.3-5.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time (i.e., on, at, in, by, during, past, since).
ELL.3-5.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.B-1 - (x0)	(x0) - using subjective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-2 - (x0)	(x0) - using objective pronouns with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.PRO.B-3 - (x0)	(x0) - using possessive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-4 - (x0)	(x0) - categorizing personal subjective, personal objective and personal possessive pronouns.
ELL.3-5.L.1.PRO.B-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.B-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence.
ELL.3-5.L.1.PRO.B-7 - (x0)	(x0) - using reflexive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-8 - (x0)	(x0) - listing indefinite pronouns (i.e., all, nothing, both, somebody, anything: "Jack bought something. Jill didn't buy anything.")
ELL.3-5.L.1.PRO.E-1 - (x0)	(x0) - defining pronouns and selecting singular and plural personal subjective pronouns (i.e., I, you, he, she, it, we, you, they) to complete a given sentence.
ELL.3-5.L.1.PRO.E-2 - (x0)	(x0) - listing and selecting singular and plural personal objective pronouns (i.e., me, you, him, her, it, us, you, them) to complete a given sentence.
ELL.3-5.L.1.PRO.E-3 - (x0)	(x0) - listing possessive pronouns and selecting singular and plural possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its, our/ours, your/yours, their/theirs); to complete a given sentence.
ELL.3-5.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.E-5 - (x0)	(x0) - selecting singular demonstrative pronouns (i.e., this/that) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-7 - (x0)	(x0) - listing singular and plural reflexive pronouns (i.e., myself, yourself, herself, himself, itself, ourselves, yourselves, themselves) and selecting singular and plural reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.HI-1 - (x0)	(x0) - using the appropriate personal subjective pronouns.
ELL.3-5.L.1.PRO.HI-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.3-5.L.1.PRO.HI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences.
ELL.3-5.L.1.PRO.HI-5 - (x0)	(x0) - using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.HI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose.
ELL.3-5.L.1.PRO.HI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive and intensive pronouns.
ELL.3-5.L.1.PRO.HI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.")
ELL.3-5.L.1.PRO.LI-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.3-5.L.1.PRO.LI-2 - (x0)	(x0) - stating when to use personal objective pronouns; using personal objective pronouns
ELL.3-5.L.1.PRO.LI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.LI-4 - (x0)	(x0) - selecting personal subjective, personal objective and personal possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.LI-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.LI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose with instructional support.
ELL.3-5.L.1.PRO.LI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive pronouns.
ELL.3-5.L.1.PRO.LI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.") with instructional support.
ELL.3-5.L.1.PRO.PE-1 - (x0)	(x0) - defining pronouns; selecting singular personal subjective pronouns (i.e., I, you, he, she, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-2 - (x0)	(x0) - listing and selecting singular personal objective pronouns (i.e., me, you, him, her, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-3 - (x0)	(x0) - listing singular possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its); selecting singular possessive pronouns to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-6 - (x0)	(x0) - selecting interrogative pronouns who and what to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.PE-7 - (x0)	(x0) - listing singular reflexive pronouns (i.e., myself, yourself, herself, himself, itself); selecting singular reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-1 - (x0)	(x0) - producing questions, using inflection when produced orally, using sentence frames.
ELL.3-5.L.1.Q.B-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.B-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.B-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.B-14 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.B-15 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.B-16 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.B-17 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.B-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-19 - (x0)	(x0) - completing questions with "to be" + "there" + subject + preposition + noun using a sentence frame. (e.g., "Is there a ball in the room?").
ELL.3-5.L.1.Q.B-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.3-5.L.1.Q.B-20 - (x0)	(x0) - completing Yes/No questions with modal auxiliaries using sentence frames. (e.g., "Can Jack come out to play?" "May I be excused?").
ELL.3-5.L.1.Q.B-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (auxiliary verb + subject + verb... or...")
ELL.3-5.L.1.Q.B-22 - (x0)	(x0) - producing questions, including negative construction, with contractions using sentence frames. (e.g., "When's he arriving?" "Didn't he tell you we were coming over?")
ELL.3-5.L.1.Q.B-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.
ELL.3-5.L.1.Q.B-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verb + -ing.
ELL.3-5.L.1.Q.B-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.3-5.L.1.Q.B-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.3-5.L.1.Q.B-7 - (x0)	(x0) - forming Yes/No questions in the past progressive tense with given forms of "to be" + subject + verb + -ing.
ELL.3-5.L.1.Q.B-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense using sentence frames. ("Will" + subject + "be" + verb + -ing?)
ELL.3-5.L.1.Q.B-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-1 - (x0)	(x0) - completing question frames using picture prompts.
ELL.3-5.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-11 - (x0)	(x0) - completing interrogative sentence frames beginning with "What."
ELL.3-5.L.1.Q.E-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.3-5.L.1.Q.E-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.3-5.L.1.Q.E-14 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.3-5.L.1.Q.E-15 - (x0)	(x0) - completing interrogative sentence frames beginning with "Why."
ELL.3-5.L.1.Q.E-16 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.Q.E-17 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.3-5.L.1.Q.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.3-5.L.1.Q.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-3 - (x0)	(x0) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.3-5.L.1.Q.E-4 - (x0)	(x0) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing?)
ELL.3-5.L.1.Q.E-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.E-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames. ("Will" + subject + verb?)
ELL.3-5.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.HI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.HI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense.
ELL.3-5.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom."
ELL.3-5.L.1.Q.HI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.HI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.HI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.HI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.HI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose."
ELL.3-5.L.1.Q.HI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun.
ELL.3-5.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.3-5.L.1.Q.HI-20 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries.
ELL.3-5.L.1.Q.HI-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.
ELL.3-5.L.1.Q.HI-22 - (x0)	(x0) - producing questions, including negative construction, with contractions.
ELL.3-5.L.1.Q.HI-23 - (x0)	(x0) - producing tag questions.
ELL.3-5.L.1.Q.HI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.3-5.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.3-5.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense.
ELL.3-5.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.HI-7 - (x0)	(x0) - producing Yes/No questions in the past progressive tense
ELL.3-5.L.1.Q.HI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense.
ELL.3-5.L.1.Q.HI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense.
ELL.3-5.L.1.Q.LI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.LI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense with instructional support. ("to have" + subject + "been" + present participle?)
ELL.3-5.L.1.Q.LI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What" with instructional support.
ELL.3-5.L.1.Q.LI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where" with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.Q.LI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom" with instructional support.
ELL.3-5.L.1.Q.LI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When" with instructional support.
ELL.3-5.L.1.Q.LI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why" with instructional support.
ELL.3-5.L.1.Q.LI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How" with instructional support.
ELL.3-5.L.1.Q.LI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which" with instructional support.
ELL.3-5.L.1.Q.LI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose" with instructional support.
ELL.3-5.L.1.Q.LI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun with instructional support.
ELL.3-5.L.1.Q.LI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do" with instructional support.
ELL.3-5.L.1.Q.LI-20 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries with instructional support.
ELL.3-5.L.1.Q.LI-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with instructional support.
ELL.3-5.L.1.Q.LI-22 - (x0)	(x0) - producing questions, including negative construction, with contractions with instructional support.
ELL.3-5.L.1.Q.LI-23 - (x0)	(x0) - producing tag questions with instructional support. (e.g., "You know Jill, don't you?" "Jack isn't home, is he?").
ELL.3-5.L.1.Q.LI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses with instructional support.
ELL.3-5.L.1.Q.LI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense using with instructional support.
ELL.3-5.L.1.Q.LI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.LI-7 - (x0)	(x0) - producing Yes/No questions in the past progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense with instructional support. ("to have" + subject + past participle ...?)
ELL.3-5.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g. What? Who?, etc.)
ELL.3-5.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-11 - (x0)	(x0) - repeating interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.PE-12 - (x0)	(x0) - repeating interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.PE-13 - (x0)	(x0) - repeating interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses. ("to be" + subject + complement?)
ELL.3-5.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-8 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural or compound) from a picture.
ELL.3-5.L.1.SC.B-10 - (x0)	(x0) - producing sentences (S-V-O-P) using given subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-11 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-12 - (x5)	(x5) - forming sentences with given subjects, verb tenses, and direct object (noun) with subject-verb agreement.
ELL.3-5.L.1.SC.B-13 - (x5)	(x5) - forming sentences with given subjects, verb tenses, and object pronouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-14 - (x5)	(x5) - forming sentences with given subjects, verbs, and adverbs to modify verbs.
ELL.3-5.L.1.SC.B-15 - (x0)	(x0) - forming imperative sentences with given verbs.
ELL.3-5.L.1.SC.B-16 - (x0)	(x0) - forming compound sentences using two given independent clauses (independent clause + conjunction + independent clause). (e.g., "I like apples, but he likes oranges.")
ELL.3-5.L.1.SC.B-17 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + object (S-V-O) with subject-verb agreement. (e.g., Jill cooked a meal.)
ELL.3-5.L.1.SC.B-18 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (e.g., Jill cooked a meal for us.)
ELL.3-5.L.1.SC.B-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-2 - (x0)	(x0) - producing sentences using given subjects and verbs (S-V), with subject-verb agreement.
ELL.3-5.L.1.SC.B-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-3 - (x0)	(x0) - producing sentences in the negative S-V construction using given subjects and auxiliary verbs, with subject-verb agreement.
ELL.3-5.L.1.SC.B-4 - (x0)	(x0) - forming sentences with S-V-C construction with given pronouns, forms of "to be", and nouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-5 - (x0)	(x0) - forming sentences with S-V-C construction with given nouns and forms of "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-6 - (x0)	(x0) - forming sentences with S-V-C construction with given plural nouns and "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-7 - (x0)	(x0) - forming sentences with S-V-C construction with given subjects, forms of "to be" and adjectives, with subject-verb agreement.
ELL.3-5.L.1.SC.B-8 - (x0)	(x0) - forming sentences in the negative construction with given subjects, forms of "to be" and adjectives with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.B-9 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular or plural) from a picture with instructional support.
ELL.3-5.L.1.SC.E-10 - (x0)	(x0) - completing a given sentence (S-V-O-P) by using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.E-12 - (x0)	(x0) - completing a sentence frame using subject + verb + direct object (noun) construction. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-13 - (x0)	(x0) - completing a sentence frame using subject + verb + object pronoun. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.3-5.L.1.SC.E-15 - (x0)	(x0) - completing an imperative sentence frame (e.g., "Sit down. Open your notebook.")
ELL.3-5.L.1.SC.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-2 - (x0)	(x0) - completing a given sentence by providing a subject or a verb. (S-V)
ELL.3-5.L.1.SC.E-20 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.SC.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-3 - (x1)	(x1) - repeating a sentence in the negative S-V construction (subject + auxiliary verb + "not" + verb). (e.g., Birds do not fly.)
ELL.3-5.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.3-5.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.3-5.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.3-5.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.3-5.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a "to be" + "not" to form a sentence in the negative construction. (S-V-C)
ELL.3-5.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a "to be" + verb + prepositional phrase. (S-V-P)
ELL.3-5.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.
ELL.3-5.L.1.SC.HI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.3-5.L.1.SC.HI-15 - (x4)	(x4) - producing imperative sentences.
ELL.3-5.L.1.SC.HI-16 - (x0)	(x0) - producing compound sentences.
ELL.3-5.L.1.SC.HI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-19 - (x0)	(x0) - producing sentences using the passive voice.
ELL.3-5.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.HI-20 - (x0)	(x0) - producing a sentence using present real conditional.
ELL.3-5.L.1.SC.HI-21 - (x0)	(x0) - constructing a sentence using reflexive pronouns.
ELL.3-5.L.1.SC.HI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.
ELL.3-5.L.1.SC.HI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.LI-1 - (x5)	(x5) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence with instructional support.
ELL.3-5.L.1.SC.LI-10 - (x5)	(x5) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with instructional support.
ELL.3-5.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.SC.LI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun) with instructional support.
ELL.3-5.L.1.SC.LI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns with instructional support.
ELL.3-5.L.1.SC.LI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs, with instructional support.
ELL.3-5.L.1.SC.LI-15 - (x0)	(x0) - producing imperative sentences, with instructional support. (e.g., Put the markers in the box.).
ELL.3-5.L.1.SC.LI-16 - (x0)	(x0) - producing compound sentences with instructional support.
ELL.3-5.L.1.SC.LI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with instructional support.
ELL.3-5.L.1.SC.LI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with instructional support.
ELL.3-5.L.1.SC.LI-19 - (x0)	(x0) - converting a given sentence in the active voice to a sentence in the passive voice.
ELL.3-5.L.1.SC.LI-2 - (x0)	(x0) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.LI-20 - (x0)	(x0) - completing a sentence frame using present real conditional (e.g., "If I leave home, I take an umbrella." "When Jack is tired, he goes to bed.").
ELL.3-5.L.1.SC.LI-21 - (x0)	(x0) - completing a sentence frame using reflexive pronouns. (e.g., "I feel myself getting sick.")
ELL.3-5.L.1.SC.LI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause with instructional support. (e.g., "It has three sides; therefore, it is a triangle.")
ELL.3-5.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with instructional support.
ELL.3-5.L.1.SC.LI-4 - (x0)	(x0) - producing sentences using S-V-C construction with instructional support.
ELL.3-5.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, (S-V-C) with instructional support.
ELL.3-5.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using subjects + "to be" + prepositional phrase, with instructional support. (S-V-P)
ELL.3-5.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject.
ELL.3-5.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence (S-V-O-P) using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.PE-11 - (x0)	(x0) - repeating a sentence using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb. (S-V)
ELL.3-5.L.1.SC.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-7 - (x4)	(x4) - repeating a sentence using a subject + "to be" + adjective (S-V-C). (e.g., He is tall.)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.SC.PE-8 - (x0)	(x0) - repeating a sentence using "to be" + "not" to form a sentence in the negative construction. (S-V-C) (e.g., He is not tall.)
ELL.3-5.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using a subject + "to be" + prepositional phrase. (S-V-P)
ELL.3-5.L.1.V.B-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) as verbs.
ELL.3-5.L.1.V.B-10 - (x0)	(x0) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-11 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-12 - (x0)	(x0) - choosing simple future tense verb (will) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-13 - (x0)	(x0) - differentiating between past, present and future verb tenses by responding to a prompt.
ELL.3-5.L.1.V.B-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement with instructional support.
ELL.3-5.L.1.V.B-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-17 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do)
ELL.3-5.L.1.V.B-18 - (x0)	(x0) - choosing modal auxiliary verbs (i.e., will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-19 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-20 - (x0)	(x0) - defining the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-21 - (x0)	(x0) - identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-22 - (x0)	(x0) - differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-23 - (x0)	(x0) - identifying non-action/stative verbs without a present progressive form (i.e., want, need, like).
ELL.3-5.L.1.V.B-24 - (x0)	(x0) - comparing action verbs with non-action/stative verbs (i.e., see/watch, hear/listen) in context with instructional support.
ELL.3-5.L.1.V.B-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-3 - (x0)	(x0) - using imperative verbs (e.g., Open the door. Close the book.).
ELL.3-5.L.1.V.B-4 - (x0)	(x0) - identifying the infinitive verb with instructional support.
ELL.3-5.L.1.V.B-5 - (x0)	(x0) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-6 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-7 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-9 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.3-5.L.1.V.E-10 - (x0)	(x0) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-11 - (x0)	(x0) - selecting irregular simple past tense verbs (run vs. ran) with instructional support.
ELL.3-5.L.1.V.E-12 - (x0)	(x0) - selecting simple future tense (will walk versus walked, talk versus will talk) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.V.E-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.3-5.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-15 - (x0)	(x0) - using the linking verb "to be" in sentences with instructional support.
ELL.3-5.L.1.V.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-2 - (x0)	(x0) - defining past, present, and future.
ELL.3-5.L.1.V.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-3 - (x0)	(x0) - using imperative verbs with instructional support (e.g., Go away. Help me.).
ELL.3-5.L.1.V.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-5 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-6 - (x0)	(x0) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.3-5.L.1.V.E-7 - (x0)	(x0) - identifying the present participle; selecting the appropriate form of "to be" used with the present participle (am walking, is walking) with instructional support.
ELL.3-5.L.1.V.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-9 - (x0)	(x0) - selecting the simple past tense regular verbs (walk vs. walked) with instructional support.
ELL.3-5.L.1.V.HI-1 - (x1)	(x1) - defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.
ELL.3-5.L.1.V.HI-10 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.3-5.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.
ELL.3-5.L.1.V.HI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.HI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.HI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., The milk has gone bad.) (subject-verb agreement).
ELL.3-5.L.1.V.HI-16 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.HI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement.
ELL.3-5.L.1.V.HI-19 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.HI-20 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.V.HI-21 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense .
ELL.3-5.L.1.V.HI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.)
ELL.3-5.L.1.V.HI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.HI-25 - (x0)	(x0) - comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context with instructional support.
ELL.3-5.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.HI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.HI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.3-5.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses .
ELL.3-5.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.3-5.L.1.V.LI-1 - (x0)	(x0) - defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.
ELL.3-5.L.1.V.LI-10 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.LI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.LI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) and linking verbs of being (act, seem, appear, look) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.LI-16 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.LI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-19 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the future progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-20 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-21 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.
ELL.3-5.L.1.V.LI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.) with instructional support.
ELL.3-5.L.1.V.LI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.1.V.LI-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.LI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.LI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.3-5.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by responding to a prompt.
ELL.3-5.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as verbs with instructional support.
ELL.3-5.L.1.V.PE-10 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.3-5.L.1.V.PE-11 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.3-5.L.1.V.PE-12 - (x0)	(x0) - repeating simple future tense (will) with instructional support.
ELL.3-5.L.1.V.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-15 - (x0)	(x0) - repeating sentences using the linking verb "to be" (e.g., He is tall.)
ELL.3-5.L.1.V.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-2 - (x0)	(x0) - defining past, present, and future with instructional support.
ELL.3-5.L.1.V.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop. Sit down. Line up.).
ELL.3-5.L.1.V.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-5 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.3-5.L.1.V.PE-6 - (x0)	(x0) - repeating simple present tense regular verbs with instructional support.
ELL.3-5.L.1.V.PE-7 - (x0)	(x0) - repeating present progressive tense verbs with instructional support.
ELL.3-5.L.1.V.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-9 - (x0)	(x0) - repeating simple past tense regular verbs with instructional support.
ELL.3-5.L.2.B-1 - (x0)	(x0) - naming and classifying pictures and words into self-selected categories with instructional support.
ELL.3-5.L.2.B-10 - (x5)	(x5) - using word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.B-11 - (x0)	(x0) - pronouncing a homograph in context with instructional support.
ELL.3-5.L.2.B-12 - (x6)	(x6) - using word parts and context clues to determine the meaning of grade-level content words within a given sentence.
ELL.3-5.L.2.B-13 - (x0)	(x0) - identifying figurative and literal language in grade-level texts.
ELL.3-5.L.2.B-14 - (x0)	(x0) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary.
ELL.3-5.L.2.B-2 - (x0)	(x0) - identifying the meaning/usage of sight words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.2.B-3 - (x5)	(x5) - identifying the meaning/usage of high frequency words.
ELL.3-5.L.2.B-4 - (x0)	(x0) - categorizing grade-specific academic vocabulary and symbols by content, with instructional support.
ELL.3-5.L.2.B-5 - (x4)	(x4) - recognizing that two words can make a compound word.
ELL.3-5.L.2.B-6 - (x0)	(x0) - using and identifying the words that comprise contractions.
ELL.3-5.L.2.B-7 - (x5)	(x5) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words.
ELL.3-5.L.2.B-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.B-9 - (x5)	(x5) - completing antonym and synonym word pairs.
ELL.3-5.L.2.E-1 - (x0)	(x0) - naming and grouping labeled pictures within given conceptual categories.
ELL.3-5.L.2.E-10 - (x0)	(x0) - using word parts and context clues to determine intended meaning of common homonyms.
ELL.3-5.L.2.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.E-12 - (x0)	(x0) - using word parts and context clues to determine the meaning of words within a given sentence with instructional support.
ELL.3-5.L.2.E-13 - (x0)	(x0) - identifying grade-level figurative language with instructional support. (e.g., similes, metaphors, personification, idioms, etc.)
ELL.3-5.L.2.E-14 - (x0)	(x0) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary with instructional support
ELL.3-5.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.3-5.L.2.E-3 - (x5)	(x5) - recognizing high frequency words with instructional support.
ELL.3-5.L.2.E-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations.
ELL.3-5.L.2.E-5 - (x0)	(x0) - recognizing with visual cues, that two words can make a compound word. (e.g., sailboat, football, popcorn, etc.)
ELL.3-5.L.2.E-6 - (x0)	(x0) - recognizing common contractions; identifying the words that comprise contractions with instructional support.
ELL.3-5.L.2.E-7 - (x0)	(x0) - distinguishing base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words, with instructional support.
ELL.3-5.L.2.E-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms with instructional support. (e.g., in., min., F, AZ, NASA, etc.)
ELL.3-5.L.2.E-9 - (x0)	(x0) - identifying and classifying word pairs as antonyms or synonyms of known, grade-level words.
ELL.3-5.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale for classification.
ELL.3-5.L.2.HI-10 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.HI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning.
ELL.3-5.L.2.HI-12 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.
ELL.3-5.L.2.HI-13 - (x0)	(x0) - interpreting the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.HI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words.
ELL.3-5.L.2.HI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.HI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.HI-4 - (x0)	(x0) - explaining the meaning and usage of grade-specific academic vocabulary and symbols.
ELL.3-5.L.2.HI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words.
ELL.3-5.L.2.HI-6 - (x0)	(x0) - applying contractions in context.
ELL.3-5.L.2.HI-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.
ELL.3-5.L.2.HI-8 - (x0)	(x0) - associating common/academic language abbreviations and acronyms with words.
ELL.3-5.L.2.HI-9 - (x0)	(x0) - completing and explaining analogous relationships (e.g., bravery: courage: smooth: _____).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.L.2.LI-1 - (x0)	(x0) - naming and classifying pictures and words into self-selected categories and providing rationale for classification with instructional support.
ELL.3-5.L.2.LI-10 - (x4)	(x4) - using context clues in a variety of content texts to determine the intended meaning of grade-level homonyms and multiple-meaning words with instructional support.
ELL.3-5.L.2.LI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning with instructional support.
ELL.3-5.L.2.LI-12 - (x2)	(x2) - using context clues in a variety of content texts to determine the intended meaning of grade-level content words with instructional support.
ELL.3-5.L.2.LI-13 - (x2)	(x2) - explaining the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.LI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words with instructional support.
ELL.3-5.L.2.LI-2 - (x5)	(x5) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.LI-3 - (x9)	(x9) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.LI-4 - (x10)	(x10) - explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
ELL.3-5.L.2.LI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words. (e.g., lunchtime, daydream, everyday, etc.)
ELL.3-5.L.2.LI-6 - (x0)	(x0) - applying contractions in context with instructional support.
ELL.3-5.L.2.LI-7 - (x4)	(x4) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words with instructional support.
ELL.3-5.L.2.LI-8 - (x0)	(x0) - stating the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.LI-9 - (x0)	(x0) - explaining word pair/analogous relationships (e.g., bravery: courage: smooth: sleek, etc).
ELL.3-5.L.2.PE-1 - (x5)	(x5) - repeating the names of objects or pictures and grouping into conceptual categories with instructional support.
ELL.3-5.L.2.PE-10 - (x0)	(x0) - distinguishing the intended meaning of common homonyms using picture clues.
ELL.3-5.L.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-12 - (x0)	(x0) - using picture clues to determine the meaning of words.
ELL.3-5.L.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.3-5.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.L.2.PE-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support
ELL.3-5.L.2.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-6 - (x0)	(x0) - repeating common contractions and identifying the words that comprise them with instructional support.
ELL.3-5.L.2.PE-7 - (x0)	(x0) - identifying the base/roots and affixes (prefixes and suffixes) of known words with instructional support.
ELL.3-5.L.2.PE-8 - (x0)	(x0) - recognizing common abbreviations (e.g., Oct., Mr., Ave., etc.) with instructional support.
ELL.3-5.L.2.PE-9 - (x0)	(x0) - identifying word pairs as antonyms or synonyms using picture clues.
ELL.3-5.LS.1.B-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (e.g., minimal pairs, etc.).
ELL.3-5.LS.1.B-2 - (x3)	(x3) - responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.
ELL.3-5.LS.1.B-3 - (x6)	(x6) - using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.B-4 - (x6)	(x6) - retelling the main idea/concept and key points/details of a presentation using sentence frames.
ELL.3-5.LS.1.B-5 - (x4)	(x4) - responding to academic discussions by sharing one's view on facts, ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.B-6 - (x1)	(x1) - responding to comprehension questions by comparing concepts and related facts using academic vocabulary.
ELL.3-5.LS.1.B-7 - (x4)	(x4) - following multi-step directions/ instructions containing prepositions.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.LS.1.B-8 - (x1)	(x1) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.B-9 - (x1)	(x1) - asking one-word and Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.E-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.3-5.LS.1.E-2 - (x8)	(x8) - responding to read-alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences with visual aids and sentence frames.
ELL.3-5.LS.1.E-3 - (x0)	(x0) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.E-4 - (x1)	(x1) - identifying the main idea/concept of a presentation.
ELL.3-5.LS.1.E-5 - (x4)	(x4) - responding to comments and questions in academic discussions by using academic vocabulary.
ELL.3-5.LS.1.E-6 - (x4)	(x4) - responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.
ELL.3-5.LS.1.E-7 - (x1)	(x1) - following one- or two-step/ directions/ commands.
ELL.3-5.LS.1.E-8 - (x3)	(x3) - responding to comments and questions in social conversations.
ELL.3-5.LS.1.E-9 - (x0)	(x0) - N/A
ELL.3-5.LS.1.HI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.3-5.LS.1.HI-2 - (x8)	(x8) - summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.HI-3 - (x1)	(x1) - sequencing events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.HI-4 - (x0)	(x0) - summarizing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.HI-5 - (x0)	(x0) - demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/effect, etc.)
ELL.3-5.LS.1.HI-6 - (x1)	(x1) - responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, etc.)
ELL.3-5.LS.1.HI-7 - (x0)	(x0) - following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.).
ELL.3-5.LS.1.HI-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.HI-9 - (x0)	(x0) - asking questions to clarify ideas and concepts.
ELL.3-5.LS.1.LI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support. (e.g., minimal phrases, sentences, etc.).
ELL.3-5.LS.1.LI-2 - (x11)	(x11) - paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.LI-3 - (x1)	(x1) - sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.
ELL.3-5.LS.1.LI-4 - (x5)	(x5) - paraphrasing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.LI-5 - (x1)	(x1) - responding to academic discussions by asking questions and sharing one's view on facts, ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.LI-6 - (x6)	(x6) - responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.)
ELL.3-5.LS.1.LI-7 - (x1)	(x1) - following multi-step directions/ instructions containing prepositions and "frequency" adverbs (e.g., Never use a pen.).
ELL.3-5.LS.1.LI-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.3-5.LS.1.LI-9 - (x0)	(x0) - asking Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.PE-1 - (x0)	(x0) - distinguishing between phonemes in the initial and/or final positions of words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.LS.1.PE-2 - (x1)	(x1) - repeating main ideas/concepts from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.3-5.LS.1.PE-3 - (x1)	(x1) - sequencing a series of pictures from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.PE-4 - (x2)	(x2) - repeating the main idea/concept of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.)
ELL.3-5.LS.1.PE-5 - (x4)	(x4) - responding to academic discussions using key words and phrases.
ELL.3-5.LS.1.PE-6 - (x6)	(x6) - responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., "Show me the square." Student then points to the square or draws a picture of square.)
ELL.3-5.LS.1.PE-7 - (x4)	(x4) - following one-two step directions/commands accompanied by visual cues and gestures. (e.g., First, add _____ and _____, etc.)
ELL.3-5.LS.1.PE-8 - (x2)	(x2) - responding to social conversations using memorized responses. (e.g., introductions, requests, courtesies, etc.)
ELL.3-5.LS.1.PE-9 - (x0)	(x0) - N/A
ELL.3-5.LS.2.B-1 - (x1)	(x1) - producing beginning, middle and final sounds in a word (e.g., chair/share, sit/seat, walk/walked) (-ed: /t/, /d/, /ed/, etc.).
ELL.3-5.LS.2.B-2 - (x25)	(x25) - reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing.
ELL.3-5.LS.2.B-3 - (x2)	(x2) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.B-4 - (x1)	(x1) - participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.
ELL.3-5.LS.2.B-5 - (x0)	(x0) - asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.
ELL.3-5.LS.2.B-6 - (x2)	(x2) - stating two-step directions/ instructions using prepositions of location in complete sentences.
ELL.3-5.LS.2.B-7 - (x0)	(x0) - sharing personal experiences/stories supported by details and examples in complete sentences.
ELL.3-5.LS.2.B-8 - (x0)	(x0) - presenting with a group, a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing an introduction, body, conclusion and transitions, with instructional support.
ELL.3-5.LS.2.E-1 - (x0)	(x0) - producing the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.E-2 - (x1)	(x1) - reciting repeated-patterned speech (e.g., nursery rhymes, songs, chants, etc.) with instructional support.
ELL.3-5.LS.2.E-3 - (x1)	(x1) - expressing one's own needs and emotions in complete sentences .
ELL.3-5.LS.2.E-4 - (x0)	(x0) - responding to social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.
ELL.3-5.LS.2.E-5 - (x1)	(x1) - asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.
ELL.3-5.LS.2.E-6 - (x1)	(x1) - stating single step directions/ commands using words and phrases.
ELL.3-5.LS.2.E-7 - (x0)	(x0) - sharing personal experiences/stories using complete sentences with instructional support.
ELL.3-5.LS.2.E-8 - (x0)	(x0) - presenting with a group, a topic sentence and two to three details using notes as support.
ELL.3-5.LS.2.HI-1 - (x0)	(x0) - producing sentences with accurate pronunciation, intonation, and stress.
ELL.3-5.LS.2.HI-2 - (x0)	(x0) - presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.HI-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.HI-4 - (x0)	(x0) - participating in socio-functional communication tasks using complete sentences.
ELL.3-5.LS.2.HI-5 - (x0)	(x0) - asking and responding to academic questions in complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.LS.2.HI-6 - (x1)	(x1) - stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.
ELL.3-5.LS.2.HI-7 - (x1)	(x1) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.HI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.
ELL.3-5.LS.2.LI-1 - (x4)	(x4) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.).
ELL.3-5.LS.2.LI-2 - (x0)	(x0) - reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.LI-3 - (x5)	(x5) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.LI-4 - (x0)	(x0) - participating in formal and informal socio-functional communication tasks using complete sentences (e.g., comparing personal information and experiences; providing alternate solutions to a problem; and extending invitations to others, etc.) with instructional support.
ELL.3-5.LS.2.LI-5 - (x10)	(x10) - asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)
ELL.3-5.LS.2.LI-6 - (x2)	(x2) - stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.
ELL.3-5.LS.2.LI-7 - (x2)	(x2) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.LI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids, with instructional support.
ELL.3-5.LS.2.PE-1 - (x0)	(x0) - repeating the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.PE-2 - (x1)	(x1) - repeating patterned speech (e.g., alphabet and cardinal/ordinal numbers, names, etc.) with instructional support.
ELL.3-5.LS.2.PE-3 - (x2)	(x2) - expressing one's own needs and emotions in complete sentences with instructional support.
ELL.3-5.LS.2.PE-4 - (x0)	(x0) - repeating introductions and personal information questions using complete sentences.
ELL.3-5.LS.2.PE-5 - (x1)	(x1) - repeating academic questions and responses (who, what, where, when).
ELL.3-5.LS.2.PE-6 - (x2)	(x2) - repeating single step commands and/or directions.
ELL.3-5.LS.2.PE-7 - (x1)	(x1) - sharing a personal experience using sentence frames.
ELL.3-5.LS.2.PE-8 - (x0)	(x0) - repeating two to three facts or events.
ELL.3-5.R.1.B-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.B-2 - (x8)	(x8) - identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.).
ELL.3-5.R.1.B-3 - (x5)	(x5) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).
ELL.3-5.R.1.B-4 - (x1)	(x1) - alphabetizing a series of words to the third letter.
ELL.3-5.R.1.E-1 - (x0)	(x0) - tracking the one to one correlation between spoken and printed word.
ELL.3-5.R.1.E-2 - (x0)	(x0) - identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.).
ELL.3-5.R.1.E-3 - (x0)	(x0) - locating the organizational features of a book and a dictionary (e.g., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.1.E-4 - (x0)	(x0) - alphabetizing a series of words to the second letter.
ELL.3-5.R.1.HI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-3 - (x1)	(x1) - evaluating the usefulness of various print sources based on the organizational features for a given task.
ELL.3-5.R.1.HI-4 - (x1)	(x1) - alphabetizing a series of words.
ELL.3-5.R.1.LI-1 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.1.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-3 - (x0)	(x0) - comparing and contrasting two or more print sources based on their organizational features.
ELL.3-5.R.1.LI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.3-5.R.1.PE-1 - (x7)	(x7) - demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.
ELL.3-5.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.3-5.R.1.PE-3 - (x1)	(x1) - recognizing organizational features of a book (e.g., title, author, and table of contents) with instructional support.
ELL.3-5.R.1.PE-4 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.3-5.R.2.B-1 - (x0)	(x0) - identifying and manipulating initial and final sounds to make new words. (e.g., rat to fat, fit to fig, etc.)
ELL.3-5.R.2.B-10 - (x1)	(x1) - applying spelling rules for adding suffixes. (e.g., drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.)
ELL.3-5.R.2.B-11 - (x2)	(x2) - reading high frequency words.
ELL.3-5.R.2.B-12 - (x1)	(x1) - reading contractions.
ELL.3-5.R.2.B-13 - (x0)	(x0) - recognizing and using word order (syntax).
ELL.3-5.R.2.B-2 - (x0)	(x0) - distinguishing between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.)
ELL.3-5.R.2.B-3 - (x1)	(x1) - segmenting one-syllable words into its phonemes. (dog = /d/.../o/.../g/)
ELL.3-5.R.2.B-4 - (x1)	(x1) - blending spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).
ELL.3-5.R.2.B-5 - (x6)	(x6) - selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)
ELL.3-5.R.2.B-6 - (x0)	(x0) - producing new words when an initial letter is changed (e.g., word families).
ELL.3-5.R.2.B-7 - (x1)	(x1) - reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.3-5.R.2.B-8 - (x6)	(x6) - reading two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support.
ELL.3-5.R.2.B-9 - (x1)	(x1) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (e.g., -s, -ed, -ing, etc.) with instructional support.
ELL.3-5.R.2.E-1 - (x0)	(x0) - orally producing the initial and final sounds (not the letter) of a spoken word.
ELL.3-5.R.2.E-10 - (x1)	(x1) - reading given words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.E-11 - (x6)	(x6) - reading high frequency words with instructional support.
ELL.3-5.R.2.E-12 - (x1)	(x1) - reading contractions. (e.g., haven't, aren't, it's, etc.)
ELL.3-5.R.2.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.E-2 - (x0)	(x0) - identifying long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.)
ELL.3-5.R.2.E-3 - (x0)	(x0) - segmenting multi-syllabic words into syllables. (/but/ter/fly/)
ELL.3-5.R.2.E-4 - (x0)	(x0) - blending spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).
ELL.3-5.R.2.E-5 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.)
ELL.3-5.R.2.E-6 - (x0)	(x0) - producing sounds represented by the single-lettered consonant and vowel graphemes.
ELL.3-5.R.2.E-7 - (x1)	(x1) - reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr)
ELL.3-5.R.2.E-8 - (x1)	(x1) - reading two-syllable and compound words, using letter-sound knowledge.
ELL.3-5.R.2.E-9 - (x0)	(x0) - identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).
ELL.3-5.R.2.HI-1 - (x0)	(x0) - orally producing new words by manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.HI-10 - (x0)	(x0) - applying knowledge of affixes to words in context.
ELL.3-5.R.2.HI-11 - (x1)	(x1) - reading high frequency words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.2.HI-12 - (x1)	(x1) - reading contractions.
ELL.3-5.R.2.HI-13 - (x1)	(x1) - using word order (syntax).
ELL.3-5.R.2.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.HI-3 - (x0)	(x0) - segmenting syllables in multi-syllabic words.
ELL.3-5.R.2.HI-4 - (x0)	(x0) - blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t.../i/.../g/.../er/ makes tiger).
ELL.3-5.R.2.HI-5 - (x0)	(x0) - generating a series of rhyming words.
ELL.3-5.R.2.HI-6 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.3-5.R.2.HI-7 - (x1)	(x1) - applying knowledge of spelling pattern exceptions.
ELL.3-5.R.2.HI-8 - (x0)	(x0) - applying knowledge of syllabication rules when decoding unfamiliar words in context.
ELL.3-5.R.2.HI-9 - (x0)	(x0) - applying knowledge of inflectional forms of words in context.
ELL.3-5.R.2.LI-1 - (x5)	(x5) - identifying and manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.LI-10 - (x0)	(x0) - applying knowledge of prefixes and suffixes (affixes) added to words in context with instructional support.
ELL.3-5.R.2.LI-11 - (x1)	(x1) - reading high frequency words.
ELL.3-5.R.2.LI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.LI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.LI-3 - (x4)	(x4) - segmenting phonemes contained in consonant blends. (splat=/s/p/l/a/t/)
ELL.3-5.R.2.LI-4 - (x4)	(x4) - blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/ff/i/n/d/=find; /fl/a/t/=flat).
ELL.3-5.R.2.LI-5 - (x0)	(x0) - orally producing rhyming words in response to given words. (Cat rhymes with... hat.)
ELL.3-5.R.2.LI-6 - (x1)	(x1) - reading complex word families (e.g., -ight, -ought, etc.)
ELL.3-5.R.2.LI-7 - (x5)	(x5) - reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.3-5.R.2.LI-8 - (x1)	(x1) - applying knowledge of syllabication rules when decoding multi-syllabic and compound words.
ELL.3-5.R.2.LI-9 - (x1)	(x1) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.
ELL.3-5.R.2.PE-1 - (x2)	(x2) - orally producing groups of words that begin with the same initial sound (alliteration).
ELL.3-5.R.2.PE-10 - (x1)	(x1) - repeating words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.PE-11 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.R.2.PE-12 - (x0)	(x0) - recognizing common contractions. (e.g., I'm, I'll, can't, etc.)
ELL.3-5.R.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.PE-2 - (x2)	(x2) - identifying short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.)
ELL.3-5.R.2.PE-3 - (x0)	(x0) - segmenting sentences into words.
ELL.3-5.R.2.PE-4 - (x0)	(x0) - blending spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).
ELL.3-5.R.2.PE-5 - (x0)	(x0) - recognizing the new spoken word when a specified phoneme is added, changed or removed.
ELL.3-5.R.2.PE-6 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet
ELL.3-5.R.2.PE-7 - (x0)	(x0) - reading regularly spelled one-syllable words represented by single letters.
ELL.3-5.R.2.PE-8 - (x1)	(x1) - reading one-syllable words, using letter-sound knowledge.
ELL.3-5.R.2.PE-9 - (x1)	(x1) - identifying base words (walk, clean, dress) that have been modified by inflectional endings.
ELL.3-5.R.3.B-1 - (x6)	(x6) - reading aloud passages from familiar or cumulative text (e.g. The House that Jack Built) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).
ELL.3-5.R.3.E-1 - (x5)	(x5) - reading aloud sight words, sentences and short passages from familiar patterned text (e.g. poems and chants, etc.) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.3.HI-1 - (x1)	(x1) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.LI-1 - (x10)	(x10) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.PE-1 - (x5)	(x5) - reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)
ELL.3-5.R.4.B-1 - (x0)	(x0) - identifying differences between fiction and nonfiction.
ELL.3-5.R.4.B-10 - (x0)	(x0) - identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.B-11 - (x0)	(x0) - identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.B-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection.
ELL.3-5.R.4.B-13 - (x1)	(x1) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.B-14 - (x0)	(x0) - identifying characters and their traits within a fictional text.
ELL.3-5.R.4.B-15 - (x1)	(x1) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.B-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text, with instructional support.
ELL.3-5.R.4.B-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.B-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.B-19 - (x0)	(x0) - comparing and contrasting two settings within fictional text.
ELL.3-5.R.4.B-2 - (x2)	(x2) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.B-20 - (x1)	(x1) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.B-21 - (x0)	(x0) - following two-to-three step written directions to complete task/procedure.
ELL.3-5.R.4.B-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.B-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.B-24 - (x0)	(x0) - locating specific information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.B-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.B-26 - (x0)	(x0) - locating organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.B-27 - (x0)	(x0) - identifying the purpose of each part of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.B-28 - (x0)	(x0) - locating the organizational features of a book and a dictionary. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.B-29 - (x0)	(x0) - selecting a functional document for a specific purpose. (e.g., "Which document will tell me _____?")
ELL.3-5.R.4.B-3 - (x1)	(x1) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.
ELL.3-5.R.4.B-30 - (x0)	(x0) - comparing and contrasting two items within an expository text, with instructional support.
ELL.3-5.R.4.B-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.B-32 - (x0)	(x0) - identifying words (i.e., nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.B-33 - (x0)	(x0) - identifying words of rhyme, rhythm and repetition in literary selections.
ELL.3-5.R.4.B-34 - (x0)	(x0) - identifying repetition, rhyme, and rhythm in poetry.
ELL.3-5.R.4.B-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text, with instructional support
ELL.3-5.R.4.B-5 - (x2)	(x2) - retelling a story or event with a beginning, middle and end.
ELL.3-5.R.4.B-6 - (x1)	(x1) - making connections to text (i.e., text-to-self).
ELL.3-5.R.4.B-7 - (x1)	(x1) - identifying the main idea and two-to-three details from text.
ELL.3-5.R.4.B-8 - (x1)	(x1) - locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.4.B-9 - (x0)	(x0) - identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is fiction or nonfiction.
ELL.3-5.R.4.E-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-11 - (x0)	(x0) - identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.
ELL.3-5.R.4.E-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection with instructional support.
ELL.3-5.R.4.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-14 - (x0)	(x0) - identifying characters and their traits, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-15 - (x1)	(x1) - describing the setting, with instructional support, using key words from a fictional text heard or read.
ELL.3-5.R.4.E-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.E-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.E-18 - (x0)	(x0) - comparing and contrasting two characters, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-19 - (x0)	(x0) - comparing and contrasting two settings, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-2 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.3-5.R.4.E-20 - (x1)	(x1) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.E-21 - (x0)	(x0) - following written directions with teacher modeling when necessary to complete classroom activities.
ELL.3-5.R.4.E-22 - (x0)	(x0) - locating information in reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.E-23 - (x0)	(x0) - recognizing signs, labels and symbols in the environment.
ELL.3-5.R.4.E-24 - (x0)	(x0) - identifying and selecting external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.) within nonfiction text for a specific purpose (e.g. "Which external text will tell me _____?").
ELL.3-5.R.4.E-25 - (x0)	(x0) - identifying print (font) features in nonfiction text. (e.g., bold face, italicized, underlined, etc.)
ELL.3-5.R.4.E-26 - (x0)	(x0) - identifying organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.E-27 - (x5)	(x5) - identifying parts of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.E-28 - (x0)	(x0) - locating the organizational features of a book and a dictionary (i.e., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.4.E-29 - (x0)	(x0) - locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)
ELL.3-5.R.4.E-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, in complete sentences.
ELL.3-5.R.4.E-30 - (x0)	(x0) - comparing two items, with instructional support, within an expository text heard or read.
ELL.3-5.R.4.E-31 - (x1)	(x1) - identifying vocabulary used to influence reader's perspectives in persuasive text (e.g., emotional words, etc.), with instructional support.
ELL.3-5.R.4.E-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-33 - (x0)	(x0) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.3-5.R.4.E-34 - (x0)	(x0) - identifying repetition and rhyme in poetry.
ELL.3-5.R.4.E-4 - (x0)	(x0) - asking Yes/No questions about text in complete sentences, with instructional support.
ELL.3-5.R.4.E-5 - (x1)	(x1) - retelling a story or event using key words and pictures.
ELL.3-5.R.4.E-6 - (x1)	(x1) - making connections to text heard or read (i.e., text-to-self).
ELL.3-5.R.4.E-7 - (x0)	(x0) - identifying two-to-three details from text heard or read.
ELL.3-5.R.4.E-8 - (x0)	(x0) - identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).
ELL.3-5.R.4.E-9 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.4.HI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.3-5.R.4.HI-10 - (x0)	(x0) - locating signal words that indicate cause and effect . (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.HI-11 - (x0)	(x0) - identifying the author's purpose for writing a book . (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.HI-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.HI-13 - (x1)	(x1) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.HI-14 - (x0)	(x0) - describing the characters' traits and their motivations within a fictional text .
ELL.3-5.R.4.HI-15 - (x1)	(x1) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.HI-16 - (x0)	(x0) - identifying and describing the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.HI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.HI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.HI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.HI-2 - (x0)	(x0) - generating and confirming predictions about text for accuracy.
ELL.3-5.R.4.HI-20 - (x1)	(x1) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.HI-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.HI-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.HI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.HI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.HI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.HI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.HI-27 - (x0)	(x0) - locating information from a part of a book for a specific purpose.
ELL.3-5.R.4.HI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.HI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.HI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.HI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.HI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.HI-32 - (x0)	(x0) - identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.3-5.R.4.HI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, etc.) in a literary selection.
ELL.3-5.R.4.HI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.HI-4 - (x0)	(x0) - generating who, what, where, when, why, which and how questions to clarify text.
ELL.3-5.R.4.HI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
ELL.3-5.R.4.HI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.HI-7 - (x1)	(x1) - summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELL.3-5.R.4.HI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.HI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.L1-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.L1-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.4.LI-10 - (x0)	(x0) - locating signal words that indicate cause and effect . (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.LI-11 - (x0)	(x0) - identifying the author's purpose for writing a book . (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.LI-12 - (x4)	(x4) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.LI-13 - (x1)	(x1) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.LI-14 - (x1)	(x1) - describing the characters' traits and their motivations within a fictional text .
ELL.3-5.R.4.LI-15 - (x1)	(x1) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.LI-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.LI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.LI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.LI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.LI-2 - (x2)	(x2) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.LI-20 - (x1)	(x1) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.LI-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.LI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.LI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose. (e.g., "According to the population map, most people live in the Northeast.")
ELL.3-5.R.4.LI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.LI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.LI-27 - (x0)	(x0) - selecting a part of a book for a specific purpose. (e.g., "Which part of a book will tell me _____?")
ELL.3-5.R.4.LI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.LI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.LI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.LI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.LI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.LI-32 - (x0)	(x0) - identifying words (i.e., nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.LI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.3-5.R.4.LI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.LI-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text.
ELL.3-5.R.4.LI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end in complete sentences.
ELL.3-5.R.4.LI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.LI-7 - (x0)	(x0) - summarizing the main idea and supporting details from text.
ELL.3-5.R.4.LI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.LI-9 - (x9)	(x9) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.PE-1 - (x1)	(x1) - determining whether a literary selection, heard or read, is fiction or nonfiction with instructional support.
ELL.3-5.R.4.PE-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-11 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-12 - (x0)	(x0) - identifying two events which are related within a literary selection.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.R.4.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-14 - (x0)	(x0) - identifying characters within a fictional text heard or read.
ELL.3-5.R.4.PE-15 - (x1)	(x1) - identifying the setting using key words from a fictional text heard or read.
ELL.3-5.R.4.PE-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.PE-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.PE-18 - (x0)	(x0) - identifying two characters within a fictional text heard or read.
ELL.3-5.R.4.PE-19 - (x1)	(x1) - identifying two settings within a fictional text heard or read.
ELL.3-5.R.4.PE-2 - (x1)	(x1) - making predictions based on cover, title and illustrations with instructional support.
ELL.3-5.R.4.PE-20 - (x1)	(x1) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.PE-21 - (x0)	(x0) - following written directions with visual support to complete classroom activities.
ELL.3-5.R.4.PE-22 - (x5)	(x5) - identifying a variety of reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.PE-23 - (x0)	(x0) - recognizing signs, labels, and symbols in the environment with instructional support.
ELL.3-5.R.4.PE-24 - (x0)	(x0) - identifying external text within nonfiction text. (e.g., illustrations, photographs, charts, maps, diagrams, graphs, etc.)
ELL.3-5.R.4.PE-25 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-26 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-27 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-28 - (x0)	(x0) - recognizing organizational features of a book (i.e., title, author, and table of contents) with instructional support.
ELL.3-5.R.4.PE-29 - (x0)	(x0) - identifying functional documents by their organizational structure. (e.g., menus, invitations, flyers, graphic organizers, etc.)
ELL.3-5.R.4.PE-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, with instructional support.
ELL.3-5.R.4.PE-30 - (x0)	(x0) - identifying two items within an expository text heard or read.
ELL.3-5.R.4.PE-31 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-33 - (x0)	(x0) - participating in choral reading (e.g., clapping and chanting, etc.) in response to the rhythm of predictably patterned literary selections.
ELL.3-5.R.4.PE-34 - (x0)	(x0) - identifying repetition in poetry.
ELL.3-5.R.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-5 - (x0)	(x0) - sequencing pictures to retell text heard or read.
ELL.3-5.R.4.PE-6 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-7 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.3-5.R.4.PE-8 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-9 - (x0)	(x0) - N/A
ELL.3-5.W.1.B-1 - (x0)	(x0) - writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.
ELL.3-5.W.1.B-2 - (x5)	(x5) - writing simple poetry with rhythm and rhyme independently.
ELL.3-5.W.1.B-3 - (x0)	(x0) - taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.B-4 - (x1)	(x1) - writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.
ELL.3-5.W.1.B-5 - (x0)	(x0) - writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.
ELL.3-5.W.1.B-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.B-6.b - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.B-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.B-6.d - (x0)	(x0) - Invitations.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.W.1.B-7 - (x1)	(x1) - writing a persuasive statement with instructional support (e.g., "Buy Charlie's Organic Chicken because it is the healthiest.").
ELL.3-5.W.1.E-1 - (x0)	(x0) - writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.
ELL.3-5.W.1.E-2 - (x0)	(x0) - writing simple poetry, rhymes, songs, or chants collaboratively.
ELL.3-5.W.1.E-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.E-4 - (x6)	(x6) - writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support.
ELL.3-5.W.1.E-5 - (x1)	(x1) - writing the topic and/or main idea of familiar text (e.g., sentence frame: This paragraph is about _____).
ELL.3-5.W.1.E-6.a - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.E-6.b - (x0)	(x0) - Friendly letters
ELL.3-5.W.1.E-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.E-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.1.HI-1 - (x2)	(x2) - writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.
ELL.3-5.W.1.HI-2 - (x1)	(x1) - writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.
ELL.3-5.W.1.HI-3 - (x0)	(x0) - taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.HI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.
ELL.3-5.W.1.HI-5 - (x0)	(x0) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.).
ELL.3-5.W.1.HI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.HI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.HI-6.c - (x0)	(x0) - Procedures
ELL.3-5.W.1.HI-6.d - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.HI-6.e - (x0)	(x0) - Brochures.
ELL.3-5.W.1.HI-7 - (x0)	(x0) - writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.LI-1 - (x4)	(x4) - writing on or more narrative paragraphs based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure.
ELL.3-5.W.1.LI-2 - (x1)	(x1) - writing simple poetry, using rhythm, rhyme, similes and sensory details.
ELL.3-5.W.1.LI-3 - (x4)	(x4) - taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.LI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary.
ELL.3-5.W.1.LI-5 - (x0)	(x0) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (e.g., word bank, outline, etc.).
ELL.3-5.W.1.LI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.LI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.LI-6.c - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.LI-6.d - (x0)	(x0) - Brochures.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.W.1.LI-7 - (x0)	(x0) - writing one or more persuasive paragraphs, with instructional support, that state a clear position with supporting details using persuasive vocabulary/strategies (e.g., loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.PE-1 - (x1)	(x1) - participating in a shared writing about events or characters from familiar stories.
ELL.3-5.W.1.PE-2 - (x1)	(x1) - copying/writing simple poetry or chants from a model.
ELL.3-5.W.1.PE-3 - (x1)	(x1) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.PE-4 - (x0)	(x0) - completing an expository cloze sentence or paragraph using a word bank with visual support. (e.g., The fox sleeps in the _____.)
ELL.3-5.W.1.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.1.PE-6.a - (x0)	(x0) - Friendly letters (with a frame)
ELL.3-5.W.1.PE-6.b - (x0)	(x0) - Address an envelope
ELL.3-5.W.1.PE-6.c - (x0)	(x0) - Thank you notes.
ELL.3-5.W.1.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.2.B-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.B-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.B-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.B-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.B-2 - (x1)	(x1) - spelling single-syllable words using learned spelling patterns.
ELL.3-5.W.2.B-3 - (x1)	(x1) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.B-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, days, months), titles (including book titles).
ELL.3-5.W.2.B-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.B-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words
ELL.3-5.W.2.B-5.c - (x0)	(x0) - apostrophes to punctuate contractions and singular possessives.
ELL.3-5.W.2.B-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.B-7 - (x0)	(x0) - using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.
ELL.3-5.W.2.B-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.B-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet.
ELL.3-5.W.2.E-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.E-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.E-2 - (x0)	(x0) - using knowledge of letter-sound relationships to spell simple words within word families.
ELL.3-5.W.2.E-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common and homonyms) with instructional support.
ELL.3-5.W.2.E-4 - (x0)	(x0) - using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months).
ELL.3-5.W.2.E-5.a - (x0)	(x0) - endings of sentences (question mark, exclamation mark); with instructional support.
ELL.3-5.W.2.E-5.b - (x0)	(x0) - commas in greetings, closings of letters, and dates with instructional support.
ELL.3-5.W.2.E-5.c - (x0)	(x0) - apostrophes to punctuate contractions with instructional support.
ELL.3-5.W.2.E-6 - (x0)	(x0) - using various subjects (singular/plural common nouns, proper nouns, singular possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.3-5.W.2.E-7 - (x0)	(x0) - using verb tenses (simple-past, present, future; present progressive) in a variety of writing applications with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.W.2.E-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-9 - (x0)	(x0) - using declarative sentences (S-V), positive (She plays.) and negative (She does not play.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.HI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.HI-10 - (x4)	(x4) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-11 - (x4)	(x4) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.HI-12 - (x4)	(x4) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-2 - (x0)	(x0) - spelling multi-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.HI-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).
ELL.3-5.W.2.HI-4 - (x1)	(x1) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.HI-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.HI-5.b - (x0)	(x0) - semi-colons in a series, introductory clauses, dialogue and direct address
ELL.3-5.W.2.HI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.HI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.HI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.HI-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.HI-7 - (x0)	(x0) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.HI-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.HI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.LI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.LI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.LI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-2 - (x0)	(x0) - spelling two-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.LI-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.LI-4 - (x10)	(x10) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.LI-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.LI-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words or phrases
ELL.3-5.W.2.LI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.LI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.LI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.LI-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.LI-7 - (x0)	(x0) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.LI-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.LI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P) positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.PE-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.PE-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-2 - (x1)	(x1) - using basic phonetic spelling to write words.
ELL.3-5.W.2.PE-3 - (x1)	(x1) - spelling grade appropriate words (i.e., high frequency words) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.W.2.PE-4 - (x0)	(x0) - using capitalization for the pronoun "I" and sentence beginnings.
ELL.3-5.W.2.PE-5.a - (x0)	(x0) - endings of sentences (period), with instructional support.
ELL.3-5.W.2.PE-5.b - (x0)	(x0) - colon to punctuate time with instructional support.
ELL.3-5.W.2.PE-5.c - (x0)	(x0) - commas in dates and closings of letters with instructional support.
ELL.3-5.W.2.PE-6 - (x0)	(x0) - using various subjects (singular/plural common nouns, proper nouns, and pronouns) in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-7 - (x1)	(x1) - using verb tenses (simple present and present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-8 - (x1)	(x1) - N/A
ELL.3-5.W.2.PE-9 - (x1)	(x1) - using declarative sentences (S-V) in a variety of writing applications, with instructional support.
ELL.3-5.W.3.B-1 - (x0)	(x0) - independently listing and webbing ideas to create a prewriting plan.
ELL.3-5.W.3.B-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece.
ELL.3-5.W.3.B-3 - (x0)	(x0) - using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion.
ELL.3-5.W.3.B-4.a - (x2)	(x2) - word choice
ELL.3-5.W.3.B-4.b - (x2)	(x2) - sequence of ideas (beginning, middle and end)
ELL.3-5.W.3.B-4.c - (x2)	(x2) - sentence structure (complete sentences)
ELL.3-5.W.3.B-4.d - (x2)	(x2) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.B-5 - (x5)	(x5) - reviewing student drafts for errors in conventions as a class using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.B-6 - (x0)	(x0) - publishing products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.B-7 - (x0)	(x0) - using a teacher established timeline to publish products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.E-1 - (x0)	(x0) - listing and webbing ideas as a class.
ELL.3-5.W.3.E-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.3.HI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.HI-2 - (x0)	(x0) - evaluating, organizing and selecting ideas that reflect the audience and purpose.
ELL.3-5.W.3.HI-3 - (x0)	(x0) - using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.
ELL.3-5.W.3.HI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.HI-4.b - (x0)	(x0) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.HI-4.c - (x0)	(x0) - adding/deleting/ moving supporting details
ELL.3-5.W.3.HI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.HI-4.e - (x0)	(x0) - sentence structure (combining/adding/ deleting, complete and varied sentences)
ELL.3-5.W.3.HI-4.f - (x0)	(x0) - using revision tools. (checklists, rubrics, and reference materials)
ELL.3-5.W.3.HI-5 - (x0)	(x0) - reviewing student drafts for errors in conventions as a class, in small groups and independently using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.HI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time (e.g., 15 minutes).
ELL.3-5.W.3.HI-7 - (x0)	(x0) - using time management strategies to publish products within a teacher specified period of time.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.W.3.LI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.LI-2 - (x3)	(x3) - organizing ideas to reflect the audience and intended purpose.
ELL.3-5.W.3.LI-3 - (x0)	(x0) - using a prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement.
ELL.3-5.W.3.LI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.LI-4.b - (x0)	(x0) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.LI-4.c - (x0)	(x0) - adding/deleting supporting details
ELL.3-5.W.3.LI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.LI-4.e - (x0)	(x0) - sentence structure (complete and varied sentences)
ELL.3-5.W.3.LI-4.f - (x0)	(x0) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.LI-5 - (x5)	(x5) - reviewing student drafts for errors in conventions as a class or in small groups using editing tools, (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.LI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.LI-7 - (x0)	(x0) - using a teacher established timeline to publish products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.PE-1 - (x0)	(x0) - generating ideas through drawing and labeling with instructional support.
ELL.3-5.W.3.PE-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.4.B-1 - (x5)	(x5) - producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support.
ELL.3-5.W.4.B-2 - (x0)	(x0) - producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support.
ELL.3-5.W.4.B-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.B-4 - (x0)	(x0) - substituting synonyms for known adjectives, verbs and nouns with instructional support or resources.
ELL.3-5.W.4.B-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.E-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame.
ELL.3-5.W.4.E-2 - (x0)	(x0) - ordering drawings and sentences/patterned text to represent a beginning, middle and end.
ELL.3-5.W.4.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.4.HI-1 - (x0)	(x0) - producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.
ELL.3-5.W.4.HI-2 - (x0)	(x0) - producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.
ELL.3-5.W.4.HI-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics).
ELL.3-5.W.4.HI-4 - (x0)	(x0) - selecting accurate, specific words and figurative language to express ideas with instructional support or resources.
ELL.3-5.W.4.HI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.LI-1 - (x5)	(x5) - producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres.
ELL.3-5.W.4.LI-2 - (x0)	(x0) - producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage III - 590 References (Continued)

ELL.3-5.W.4.LI-3 - (x4)	(x4) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.LI-4 - (x0)	(x0) - substituting accurate and specific synonyms for adjectives, verbs and nouns and attempting to use figurative language with instructional support or resources.
ELL.3-5.W.4.LI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.PE-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and labeling them using a word bank.
ELL.3-5.W.4.PE-2 - (x0)	(x0) - ordering drawings to represent a beginning, middle and end.
ELL.3-5.W.4.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.5.B-1 - (x0)	(x0) - recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.
ELL.3-5.W.5.E-1 - (x0)	(x0) - recording information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).
ELL.3-5.W.5.HI-1 - (x0)	(x0) - recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.LI-1 - (x0)	(x0) - recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.PE-1 - (x0)	(x0) - recording information, observations about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).

Stage IV - (10 References)

ELL.6-8.L.1.ADJ.B-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color).
ELL.6-8.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives.
ELL.6-8.L.1.ADJ.B-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.6-8.L.1.ADJ.B-4 - (x0)	(x0) - using demonstrative adjectives.
ELL.6-8.L.1.ADJ.B-5 - (x0)	(x0) - defining and listing proper adjectives with a noun (e.g., Italian man, French toast).
ELL.6-8.L.1.ADJ.B-6 - (x0)	(x0) - using indefinite adjectives with support.
ELL.6-8.L.1.ADJ.B-7 - (x0)	(x0) - using comparative and superlative (e.g., -er and -est, more/most/ less/least) adjectives with support.
ELL.6-8.L.1.ADJ.B-8 - (x0)	(x0) - defining the participle as an adjective; selecting a present or past participle to complete a given sentence.
ELL.6-8.L.1.ADJ.E-1 - (x0)	(x0) - defining adjectives and selecting adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.E-2 - (x0)	(x0) - selecting a singular or plural possessive adjective to complete a given sentence.
ELL.6-8.L.1.ADJ.E-3 - (x0)	(x0) - selecting sensory/personality adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.E-4 - (x0)	(x0) - selecting demonstrative adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.E-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.E-6 - (x0)	(x0) - selecting indefinite adjectives (e.g., all, both, many) to complete a given sentence.
ELL.6-8.L.1.ADJ.E-7 - (x0)	(x0) - listing comparative and superlative adjectives (e.g., -er, -est); selecting a comparative or superlative adjective to complete a given sentence.
ELL.6-8.L.1.ADJ.E-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).
ELL.6-8.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives.
ELL.6-8.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.6-8.L.1.ADJ.HI-4 - (x0)	(x0) - using demonstrative adjectives.
ELL.6-8.L.1.ADJ.HI-5 - (x0)	(x0) - defining and using proper adjectives with nouns.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.ADJ.HI-6 - (x0)	(x0) - using indefinite adjectives.
ELL.6-8.L.1.ADJ.HI-7 - (x0)	(x0) - using regular and irregular comparative and superlative adjectives.
ELL.6-8.L.1.ADJ.HI-8 - (x0)	(x0) - using participles as adjectives.
ELL.6-8.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/size/shape/ color).
ELL.6-8.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives.
ELL.6-8.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.6-8.L.1.ADJ.LI-4 - (x0)	(x0) - using demonstrative adjectives.
ELL.6-8.L.1.ADJ.LI-5 - (x0)	(x0) - defining and using proper adjectives with nouns.
ELL.6-8.L.1.ADJ.LI-6 - (x0)	(x0) - using indefinite adjectives.
ELL.6-8.L.1.ADJ.LI-7 - (x0)	(x0) - using comparative and superlative adjectives; listing irregular comparative and superlative (e.g., bad, worse, worst) adjectives.
ELL.6-8.L.1.ADJ.LI-8 - (x0)	(x0) - using present and past participles as adjectives with support.
ELL.6-8.L.1.ADJ.PE-1 - (x0)	(x0) - naming and sorting adjectives by size, color, shape, and quantity with nouns.
ELL.6-8.L.1.ADJ.PE-2 - (x0)	(x0) - selecting singular possessive adjectives to complete a given sentence.
ELL.6-8.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADJ.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.B-1 - (x0)	(x0) - using "when" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-10 - (x0)	(x0) - listing and selecting conditional adverbs (e.g., if, unless) with instructional support.
ELL.6-8.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-3 - (x0)	(x0) - convert adjectives into "how" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-4 - (x0)	(x0) - using "where" adverbs with instructional support.
ELL.6-8.L.1.ADV.B-5 - (x0)	(x0) - using comparative and superlative adverbs with instructional support.
ELL.6-8.L.1.ADV.B-6 - (x0)	(x0) - using conjunctive adverbs (e.g., also, therefore) with instructional support.
ELL.6-8.L.1.ADV.B-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, some, any hardly, barely, enough) with instructional support.
ELL.6-8.L.1.ADV.B-8 - (x0)	(x0) - using adverbs to show cause and effect.
ELL.6-8.L.1.ADV.B-9 - (x0)	(x0) - using the contrast adverb "while" with instructional support.
ELL.6-8.L.1.ADV.E-1 - (x0)	(x0) - define an adverb; selecting "when" adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.E-2 - (x0)	(x0) - selecting "frequency" adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-3 - (x0)	(x0) - selecting "how" adverbs (e.g., quick versus quickly) to complete a given sentence.
ELL.6-8.L.1.ADV.E-4 - (x0)	(x0) - selecting "where" adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-5 - (x0)	(x0) - selecting comparative and superlative adverbs to complete a given sentence.
ELL.6-8.L.1.ADV.E-6 - (x0)	(x0) - selecting conjunctive adverbs (e.g., also, therefore) to complete a given sentence.
ELL.6-8.L.1.ADV.E-7 - (x0)	(x0) - listing and selecting intensifier adverbs (e.g., too, not, very, some, any) to complete a given sentence with instructional support.
ELL.6-8.L.1.ADV.E-8 - (x0)	(x0) - using adverbs to show cause and effect (because of) with instructional support.
ELL.6-8.L.1.ADV.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.HI-1 - (x0)	(x0) - using "when" adverbs.
ELL.6-8.L.1.ADV.HI-10 - (x0)	(x0) - using conditional adverbs.
ELL.6-8.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.6-8.L.1.ADV.HI-3 - (x0)	(x0) - using "how" adverbs.
ELL.6-8.L.1.ADV.HI-4 - (x0)	(x0) - using "where" adverbs.
ELL.6-8.L.1.ADV.HI-5 - (x0)	(x0) - using regular and irregular comparative and superlative adverbs.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.ADV.HI-6 - (x0)	(x0) - using conjunctive adverbs.
ELL.6-8.L.1.ADV.HI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, some, any hardly, barely, enough).
ELL.6-8.L.1.ADV.HI-8 - (x0)	(x0) - using adverbs to show cause and effect.
ELL.6-8.L.1.ADV.HI-9 - (x0)	(x0) - producing contrast adverbs.
ELL.6-8.L.1.ADV.LI-1 - (x0)	(x0) - using "when" adverbs.
ELL.6-8.L.1.ADV.LI-10 - (x0)	(x0) - using conditional adverbs with instructional support.
ELL.6-8.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.6-8.L.1.ADV.LI-3 - (x0)	(x0) - using "how" adverbs.
ELL.6-8.L.1.ADV.LI-4 - (x0)	(x0) - using "where" adverbs.
ELL.6-8.L.1.ADV.LI-5 - (x0)	(x0) - using comparative and superlative adverbs.
ELL.6-8.L.1.ADV.LI-6 - (x0)	(x0) - using conjunctive adverbs.
ELL.6-8.L.1.ADV.LI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, some, any hardly, barely, enough).
ELL.6-8.L.1.ADV.LI-8 - (x0)	(x0) - using adverbs to show cause and effect.
ELL.6-8.L.1.ADV.LI-9 - (x0)	(x0) - producing contrast adverbs (e.g., while, although, whereas) with instructional support.
ELL.6-8.L.1.ADV.PE-1 - (x0)	(x0) - repeating classroom directions with "when" adverbs (e.g., first, next, then) (e.g., First take out your book.)
ELL.6-8.L.1.ADV.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs (e.g., always, never, sometimes) (e.g., Always bring a pencil to class.)
ELL.6-8.L.1.ADV.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.ADV.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.B-1 - (x0)	(x0) - using coordinating conjunctions, which combine nouns, verbs, adjectives, phrases, or clauses, in a sentence.
ELL.6-8.L.1.C.B-2 - (x0)	(x0) - selecting correlative conjunctions to complete a given sentence.
ELL.6-8.L.1.C.B-3 - (x0)	(x0) - using subordinating conjunctions in a sentence.
ELL.6-8.L.1.C.B-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions (e.g., and, or, but, yet), which combine nouns, verbs, adjectives, phrases, or clauses, to complete a given sentence.
ELL.6-8.L.1.C.E-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.E-3 - (x0)	(x0) - selecting subordinating conjunctions to a complete a given sentence.
ELL.6-8.L.1.C.E-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.HI-1 - (x0)	(x0) - defining and justifying the use of coordinating conjunctions used to combine nouns, verbs, adjectives, phrases, or clauses.
ELL.6-8.L.1.C.HI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions .
ELL.6-8.L.1.C.HI-3 - (x0)	(x0) - defining and differentiating subordinating conjunctions .
ELL.6-8.L.1.C.HI-4 - (x0)	(x0) - identifying and using subordinating conjunctions to begin a clause introducing a complete sentence.
ELL.6-8.L.1.C.LI-1 - (x0)	(x0) - defining and differentiating coordinating conjunctions used to combine nouns , verbs, adjectives, phrases, or clauses.
ELL.6-8.L.1.C.LI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions .
ELL.6-8.L.1.C.LI-3 - (x0)	(x0) - defining and differentiating subordinating conjunctions .
ELL.6-8.L.1.C.LI-4 - (x0)	(x0) - identifying subordinating conjunctions to begin a clause introducing a complete sentence.
ELL.6-8.L.1.C.PE-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or), which combine nouns, verbs, adjectives, to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.C.PE-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.PE-3 - (x0)	(x0) - N/A
ELL.6-8.L.1.C.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.I.B-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.6-8.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.6-8.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.6-8.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.6-8.L.1.I.PE-1 - (x0)	(x0) - defining interjections as words expressing emotion and repeating with intonation.
ELL.6-8.L.1.N.B-1 - (x0)	(x0) - defining and classifying singular common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-2 - (x0)	(x0) - defining and classifying singular and plural common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-3 - (x0)	(x0) - converting a given singular noun into an irregular plural noun with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-4 - (x0)	(x0) - distinguishing between count and non-count nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-5 - (x0)	(x0) - defining and listing collective nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.B-6 - (x0)	(x0) - producing a response using a singular possessive noun. (e.g., It is Mary's book.)
ELL.6-8.L.1.N.B-7 - (x0)	(x0) - defining and producing responses using a plural possessive noun.
ELL.6-8.L.1.N.E-1 - (x0)	(x0) - defining a noun; using definite and indefinite articles with singular common nouns.
ELL.6-8.L.1.N.E-2 - (x0)	(x0) - classifying common nouns as singular or plural with definite and indefinite articles.
ELL.6-8.L.1.N.E-3 - (x0)	(x0) - distinguishing between regular and irregular plural nouns.
ELL.6-8.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.E-6 - (x0)	(x0) - defining possessive nouns; repeating phrases with singular possessive nouns.
ELL.6-8.L.1.N.E-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.HI-1 - (x0)	(x0) - justifying use of common versus proper nouns and definite versus indefinite articles (e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound).
ELL.6-8.L.1.N.HI-2 - (x0)	(x0) - justifying use of singular versus plural nouns, common versus proper nouns, and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific person).
ELL.6-8.L.1.N.HI-3 - (x0)	(x0) - using singular or plural common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.HI-4 - (x0)	(x0) - using count and non-count nouns with definite and indefinite articles and/or quantifiers as appropriate. (e.g., May I have a bottle of water?)
ELL.6-8.L.1.N.HI-5 - (x0)	(x0) - using collective nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.HI-6 - (x0)	(x0) - distinguishing between plural nouns and singular possessive nouns.
ELL.6-8.L.1.N.HI-7 - (x0)	(x0) - using regular and irregular plural possessive nouns.
ELL.6-8.L.1.N.LI-1 - (x0)	(x0) - using singular common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-2 - (x0)	(x0) - using singular or plural common and proper nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-3 - (x0)	(x0) - converting a singular noun into a regular or an irregular plural noun with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-4 - (x0)	(x0) - using count and non-count noun with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-5 - (x0)	(x0) - using collective nouns with definite and indefinite articles as appropriate.
ELL.6-8.L.1.N.LI-6 - (x0)	(x0) - using singular possessive nouns.
ELL.6-8.L.1.N.LI-7 - (x0)	(x0) - using plural possessive nouns.
ELL.6-8.L.1.N.PE-1 - (x0)	(x0) - defining a noun as a person, place, or thing; classifying singular common nouns.
ELL.6-8.L.1.N.PE-2 - (x0)	(x0) - defining singular and plural as it relates to common nouns.
ELL.6-8.L.1.N.PE-3 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.N.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-1 - (x0)	(x0) - using a noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-10 - (x0)	(x0) - using a linking verb + adjective complement to complete a sentence.
ELL.6-8.L.1.PH/CL.B-11 - (x0)	(x0) - using a linking verb + noun complement to complete a sentence.
ELL.6-8.L.1.PH/CL.B-12 - (x0)	(x0) - producing a participial phrase (i.e., participle + modifiers) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-13 - (x0)	(x0) - using noun clauses to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-14 - (x0)	(x0) - using a gerund phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.B-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-3 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-6 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.B-7 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.B-9 - (x0)	(x0) - using an adverb + an adjective (e.g., too hot, very cold) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-1 - (x0)	(x0) - using a noun phrase (e.g., red bird, this cup, kitchen table) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-13 - (x0)	(x0) - using noun clause markers (e.g., that, whether, how, whichever) to complete sentence frames.
ELL.6-8.L.1.PH/CL.E-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-2 - (x0)	(x0) - using a joined noun phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-3 - (x0)	(x0) - using a verb phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-4 - (x0)	(x0) - using a joined verb phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-5 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.E-7 - (x0)	(x0) - using a "when" adverbial phrase (e.g., the next day, after opening the door) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase (e.g., did go, must go, should have gone) to complete a sentence frame.
ELL.6-8.L.1.PH/CL.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.H-19 - (x0)	(x0) - using an adverb clause (i.e., subordinating conjunction + clause) (e.g., "... because he is tired") to complete a sentence.
ELL.6-8.L.1.PH/CL.HI-1 - (x0)	(x0) - using a noun phrase in a complete sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.PH/CL.HI-10 - (x0)	(x0) - using a linking verb + adjective complement to complete a sentence.
ELL.6-8.L.1.PH/CL.HI-11 - (x0)	(x0) - using a linking verb + noun complement to complete a sentence.
ELL.6-8.L.1.PH/CL.HI-12 - (x0)	(x0) - using a participial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-13 - (x0)	(x0) - using noun clauses in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-14 - (x0)	(x0) - using a gerund phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-15 - (x0)	(x0) - using subordinating conjunctions in introductory clauses.
ELL.6-8.L.1.PH/CL.HI-16 - (x0)	(x0) - using restrictive clauses using that (e.g., "The dog that has spots is...") in complete a sentence.
ELL.6-8.L.1.PH/CL.HI-17 - (x0)	(x0) - using non-restrictive clauses beginning with who/which (e.g., "Jack, who is tall is...") in a complete a complete sentence.
ELL.6-8.L.1.PH/CL.HI-18 - (x0)	(x0) - using an adjective clause (e.g., "... who is a writer") in a complete a sentence.
ELL.6-8.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-3 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-6 - (x0)	(x0) - using an infinitive verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-7 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.HI-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI 2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-1 - (x0)	(x0) - using a noun phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-10 - (x0)	(x0) - using a linking verb + adjective complement to complete a sentence.
ELL.6-8.L.1.PH/CL.LI-11 - (x0)	(x0) - using a linking verb + noun complement to complete a sentence.
ELL.6-8.L.1.PH/CL.LI-12 - (x0)	(x0) - using a participial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-13 - (x0)	(x0) - using noun clauses in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-14 - (x0)	(x0) - using a gerund phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-15 - (x0)	(x0) - using subordinating conjunctions in introductory clauses.
ELL.6-8.L.1.PH/CL.LI-16 - (x0)	(x0) - using restrictive clauses using that (e.g., "The dog that has spots is...") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-17 - (x0)	(x0) - using non-restrictive clauses beginning with who/which (e.g., "Jack, who is tall is...") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-18 - (x0)	(x0) - using an adjective clause (e.g., "... who is a writer") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-19 - (x0)	(x0) - using an adverb clause (i.e., subordinating conjunction + clause) (e.g., "... because he is tired") to complete a sentence frame.
ELL.6-8.L.1.PH/CL.LI-3 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-4 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-5 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-6 - (x0)	(x0) - using an infinitive verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-7 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-8 - (x0)	(x0) - using an auxiliary and/or modal auxiliary verb phrase in a complete sentence.
ELL.6-8.L.1.PH/CL.LI-9 - (x0)	(x0) - using an adverb + an adjective (e.g., too hot, very cold) in a sentence.
ELL.6-8.L.1.PH/CL.LI-9 - (x0)	(x0) - using an adverb + an adjective (e.g., too hot, very cold) in a sentence.
ELL.6-8.L.1.PH/CL.PE-1 - (x0)	(x0) - producing a noun phrase (adjective + noun) with instructional support.
ELL.6-8.L.1.PH/CL.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-15 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.PH/CL.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-2 - (x0)	(x0) - producing a joined noun phrase (i.e., noun + conjunction + noun) with instructional support.
ELL.6-8.L.1.PH/CL.PE-3 - (x0)	(x0) - producing a verb phrase (i.e., verb + adverb, adverb + verb) with instructional support.
ELL.6-8.L.1.PH/CL.PE-4 - (x0)	(x0) - producing a joined verb phrase (i.e., verb + conjunction + verb) with instructional support.
ELL.6-8.L.1.PH/CL.PE-5 - (x0)	(x0) - producing a prepositional phrase (e.g., on the table, at the store) with instructional support.
ELL.6-8.L.1.PH/CL.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.B-1 - (x0)	(x0) - using prepositions of location.
ELL.6-8.L.1.PREP.B-2 - (x0)	(x0) - using prepositions of direction.
ELL.6-8.L.1.PREP.B-3 - (x0)	(x0) - using prepositions of time with instructional support.
ELL.6-8.L.1.PREP.B-4 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions) with instructional support.
ELL.6-8.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.6-8.L.1.PREP.B-6 - (x0)	(x0) - differentiating among prepositions of location, direction, and time.
ELL.6-8.L.1.PREP.B-7 - (x0)	(x0) - listing and selecting propositions of cause and effect, exception and contrast to complete a given sentence.
ELL.6-8.L.1.PREP.E-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.6-8.L.1.PREP.E-2 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.6-8.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justifying selection.
ELL.6-8.L.1.PREP.E-4 - (x0)	(x0) - selecting and physically demonstrating prepositions of action and movement to complete a given sentence.
ELL.6-8.L.1.PREP.E-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.E-6 - (x0)	(x0) - defining prepositions.
ELL.6-8.L.1.PREP.E-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.6-8.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.6-8.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.6-8.L.1.PREP.HI-4 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.6-8.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of opposition.
ELL.6-8.L.1.PREP.HI-6 - (x0)	(x0) - differentiating among prepositions of location, direction, time, action and movement, and opposition.
ELL.6-8.L.1.PREP.HI-7 - (x0)	(x0) - using propositions of cause and effect, exception and contrast.
ELL.6-8.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location.
ELL.6-8.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction.
ELL.6-8.L.1.PREP.LI-3 - (x0)	(x0) - using prepositions of time.
ELL.6-8.L.1.PREP.LI-4 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.6-8.L.1.PREP.LI-5 - (x0)	(x0) - using prepositions of opposition with instructional support.
ELL.6-8.L.1.PREP.LI-6 - (x0)	(x0) - differentiating among prepositions of action and movement, location, direction, and time.
ELL.6-8.L.1.PREP.LI-7 - (x0)	(x0) - using propositions of cause and effect, exception and contrast.
ELL.6-8.L.1.PREP.PE-1 - (x0)	(x0) - selecting and physically demonstrating prepositions of location to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.PREP.PE-2 - (x0)	(x0) - selecting and physically demonstrating prepositions of direction to complete a given sentence.
ELL.6-8.L.1.PREP.PE-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence.
ELL.6-8.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.6-8.L.1.PREP.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.B-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.6-8.L.1.PRO.B-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.6-8.L.1.PRO.B-3 - (x0)	(x0) - stating when to use personal possessive pronouns; using personal possessive pronouns.
ELL.6-8.L.1.PRO.B-4 - (x0)	(x0) - selecting personal subjective, personal objective, and personal possessive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.B-5 - (x0)	(x0) - using demonstrative pronouns.
ELL.6-8.L.1.PRO.B-6 - (x0)	(x0) - using interrogative pronouns (including whose and whom).
ELL.6-8.L.1.PRO.B-7 - (x0)	(x0) - listing and selecting reflexive and intensive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.B-8 - (x0)	(x0) - categorizing indefinite pronouns into singular and plural.
ELL.6-8.L.1.PRO.B-9 - (x0)	(x0) - listing and selecting relative pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-1 - (x0)	(x0) - defining pronouns; selecting singular and plural personal subjective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-2 - (x0)	(x0) - listing and selecting singular and plural personal objective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-3 - (x0)	(x0) - defining possessive pronouns; selecting singular and plural personal possessive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-4 - (x0)	(x0) - categorizing personal subjective, personal objective, and personal possessive pronouns.
ELL.6-8.L.1.PRO.E-5 - (x0)	(x0) - selecting demonstrative pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-6 - (x0)	(x0) - using interrogative pronouns who, what, and which.
ELL.6-8.L.1.PRO.E-7 - (x0)	(x0) - listing and selecting reflexive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.E-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.HI-1 - (x0)	(x0) - using and justifying the appropriate personal subjective pronouns based upon the antecedent.
ELL.6-8.L.1.PRO.HI-2 - (x0)	(x0) - using and justifying (e.g., I used "them" instead of "they" because...) the appropriate personal subjective and personal objective pronouns.
ELL.6-8.L.1.PRO.HI-3 - (x0)	(x0) - using and justifying (e.g., I used "your" instead of "yours" because...) the appropriate adjective form of the personal possessive pronoun versus the objective form.
ELL.6-8.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences.
ELL.6-8.L.1.PRO.HI-5 - (x0)	(x0) - using and justifying demonstrative pronouns.
ELL.6-8.L.1.PRO.HI-6 - (x0)	(x0) - using and justifying interrogative pronouns.
ELL.6-8.L.1.PRO.HI-7 - (x0)	(x0) - stating when to use reflexive and intensive pronouns and using reflexive and intensive pronouns.
ELL.6-8.L.1.PRO.HI-8 - (x0)	(x0) - using and justifying the use of indefinite pronouns.
ELL.6-8.L.1.PRO.HI-9 - (x0)	(x0) - using and justifying the use of relative pronouns.
ELL.6-8.L.1.PRO.LI-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.6-8.L.1.PRO.LI-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.6-8.L.1.PRO.LI-3 - (x0)	(x0) - stating when to use the adjective form of the personal possessive pronoun versus the objective form (e.g., my versus mine); using personal possessive pronouns.
ELL.6-8.L.1.PRO.LI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective, and personal possessive pronouns and their placement in sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.PRO.LI-5 - (x0)	(x0) - using demonstrative pronouns.
ELL.6-8.L.1.PRO.LI-6 - (x0)	(x0) - using interrogative pronouns.
ELL.6-8.L.1.PRO.LI-7 - (x0)	(x0) - using reflexive and intensive pronouns.
ELL.6-8.L.1.PRO.LI-8 - (x0)	(x0) - stating when to use indefinite pronouns and using indefinite pronouns.
ELL.6-8.L.1.PRO.LI-9 - (x0)	(x0) - stating when to use relative pronouns and using relative pronouns.
ELL.6-8.L.1.PRO.PE-1 - (x0)	(x0) - defining pronouns; selecting singular personal subjective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.PE-2 - (x0)	(x0) - listing and selecting personal singular objective pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.PE-3 - (x0)	(x0) - defining possessive pronouns; selecting singular personal possessive pronouns to complete a given sentence.
ELL.6-8.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-6 - (x0)	(x0) - selecting interrogative pronouns who and what to complete a given sentence.
ELL.6-8.L.1.PRO.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.PRO.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.B-1 - (x0)	(x0) - producing single word questions, using inflection when produced orally.
ELL.6-8.L.1.Q.B-10 - (x0)	(x0) - producing questions in the past perfect tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + past participle + ...?)
ELL.6-8.L.1.Q.B-11 - (x0)	(x0) - producing questions in the future perfect tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "have" + past participle + time phrase + ...?)
ELL.6-8.L.1.Q.B-12 - (x0)	(x0) - producing questions in the present perfect progressive tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + been + verb + ing + time phrase +?)
ELL.6-8.L.1.Q.B-13 - (x0)	(x0) - producing questions in the past perfect progressive tense, which require a yes or no response, using sentence frames. (e.g., "Had" + subject + "been" + verb + ing + time phrase?)
ELL.6-8.L.1.Q.B-14 - (x0)	(x0) - producing questions in the future perfect progressive tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "have been" + verb + ing + event/time phrase?)
ELL.6-8.L.1.Q.B-15 - (x0)	(x0) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.B-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.B-17 - (x0)	(x0) - producing interrogative sentences beginning with "who."
ELL.6-8.L.1.Q.B-18 - (x0)	(x0) - producing interrogative sentences beginning with "when."
ELL.6-8.L.1.Q.B-19 - (x0)	(x0) - producing interrogative sentences beginning with "why."
ELL.6-8.L.1.Q.B-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.B-20 - (x0)	(x0) - producing interrogative sentences beginning with "how."
ELL.6-8.L.1.Q.B-21 - (x0)	(x0) - producing interrogative sentences beginning with "which."
ELL.6-8.L.1.Q.B-22 - (x0)	(x0) - producing interrogative sentences beginning with "whose."
ELL.6-8.L.1.Q.B-23 - (x0)	(x0) - producing interrogative sentences with "to be" + "there" + subject + prepositional phrase.
ELL.6-8.L.1.Q.B-24 - (x0)	(x0) - producing a question beginning with a modal auxiliary verb.
ELL.6-8.L.1.Q.B-25 - (x0)	(x0) - producing questions, which include the negative construction, using contractions.
ELL.6-8.L.1.Q.B-26 - (x0)	(x0) - producing tag questions using a sentence frame. (e.g., You did your homework, didn't you?)
ELL.6-8.L.1.Q.B-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.B-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.B-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.Q.B-9 - (x0)	(x0) - producing questions in the present perfect tense, which require a yes or no response, using sentence frames. (e.g., "To have" + subject + past participle +...?)
ELL.6-8.L.1.Q.E-1 - (x0)	(x0) - producing single word questions with inflection.
ELL.6-8.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-15 - (x0)	(x0) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.E-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.E-17 - (x0)	(x0) - producing interrogative sentences beginning with "who."
ELL.6-8.L.1.Q.E-18 - (x0)	(x0) - completing interrogative sentence frames beginning with "when."
ELL.6-8.L.1.Q.E-19 - (x0)	(x0) - completing interrogative sentence frames beginning with "why."
ELL.6-8.L.1.Q.E-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.E-20 - (x0)	(x0) - completing interrogative sentence frames beginning with "how."
ELL.6-8.L.1.Q.E-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-25 - (x0)	(x0) - producing questions, which include the negative construction, beginning with a contraction.
ELL.6-8.L.1.Q.E-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.E-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.E-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response, using sentence frames. (e.g. "to be" + subject + verb + ing?)
ELL.6-8.L.1.Q.E-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response using sentence frames. (e.g., "to do" + subject + verb?)
ELL.6-8.L.1.Q.E-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + verb?)
ELL.6-8.L.1.Q.E-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response, using sentence. frames (e.g., "to be" + subject + verb + ing + "when" ...?)
ELL.6-8.L.1.Q.E-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + "be" +verb + ing + "when" ...?)
ELL.6-8.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.HI-1 - (x0)	(x0) - producing single word sentences to ask a question, using inflection when produced orally.
ELL.6-8.L.1.Q.HI-10 - (x0)	(x0) - producing questions in the past perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-11 - (x0)	(x0) - producing questions in the future perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-12 - (x0)	(x0) - producing questions in the present perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-13 - (x0)	(x0) - producing questions in the past perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-14 - (x0)	(x0) - producing questions in the future perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-15 - (x0)	(x0) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.HI-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.HI-17 - (x0)	(x0) - producing interrogative sentences beginning with "who" and "whom."
ELL.6-8.L.1.Q.HI-18 - (x0)	(x0) - producing interrogative sentences beginning with "when."
ELL.6-8.L.1.Q.HI-19 - (x0)	(x0) - producing interrogative sentences beginning with "why."
ELL.6-8.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.Q.HI-20 - (x0)	(x0) - producing interrogative sentences beginning with "how."
ELL.6-8.L.1.Q.HI-21 - (x0)	(x0) - producing interrogative sentences beginning with "which."
ELL.6-8.L.1.Q.HI-22 - (x0)	(x0) - producing interrogative sentences beginning with "whose."
ELL.6-8.L.1.Q.HI-23 - (x0)	(x0) - producing interrogative sentences with "to be" + "there" + subject + prepositional phrase.
ELL.6-8.L.1.Q.HI-24 - (x0)	(x0) - producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with "if". (e.g., Would you drive us to the movie, if we gave you gas money?)
ELL.6-8.L.1.Q.HI-25 - (x0)	(x0) - producing questions, which include the negative construction, using contractions.
ELL.6-8.L.1.Q.HI-26 - (x0)	(x0) - producing tag questions.
ELL.6-8.L.1.Q.HI-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.HI-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.HI-9 - (x0)	(x0) - producing questions in the present perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-1 - (x0)	(x0) - producing single word sentences to ask a question, using inflection when produced orally. (e.g., This is my pencil?)
ELL.6-8.L.1.Q.LI-10 - (x0)	(x0) - producing questions in the past perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-11 - (x0)	(x0) - producing questions in the future perfect tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-12 - (x0)	(x0) - producing questions in the present perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-13 - (x0)	(x0) - producing questions in the past perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-14 - (x0)	(x0) - producing questions in the future perfect progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-15 - (x0)	(x0) - producing interrogative sentences beginning with "what."
ELL.6-8.L.1.Q.LI-16 - (x0)	(x0) - producing interrogative sentences beginning with "where."
ELL.6-8.L.1.Q.LI-17 - (x0)	(x0) - producing interrogative sentences beginning with "who" and "whom."
ELL.6-8.L.1.Q.LI-18 - (x0)	(x0) - producing interrogative sentences beginning with "when."
ELL.6-8.L.1.Q.LI-19 - (x0)	(x0) - producing interrogative sentences beginning with "why."
ELL.6-8.L.1.Q.LI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense.
ELL.6-8.L.1.Q.LI-20 - (x0)	(x0) - producing interrogative sentences beginning with "how."
ELL.6-8.L.1.Q.LI-21 - (x0)	(x0) - producing interrogative sentences beginning with "which."
ELL.6-8.L.1.Q.LI-22 - (x0)	(x0) - producing interrogative sentences beginning with "whose."
ELL.6-8.L.1.Q.LI-23 - (x0)	(x0) - producing interrogative sentences with "to be" + "there" + subject + prepositional phrase.
ELL.6-8.L.1.Q.LI-24 - (x0)	(x0) - producing a question beginning with a modal auxiliary followed by a conditional dependent clause beginning with "if". (e.g., Would you drive us to the movie, if we gave you gas money?)
ELL.6-8.L.1.Q.LI-25 - (x0)	(x0) - producing questions, which include the negative construction, using contractions.
ELL.6-8.L.1.Q.LI-26 - (x0)	(x0) - producing tag questions.
ELL.6-8.L.1.Q.LI-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.
ELL.6-8.L.1.Q.LI-4 - (x0)	(x0) - producing questions in the present progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-7 - (x0)	(x0) - producing questions in the past progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-8 - (x0)	(x0) - producing questions in the future progressive tense, which require a yes or no response.
ELL.6-8.L.1.Q.LI-9 - (x0)	(x0) - producing questions in the present perfect tense, which require a yes or no response.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g., What? Who?)
ELL.6-8.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-15 - (x0)	(x0) - completing interrogative sentence frames beginning with "what."
ELL.6-8.L.1.Q.PE-16 - (x0)	(x0) - completing interrogative sentence frames beginning with "where."
ELL.6-8.L.1.Q.PE-17 - (x0)	(x0) - completing interrogative sentence frames beginning with "who."
ELL.6-8.L.1.Q.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames. (e.g., to do + subject + verb?)
ELL.6-8.L.1.Q.PE-20 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-25 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-3 - (x0)	(x0) - producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses using a sentence frame. (e.g., "to be"+ subject + complement?)
ELL.6-8.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-5 - (x0)	(x0) - producing questions in the simple past tense, which require a yes or no response, using sentence frames. (e.g., "to do" + subject + verb?)
ELL.6-8.L.1.Q.PE-6 - (x0)	(x0) - producing questions in the simple future tense, which require a yes or no response, using sentence frames. (e.g., "Will" + subject + verb?)
ELL.6-8.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-1 - (x0)	(x0) - identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
ELL.6-8.L.1.SC.B-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
ELL.6-8.L.1.SC.B-11 - (x0)	(x0) - producing sentences with an adverb to modify the verb.
ELL.6-8.L.1.SC.B-12 - (x0)	(x0) - producing sentences with an adverb to modify an adjective.
ELL.6-8.L.1.SC.B-13 - (x0)	(x0) - producing sentences with an adverb to modify an adverb.
ELL.6-8.L.1.SC.B-14 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.B-15 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.B-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-17 - (x0)	(x0) - selecting a reflexive pronoun to complete a sentence frame.
ELL.6-8.L.1.SC.B-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-19 - (x0)	(x0) - completing a present real conditional sentence frame (i.e., If/When + simple present + comma + simple present.).
ELL.6-8.L.1.SC.B-2 - (x0)	(x0) - identifying the predicate in all sentence construction patterns.
ELL.6-8.L.1.SC.B-20 - (x0)	(x0) - producing imperative sentences. (e.g., Put the markers in the box.)
ELL.6-8.L.1.SC.B-21 - (x0)	(x0) - producing sentences with interjections. (e.g., "Ouch, that hurt.")
ELL.6-8.L.1.SC.B-22 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.SC.B-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.B-3 - (x0)	(x0) - producing sentences with subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.B-4 - (x0)	(x0) - producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.B-5 - (x0)	(x0) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.B-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.B-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.6-8.L.1.SC.B-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.
ELL.6-8.L.1.SC.B-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.
ELL.6-8.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (e.g., singular, plural, compound) to complete a given sentence.
ELL.6-8.L.1.SC.E-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.E-11 - (x0)	(x0) - inserting an adverb within a given sentence to modify the verb.
ELL.6-8.L.1.SC.E-12 - (x0)	(x0) - inserting an adverb within a given sentence to modify an adjective.
ELL.6-8.L.1.SC.E-13 - (x0)	(x0) - inserting an adverb within a given sentence to modify an adverb.
ELL.6-8.L.1.SC.E-14 - (x0)	(x0) - producing compound sentences with two given independent clauses. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.E-15 - (x0)	(x0) - producing compound sentences with two given independent clauses. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.E-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-2 - (x0)	(x0) - identifying the predicate of a given sentence.
ELL.6-8.L.1.SC.E-20 - (x0)	(x0) - producing imperative sentences. (e.g., Open the door. Close the book.)
ELL.6-8.L.1.SC.E-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.E-3 - (x0)	(x0) - producing sentences with a subject, linking verb, and predicate adjective complement (S-V-C) with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.E-4 - (x0)	(x0) - producing sentences in the negative construction with subject, verb and predicate adjective complement (i.e., subject + linking verb + not + complement) with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.E-5 - (x0)	(x0) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.E-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.E-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with a sentence frame.
ELL.6-8.L.1.SC.E-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with a sentence frame.
ELL.6-8.L.1.SC.E-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement, using a sentence frame.
ELL.6-8.L.1.SC.HI-1 - (x0)	(x0) - identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
ELL.6-8.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
ELL.6-8.L.1.SC.HI-11 - (x0)	(x0) - producing sentences with an adverb to modify the verb.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.SC.HI-12 - (x0)	(x0) - producing sentences with an adverb to modify an adjective.
ELL.6-8.L.1.SC.HI-13 - (x0)	(x0) - producing sentences with an adverb to modify an adverb.
ELL.6-8.L.1.SC.HI-14 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.HI-15 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.HI-16 - (x0)	(x0) - constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").
ELL.6-8.L.1.SC.HI-17 - (x0)	(x0) - producing sentences using reflexive pronouns.
ELL.6-8.L.1.SC.HI-18 - (x0)	(x0) - producing sentences using the passive voice.
ELL.6-8.L.1.SC.HI-19 - (x0)	(x0) - producing sentences in the present real conditional.
ELL.6-8.L.1.SC.HI-2 - (x0)	(x0) - identifying the predicate in all sentence construction patterns.
ELL.6-8.L.1.SC.HI-20 - (x0)	(x0) - producing imperative sentences.
ELL.6-8.L.1.SC.HI-21 - (x0)	(x0) - producing sentences with interjections. (e.g., "Ouch, that hurt.")
ELL.6-8.L.1.SC.HI-22 - (x0)	(x0) - producing sentences in the subjunctive mood. (e.g., "Jack recommended that Jill stop.")
ELL.6-8.L.1.SC.HI-23 - (x0)	(x0) - completing a sentence frame consisting of an independent clause + relative pronoun + dependent clause to form a complex sentence.
ELL.6-8.L.1.SC.HI-24.a - (x0)	(x0) - Producing sentences with the habitual past "state of being" sentence frame (subject + used to + simple present).
ELL.6-8.L.1.SC.HI-24.b - (x0)	(x0) - Producing sentences with the habitual past "repeated action" sentence frame. (when + subject + simple past + comma +subject + "would" + simple present).
ELL.6-8.L.1.SC.HI-24.c - (x0)	(x0) - Producing sentences in the present unreal conditional.
ELL.6-8.L.1.SC.HI-24.d - (x0)	(x0) - Constructing sentences with the present future conditional tense. (e.g., "If it snows, I will go skiing.").
ELL.6-8.L.1.SC.HI-3 - (x0)	(x0) - producing sentences with a subject, linking verb, complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-4 - (x0)	(x0) - producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.
ELL.6-8.L.1.SC.HI-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.
ELL.6-8.L.1.SC.LI-1 - (x0)	(x0) - identifying the subject (e.g., singular, plural, compound, collective nouns) in a sentence.
ELL.6-8.L.1.SC.LI-10 - (x0)	(x0) - producing sentences using "there" + "to be" + "subject" + "prepositional phrase" with subject-verb agreement.
ELL.6-8.L.1.SC.LI-11 - (x0)	(x0) - producing sentences with an adverb to modify the verb.
ELL.6-8.L.1.SC.LI-12 - (x0)	(x0) - producing sentences with an adverb to modify an adjective.
ELL.6-8.L.1.SC.LI-13 - (x0)	(x0) - producing sentences with an adverb to modify an adverb.
ELL.6-8.L.1.SC.LI-14 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + conjunction + independent clause).
ELL.6-8.L.1.SC.LI-15 - (x0)	(x0) - producing compound sentences. (i.e., independent clause + semi-colon + conjunctive adverb + independent clause).
ELL.6-8.L.1.SC.LI-16 - (x0)	(x0) - constructing sentences using present habitual tense (e.g., "If it rains, I have my umbrella.").
ELL.6-8.L.1.SC.LI-17 - (x0)	(x0) - producing sentences using reflexive pronouns.
ELL.6-8.L.1.SC.LI-18 - (x0)	(x0) - converting a given sentence in the active voice to a sentence in the passive voice.
ELL.6-8.L.1.SC.LI-19 - (x0)	(x0) - producing sentences in the present real conditional.
ELL.6-8.L.1.SC.LI-2 - (x0)	(x0) - identifying the predicate in all sentence construction patterns.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.SC.LI-20 - (x0)	(x0) - producing imperative sentences. (e.g., Sit down. Put the markers in the box.)
ELL.6-8.L.1.SC.LI-21 - (x0)	(x0) - producing sentences with interjections. (e.g., "Ouch, that hurt.")
ELL.6-8.L.1.SC.LI-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.LI-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.LI-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.LI-3 - (x0)	(x0) - producing sentences with a subject, linking verb, and complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-4 - (x0)	(x0) - producing sentences in the negative construction with a subject, linking verb, and predicate adjective/nominative complement (S-V-C) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-6 - (x0)	(x0) - producing sentences in the negative construction with subject-verb agreement.
ELL.6-8.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-8 - (x0)	(x0) - producing sentences with a subject + verb + indirect object + direct object (S-V-IO-DO) with subject-verb agreement.
ELL.6-8.L.1.SC.LI-9 - (x0)	(x0) - producing sentences with a subject, verb and prepositional phrase with subject-verb agreement.
ELL.6-8.L.1.SC.PE-1 - (x0)	(x0) - selecting a subject (e.g., noun, pronoun, singular, plural) from a picture to complete a given sentence.
ELL.6-8.L.1.SC.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-15 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-2 - (x0)	(x0) - identifying the simple predicate of a given sentence.
ELL.6-8.L.1.SC.PE-20 - (x0)	(x0) - repeating one- or two-word imperative sentences. (e.g., Stop. Sit down.)
ELL.6-8.L.1.SC.PE-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-3 - (x0)	(x0) - producing sentences with a subject and verb (S-V) with subject-verb agreement with instructional support.
ELL.6-8.L.1.SC.PE-4 - (x0)	(x0) - producing sentences in the negative S-V construction (i.e., subject + linking verb + not + verb) with subject-verb agreement using a sentence frame.
ELL.6-8.L.1.SC.PE-5 - (x0)	(x0) - producing sentences with a subject, verb and object (S-V-O) with subject-verb agreement, using a sentence frame.
ELL.6-8.L.1.SC.PE-6 - (x0)	(x0) - producing sentences in the negative construction (i.e., subject + auxiliary verb + not + main verb) with subject-verb agreement, using a sentence frame.
ELL.6-8.L.1.SC.PE-7 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.SC.PE-9 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) as verbs.
ELL.6-8.L.1.V.B-10 - (x0)	(x0) - choosing simple past tense of the irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.V.B-11 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-12 - (x0)	(x0) - choosing a simple future tense verb (will) to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.6-8.L.1.V.B-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.B-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound, feel) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
ELL.6-8.L.1.V.B-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.
ELL.6-8.L.1.V.B-17 - (x0)	(x0) - defining auxiliary (helping) verbs (e.g., to be, to have, to do).
ELL.6-8.L.1.V.B-18 - (x0)	(x0) - using modal auxiliary verbs (e.g., will, can, could) in a sentence with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.B-19 - (x0)	(x0) - selecting phrasal verbs to complete sentences.
ELL.6-8.L.1.V.B-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-20 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement.
ELL.6-8.L.1.V.B-21 - (x0)	(x0) - identifying the regular past participle form of a verb; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-22 - (x0)	(x0) - identifying the irregular past participle form of the verb; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-23 - (x0)	(x0) - differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.
ELL.6-8.L.1.V.B-24 - (x0)	(x0) - identifying non-action/stative verbs without a present progressive form (e.g., want, need, like).
ELL.6-8.L.1.V.B-25 - (x0)	(x0) - comparing action verbs with non-action/stative verbs (e.g., see/watch, hear/listen) in context, with instructional support.
ELL.6-8.L.1.V.B-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-28 - (x0)	(x0) - choosing a past perfect tense verb (e.g., "I had walked." versus "I walked.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-29 - (x0)	(x0) - choosing a future perfect tense verb (e.g., "I will have walked." versus "I will walk.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-3 - (x0)	(x0) - using imperative verbs. (e.g., Open the door. Close the book.)
ELL.6-8.L.1.V.B-30 - (x0)	(x0) - choosing a present perfect progressive tense verb (e.g., "I have been swimming." versus "I am swimming.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-31 - (x0)	(x0) - choosing a past perfect progressive tense verb (e.g., "I had been swimming." versus "I was swimming.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-32 - (x0)	(x0) - choosing a future perfect progressive tense verb (e.g., "I had been swimming." versus "I was swimming.") to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-33 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.B-4 - (x0)	(x0) - identifying the infinitive form of the verb, with instructional support.
ELL.6-8.L.1.V.B-5 - (x0)	(x0) - choosing the correct simple present tense of the irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-6 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.V.B-7 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.B-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses by selecting the appropriate verb in a given sentence.
ELL.6-8.L.1.V.B-9 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences with subject-verb agreement.
ELL.6-8.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs, with instructional support.
ELL.6-8.L.1.V.E-10 - (x0)	(x0) - conjugating the irregular verbs: to be, to have, to do, and to go in simple past tense, with instructional support.
ELL.6-8.L.1.V.E-11 - (x0)	(x0) - selecting irregular simple past tense verbs (e.g., run vs. ran) with instructional support.
ELL.6-8.L.1.V.E-12 - (x0)	(x0) - selecting simple future tense verbs (e.g., will walk versus walked, talk versus will talk) with instructional support.
ELL.6-8.L.1.V.E-13 - (x0)	(x0) - differentiating between past, present, and future by selecting the appropriate verb tense in a given sentence.
ELL.6-8.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-15 - (x0)	(x0) - using the linking verb "to be" in sentences with instructional support.
ELL.6-8.L.1.V.E-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.E-17 - (x0)	(x0) - defining auxiliary (helping) verbs (e.g., to be, to have, to do) with instructional support.
ELL.6-8.L.1.V.E-18 - (x0)	(x0) - listing modal auxiliary verbs (e.g., will, can, could).
ELL.6-8.L.1.V.E-19 - (x0)	(x0) - completing phrasal verbs (e.g., turn... off/on/in) in context with instructional support.
ELL.6-8.L.1.V.E-2 - (x0)	(x0) - defining past, present, and future verb tenses.
ELL.6-8.L.1.V.E-20 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.E-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-25 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-28 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-29 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-3 - (x0)	(x0) - using imperative verbs with instructional support. (e.g., Go away. Help me.)
ELL.6-8.L.1.V.E-30 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-31 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-32 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-33 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-5 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go, with instructional support.
ELL.6-8.L.1.V.E-6 - (x0)	(x0) - selecting simple present tense regular verbs (e.g., jump, jumps) with instructional support.
ELL.6-8.L.1.V.E-7 - (x0)	(x0) - defining the present participle verb; selecting the appropriate form of "to be" used with the present participle (e.g., am walking, is walking) with instructional support.
ELL.6-8.L.1.V.E-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.E-9 - (x0)	(x0) - selecting the simple past tense regular verbs (e.g., walk vs. walked) with instructional support.
ELL.6-8.L.1.V.HI-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.
ELL.6-8.L.1.V.HI-10 - (x0)	(x0) - using the simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.
ELL.6-8.L.1.V.HI-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.6-8.L.1.V.HI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement.
ELL.6-8.L.1.V.HI-15 - (x0)	(x0) - using linking verbs of sensation (e.g., taste, smell, sound, feel), linking verbs of being (e.g., act, seem, appear, look), and linking verbs of change (e.g., became, turned, has gone) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
ELL.6-8.L.1.V.HI-16 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.6-8.L.1.V.HI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.6-8.L.1.V.HI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs, negative modal auxiliary verbs, and present progressive modals (e.g., may be talking) with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.HI-19 - (x0)	(x0) - producing sentences with phrasal verbs.
ELL.6-8.L.1.V.HI-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.HI-20 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
ELL.6-8.L.1.V.HI-21 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-22 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-23 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense .
ELL.6-8.L.1.V.HI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive.
ELL.6-8.L.1.V.HI-25 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (e.g., see/watch, hear/listen) in context.
ELL.6-8.L.1.V.HI-26 - (x0)	(x0) - producing sentences using the passive voice in the simple and progressive tenses with instructional support.
ELL.6-8.L.1.V.HI-27 - (x0)	(x0) - comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context, with instructional support.
ELL.6-8.L.1.V.HI-28 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using past perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-29 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using future perfect tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs. (e.g., Put the markers in the box.)
ELL.6-8.L.1.V.HI-30 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present perfect progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-31 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using past perfect progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-32 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using future perfect progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-33 - (x0)	(x0) - explaining the difference between the use of simple , progressive, and perfect verb tenses.
ELL.6-8.L.1.V.HI-4 - (x0)	(x0) - identifying the infinitive form of the verb.
ELL.6-8.L.1.V.HI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentence with subject-verb agreements.
ELL.6-8.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.6-8.L.1.V.HI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses .

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.6-8.L.1.V.LI-1 - (x0)	(x0) - defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.
ELL.6-8.L.1.V.LI-10 - (x0)	(x0) - using the simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will) with subject-verb agreement, and with instructional support.
ELL.6-8.L.1.V.LI-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by responding to a prompt.
ELL.6-8.L.1.V.LI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense (e.g., I am going to dance) with subject-verb agreement.
ELL.6-8.L.1.V.LI-15 - (x0)	(x0) - using linking verbs of sensation (e.g., taste, smell, sound, feel) and linking verbs of being (e.g., act, seem, appear, look) to complete a declarative, negative, and interrogative sentence with subject-verb agreement.
ELL.6-8.L.1.V.LI-16 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.6-8.L.1.V.LI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (e.g., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (e.g., cannot, should not) with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-19 - (x0)	(x0) - producing sentences with phrasal verbs, with instructional support.
ELL.6-8.L.1.V.LI-2 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.LI-20 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the future progressive tense with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-21 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-22 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-23 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.
ELL.6-8.L.1.V.LI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (e.g., want, need, like) with instructional support. (e.g., "I am longing for a vacation." versus "I want a vacation.")
ELL.6-8.L.1.V.LI-25 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (e.g., see/watch, hear/listen) in context.
ELL.6-8.L.1.V.LI-26 - (x0)	(x0) - producing sentences using the passive voice in the simple past, present and future tenses with instructional support.
ELL.6-8.L.1.V.LI-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.LI-28 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-29 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs. (e.g., Put the markers in the box.)
ELL.6-8.L.1.V.LI-30 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-31 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using past perfect progressive tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-32 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using future perfect progressive tense verbs with subject-verb agreement and with instructional support.
ELL.6-8.L.1.V.LI-33 - (x0)	(x0) - explaining the difference between the use of simple, progressive, and perfect verb tenses, with instructional support.
ELL.6-8.L.1.V.LI-4 - (x0)	(x0) - identifying the infinitive form of the verb.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.1.V.LI-5 - (x0)	(x0) - using the simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.LI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses by responding to a prompt.
ELL.6-8.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs with subject-verb agreement, with instructional support.
ELL.6-8.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as verbs, with instructional support.
ELL.6-8.L.1.V.PE-10 - (x0)	(x0) - repeating the simple past tense forms of the irregular verbs: to be, to have, to do, and to go.
ELL.6-8.L.1.V.PE-11 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.6-8.L.1.V.PE-12 - (x0)	(x0) - repeating simple future tense (will) verbs with instructional support.
ELL.6-8.L.1.V.PE-13 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-15 - (x0)	(x0) - repeating sentences using the linking verb "to be" (e.g., He is tall.).
ELL.6-8.L.1.V.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-18 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-19 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-2 - (x0)	(x0) - defining past, present, and future verb tenses, with instructional support.
ELL.6-8.L.1.V.PE-20 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-21 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-22 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-23 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-24 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-25 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-26 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-27 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-28 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-29 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs. (e.g., Walk. Stop. Sit down. Line up.)
ELL.6-8.L.1.V.PE-30 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-31 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-32 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-33 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-4 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-5 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.6-8.L.1.V.PE-6 - (x0)	(x0) - repeating simple present tense regular verbs, with instructional support.
ELL.6-8.L.1.V.PE-7 - (x0)	(x0) - repeating present progressive tense verbs with instructional support.
ELL.6-8.L.1.V.PE-8 - (x0)	(x0) - N/A
ELL.6-8.L.1.V.PE-9 - (x0)	(x0) - repeating simple past tense regular verbs.
ELL.6-8.L.2.B-1 - (x0)	(x0) - reading and classifying words into conceptual categories and providing rationale for classification with instructional support.
ELL.6-8.L.2.B-10 - (x0)	(x0) - defining common homonyms (e.g., your, you're. there, their, they're) in context.
ELL.6-8.L.2.B-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.2.B-12 - (x0)	(x0) - determining the appropriate definition of a multiple-meaning word in context.
ELL.6-8.L.2.B-13 - (x0)	(x0) - applying knowledge of words in context to determine meaning of grade-level content words.
ELL.6-8.L.2.B-14 - (x0)	(x0) - using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
ELL.6-8.L.2.B-15 - (x0)	(x0) - identifying idioms in text with visual support.
ELL.6-8.L.2.B-16 - (x0)	(x0) - defining metaphors and similes.
ELL.6-8.L.2.B-17 - (x0)	(x0) - interpreting the words that signal description (e.g., such as, as in) and compare and contrast (e.g., either...or).
ELL.6-8.L.2.B-2 - (x0)	(x0) - identifying the meaning/usage of sight words and applying in context.
ELL.6-8.L.2.B-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and applying them in context.
ELL.6-8.L.2.B-4 - (x0)	(x0) - categorizing grade-specific academic vocabulary and symbols by content.
ELL.6-8.L.2.B-5 - (x0)	(x0) - comprehending the meaning of academic compound words (landslide, benchmark, sharecropper).
ELL.6-8.L.2.B-6 - (x0)	(x0) - using contractions and identifying the words that comprise contractions.
ELL.6-8.L.2.B-7 - (x0)	(x0) - determining the meaning of Anglo-Saxon base/root words and affixes to understand content area vocabulary.
ELL.6-8.L.2.B-8 - (x0)	(x0) - recognizing and stating the words represented by content area abbreviations and acronyms (e.g., adj., min., NASA).
ELL.6-8.L.2.B-9 - (x0)	(x0) - explaining the relationship between common synonyms and/or antonyms.
ELL.6-8.L.2.E-1 - (x0)	(x0) - reading and classifying common words into conceptual categories.
ELL.6-8.L.2.E-10 - (x0)	(x0) - identifying common homonyms with instructional support.
ELL.6-8.L.2.E-11 - (x0)	(x0) - pronouncing a homograph in context, with instructional support.
ELL.6-8.L.2.E-12 - (x0)	(x0) - determining the appropriate definition of a multiple-meaning word in context, with visual support.
ELL.6-8.L.2.E-13 - (x0)	(x0) - determining the meaning of words using word parts and context clues.
ELL.6-8.L.2.E-14 - (x0)	(x0) - using reference materials, print and/or electronic, to identify meanings of words, with instructional support.
ELL.6-8.L.2.E-15 - (x0)	(x0) - defining the term idiom with instructional support.
ELL.6-8.L.2.E-16 - (x0)	(x0) - N/A
ELL.6-8.L.2.E-17 - (x0)	(x0) - interpreting the words that signal chronological sequence (e.g., first...next...last).
ELL.6-8.L.2.E-2 - (x0)	(x0) - recognizing sight words.
ELL.6-8.L.2.E-3 - (x0)	(x0) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.6-8.L.2.E-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations.
ELL.6-8.L.2.E-5 - (x0)	(x0) - comprehending the meaning compound words.
ELL.6-8.L.2.E-6 - (x0)	(x0) - recognizing contractions and the words that comprise contractions.
ELL.6-8.L.2.E-7 - (x0)	(x0) - identifying the meaning of common affixes added to base/root words.
ELL.6-8.L.2.E-8 - (x0)	(x0) - recognizing and stating the words represented by common abbreviations and acronyms (e.g., Ave., NFL).
ELL.6-8.L.2.E-9 - (x0)	(x0) - identifying common synonyms and antonyms.
ELL.6-8.L.2.HI-1 - (x0)	(x0) - reading and classifying words into conceptual categories and providing rationale for classification.
ELL.6-8.L.2.HI-10 - (x0)	(x0) - applying knowledge of homonyms in context.
ELL.6-8.L.2.HI-11 - (x0)	(x0) - applying knowledge of homographs in context.
ELL.6-8.L.2.HI-12 - (x0)	(x0) - determining the appropriate definition of a multiple-meaning word in context with visual support.
ELL.6-8.L.2.HI-13 - (x0)	(x0) - analyzing grade-level content words in context to determine meaning.
ELL.6-8.L.2.HI-14 - (x0)	(x0) - using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
ELL.6-8.L.2.HI-15 - (x0)	(x0) - distinguishing the literal and figurative meanings of idioms.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.2.HI-16 - (x0)	(x0) - determining the intended meaning of figurative language.
ELL.6-8.L.2.HI-17 - (x0)	(x0) - interpreting the words and clauses that signal chronological sequence, description, cause and effect, and problem and solution.
ELL.6-8.L.2.HI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and applying in context.
ELL.6-8.L.2.HI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and applying them in context.
ELL.6-8.L.2.HI-4 - (x0)	(x0) - explaining the meaning and usage of grade-specific academic vocabulary and symbols.
ELL.6-8.L.2.HI-5 - (x0)	(x0) - analyzing compound words in context.
ELL.6-8.L.2.HI-6 - (x0)	(x0) - applying contractions in context.
ELL.6-8.L.2.HI-7 - (x0)	(x0) - analyzing the effect of affixes on base/root words (e.g., adding -ful to beauty makes it an adjective).
ELL.6-8.L.2.HI-8 - (x0)	(x0) - stating the words represented by abbreviations and acronyms.
ELL.6-8.L.2.HI-9 - (x0)	(x0) - completing and explaining analogous relationships (e.g., hot : cold :: small : ____).
ELL.6-8.L.2.LI-1 - (x0)	(x0) - reading and classifying words into conceptual categories and providing rationale for classification.
ELL.6-8.L.2.LI-10 - (x0)	(x0) - applying knowledge of homonyms in context.
ELL.6-8.L.2.LI-11 - (x0)	(x0) - determining the meanings of a homograph.
ELL.6-8.L.2.LI-12 - (x0)	(x0) - determining the appropriate definition of a multiple-meaning word in context with visual support.
ELL.6-8.L.2.LI-13 - (x0)	(x0) - analyzing grade-level content words in context to determine meaning with instructional support.
ELL.6-8.L.2.LI-14 - (x0)	(x0) - using reference materials, print and/or electronic, to identify meanings, spelling, pronunciation, and usage of words.
ELL.6-8.L.2.LI-15 - (x0)	(x0) - identifying the meaning of idioms.
ELL.6-8.L.2.LI-16 - (x0)	(x0) - distinguishing between metaphors and similes.
ELL.6-8.L.2.LI-17 - (x0)	(x0) - interpreting clauses that signal description (e.g., such as, as in) compare and contrast (e.g., either...or).
ELL.6-8.L.2.LI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and applying in context.
ELL.6-8.L.2.LI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and applying them in context.
ELL.6-8.L.2.LI-4 - (x0)	(x0) - explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
ELL.6-8.L.2.LI-5 - (x0)	(x0) - applying knowledge of academic compound words in context.
ELL.6-8.L.2.LI-6 - (x0)	(x0) - applying contractions in context.
ELL.6-8.L.2.LI-7 - (x0)	(x0) - determining the meaning of base/root words and affixes to understand content area vocabulary.
ELL.6-8.L.2.LI-8 - (x0)	(x0) - stating the words represented by abbreviations and acronyms.
ELL.6-8.L.2.LI-9 - (x0)	(x0) - determining the relationship of a pair of words (analogy).
ELL.6-8.L.2.PE-1 - (x0)	(x0) - naming and grouping labeled objects and pictures into given conceptual categories.
ELL.6-8.L.2.PE-10 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-11 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-12 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-13 - (x0)	(x0) - determining the meaning of words using visual support.
ELL.6-8.L.2.PE-14 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-15 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-16 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-17 - (x0)	(x0) - N/A
ELL.6-8.L.2.PE-2 - (x0)	(x0) - repeating and recognizing sight words.
ELL.6-8.L.2.PE-3 - (x0)	(x0) - repeating and recognizing high frequency words.
ELL.6-8.L.2.PE-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support.
ELL.6-8.L.2.PE-5 - (x0)	(x0) - identifying that two words can make a compound word using visual support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.L.2.PE-6 - (x0)	(x0) - recognizing contractions and the words that comprise common contractions.
ELL.6-8.L.2.PE-7 - (x0)	(x0) - identifying that words have base/root words and affixes (prefixes and suffixes) with instructional support.
ELL.6-8.L.2.PE-8 - (x0)	(x0) - associating and stating the words represented by common abbreviations (e.g., Mr.= mister).
ELL.6-8.L.2.PE-9 - (x0)	(x0) - identifying common synonyms and antonyms with visual support.
ELL.6-8.LS.1.B-1 - (x0)	(x0) - distinguishing between individual phonemes (e.g., minimal pairs, minimal phrases, rhyming and non-rhyming words).
ELL.6-8.LS.1.B-10 - (x0)	(x0) - identifying the tone and/or attitudinal nuances of an oral presentation by using simple sentences, phrases, key words and gestures.
ELL.6-8.LS.1.B-2 - (x0)	(x0) - N/A
ELL.6-8.LS.1.B-3 - (x0)	(x0) - responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in complete sentences.
ELL.6-8.LS.1.B-4 - (x0)	(x0) - retelling the main ideas and key points/details of presentations.
ELL.6-8.LS.1.B-5 - (x0)	(x0) - sequencing events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.B-6 - (x0)	(x0) - following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.
ELL.6-8.LS.1.B-7 - (x0)	(x0) - responding to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts.
ELL.6-8.LS.1.B-8 - (x0)	(x0) - responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.
ELL.6-8.LS.1.B-9 - (x0)	(x0) - determining main ideas and supporting details from content area presentations and discussions.
ELL.6-8.LS.1.E-1 - (x0)	(x0) - distinguishing phonemes in the initial, medial and final positions of words.
ELL.6-8.LS.1.E-10 - (x0)	(x0) - responding appropriately to tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.
ELL.6-8.LS.1.E-2 - (x0)	(x0) - segmenting multi-syllabic words into syllables. (/but/ter/fly/)
ELL.6-8.LS.1.E-3 - (x0)	(x0) - retelling the main idea and details from read-alouds (nonfiction and fiction) in complete sentences.
ELL.6-8.LS.1.E-4 - (x0)	(x0) - identifying the main idea of presentations.
ELL.6-8.LS.1.E-5 - (x0)	(x0) - using sentence frames to sequence events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.E-6 - (x0)	(x0) - following multi-step instructions/directions which include prepositional phrases.
ELL.6-8.LS.1.E-7 - (x0)	(x0) - responding to social conversations by rephrasing/ repeating information and asking questions.
ELL.6-8.LS.1.E-8 - (x0)	(x0) - responding to academic content ideas and concepts by using key words in complete sentences.
ELL.6-8.LS.1.E-9 - (x0)	(x0) - retelling important main idea from content area presentations and discussions.
ELL.6-8.LS.1.HI-1 - (x0)	(x0) - distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences.
ELL.6-8.LS.1.HI-10 - (x0)	(x0) - analyzing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.
ELL.6-8.LS.1.HI-2 - (x0)	(x0) - N/A
ELL.6-8.LS.1.HI-3 - (x0)	(x0) - making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in complete sentences.
ELL.6-8.LS.1.HI-4 - (x0)	(x0) - making inferences and drawing conclusions from presentations.
ELL.6-8.LS.1.HI-5 - (x0)	(x0) - sequencing events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.HI-6 - (x0)	(x0) - producing the final steps to complete a set of teacher initiated instructions for familiar processes or procedures.
ELL.6-8.LS.1.HI-7 - (x0)	(x0) - responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts .
ELL.6-8.LS.1.HI-8 - (x0)	(x0) - offering and justifying opinions and ideas in response to questions and statements in academic discourse.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.LS.1.HI-9 - (x0)	(x0) - making inferences and drawing conclusions using evidence from content area presentations and discussions.
ELL.6-8.LS.1.LI-1 - (x0)	(x0) - distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (e.g., The base is nearby. The vase is nearby.)
ELL.6-8.LS.1.LI-10 - (x0)	(x0) - summarizing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.
ELL.6-8.LS.1.LI-2 - (x0)	(x0) - N/A
ELL.6-8.LS.1.LI-3 - (x0)	(x0) - summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences.
ELL.6-8.LS.1.LI-4 - (x0)	(x0) - summarizing the main ideas and key points/details of presentations.
ELL.6-8.LS.1.LI-5 - (x0)	(x0) - sequencing events from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.LI-6 - (x0)	(x0) - following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.
ELL.6-8.LS.1.LI-7 - (x0)	(x0) - responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts .
ELL.6-8.LS.1.LI-8 - (x0)	(x0) - responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.
ELL.6-8.LS.1.LI-9 - (x0)	(x0) - summarizing main ideas and supporting details from content area presentations and discussions.
ELL.6-8.LS.1.PE-1 - (x0)	(x0) - distinguishing phonemes in the initial, medial and final positions of words.
ELL.6-8.LS.1.PE-10 - (x0)	(x0) - recognize appropriate tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.
ELL.6-8.LS.1.PE-2 - (x0)	(x0) - segmenting sentences into words.
ELL.6-8.LS.1.PE-3 - (x0)	(x0) - repeating the main idea from read-alouds (nonfiction and fiction) by using visual aids and sentence frames.
ELL.6-8.LS.1.PE-4 - (x1)	(x1) - restating the main idea of presentations (e.g., lecture, video, guest speaker) by using visual aids and sentence frames.
ELL.6-8.LS.1.PE-5 - (x0)	(x0) - sequencing a series of pictures from information presented in read-alouds, presentations, and conversations.
ELL.6-8.LS.1.PE-6 - (x0)	(x0) - following instructions/directions consisting of one or two steps for with visual cues and gestures.
ELL.6-8.LS.1.PE-7 - (x0)	(x0) - responding to social conversations using memorized responses (e.g., introductions, requests, courtesies).
ELL.6-8.LS.1.PE-8 - (x0)	(x0) - responding to academic content ideas and concepts by using key words, phrases, and gestures.
ELL.6-8.LS.1.PE-9 - (x0)	(x0) - repeating import content area presentations and discussions using visual aids and sentence frames.
ELL.6-8.LS.2.B-1 - (x0)	(x0) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress with instructional support.
ELL.6-8.LS.2.B-10 - (x0)	(x0) - preparing and presenting a report using functional text using complete sentences.
ELL.6-8.LS.2.B-2 - (x0)	(x0) - reciting simple poems and repeated-patterned speech with appropriate rhythm, rate, and phrasing.
ELL.6-8.LS.2.B-3 - (x0)	(x0) - expressing personal needs and emotions in complete sentences.
ELL.6-8.LS.2.B-4 - (x0)	(x0) - participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs, using complete sentences.
ELL.6-8.LS.2.B-5 - (x0)	(x0) - sharing a personal experience/story supported by details and examples in complete sentences.
ELL.6-8.LS.2.B-6 - (x0)	(x0) - making predictions about academic content using complete sentences.
ELL.6-8.LS.2.B-7 - (x0)	(x0) - giving multiple step directions and instructions.
ELL.6-8.LS.2.B-8 - (x0)	(x0) - providing an appropriate response to given formal and informal situations.
ELL.6-8.LS.2.B-9 - (x0)	(x0) - preparing and presenting personal narratives supported by details and using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.E-1 - (x0)	(x0) - producing beginning, middle, and final sounds in a word.
ELL.6-8.LS.2.E-10 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.LS.2.E-2 - (x0)	(x0) - reciting repeated-patterned speech.
ELL.6-8.LS.2.E-3 - (x0)	(x0) - expressing likes, dislikes, needs, wants and abilities using complete sentences.
ELL.6-8.LS.2.E-4 - (x0)	(x0) - introducing others and expressing basic social conventions, such as greetings, farewells and courtesies, using complete sentences.
ELL.6-8.LS.2.E-5 - (x0)	(x0) - sharing a personal experience/story using complete sentences.
ELL.6-8.LS.2.E-6 - (x0)	(x0) - making predictions about academic content using sentence frames.
ELL.6-8.LS.2.E-7 - (x0)	(x0) - giving two-step directions and instructions.
ELL.6-8.LS.2.E-8 - (x0)	(x0) - determining the appropriate response to given formal and informal situations.
ELL.6-8.LS.2.E-9 - (x0)	(x0) - preparing and presenting personal narratives using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.HI-1 - (x0)	(x0) - producing sentences with accurate pronunciation, intonation, and stress.
ELL.6-8.LS.2.HI-10 - (x0)	(x0) - preparing and delivering a persuasive report on academic content stating a clear position with support evidence using complete sentences.
ELL.6-8.LS.2.HI-2 - (x0)	(x0) - presenting dialogue, skits, and drama using appropriate rhythm, rate, phrasing, and expression.
ELL.6-8.LS.2.HI-3 - (x0)	(x0) - expressing and justifying personal needs and emotions in complete sentences.
ELL.6-8.LS.2.HI-4 - (x0)	(x0) - participating in formal and informal conversation tasks using complete sentences.
ELL.6-8.LS.2.HI-5 - (x0)	(x0) - sharing a personal experience/ story with descriptive language and supported by details and examples in complete sentences.
ELL.6-8.LS.2.HI-6 - (x0)	(x0) - making predictions and inferences about academic content using complete sentences.
ELL.6-8.LS.2.HI-7 - (x0)	(x0) - issuing a sequence of steps to carry out a familiar process using academic vocabulary.
ELL.6-8.LS.2.HI-8 - (x0)	(x0) - providing and justifying an appropriate response to given formal and informal situations.
ELL.6-8.LS.2.HI-9 - (x0)	(x0) - preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.LI-1 - (x0)	(x0) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.
ELL.6-8.LS.2.LI-10 - (x0)	(x0) - preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences.
ELL.6-8.LS.2.LI-2 - (x0)	(x0) - reciting poems, chants, and tongue twisters, with appropriate rhythm, rate, phrasing, and expression.
ELL.6-8.LS.2.LI-3 - (x0)	(x0) - expressing personal needs and emotions in complete sentences.
ELL.6-8.LS.2.LI-4 - (x0)	(x0) - participating in formal and informal conversation tasks using complete sentences.
ELL.6-8.LS.2.LI-5 - (x0)	(x0) - sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.
ELL.6-8.LS.2.LI-6 - (x0)	(x0) - making predictions and inferences about academic content using complete sentences with instructional support.
ELL.6-8.LS.2.LI-7 - (x0)	(x0) - issuing multiple step directions and instructions including time, location and movement.
ELL.6-8.LS.2.LI-8 - (x0)	(x0) - providing an appropriate response to given formal and informal situations.
ELL.6-8.LS.2.LI-9 - (x0)	(x0) - preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.
ELL.6-8.LS.2.PE-1 - (x0)	(x0) - articulating the 44 phonemes and vowel sounds with verbal modeling and visual cues.
ELL.6-8.LS.2.PE-10 - (x0)	(x0) - N/A
ELL.6-8.LS.2.PE-2 - (x0)	(x0) - reciting the alphabet, cardinal and ordinal numbers, commands, names, and teacher's name.
ELL.6-8.LS.2.PE-3 - (x0)	(x0) - expressing likes, dislikes, needs, wants and abilities in complete sentences with instructional support.
ELL.6-8.LS.2.PE-4 - (x0)	(x0) - expressing basic social conventions such as greetings, farewells and courtesies in complete sentences.
ELL.6-8.LS.2.PE-5 - (x0)	(x0) - sharing a personal experience using sentence frames.
ELL.6-8.LS.2.PE-6 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.LS.2.PE-7 - (x0)	(x0) - repeating two- step directions and instructions.
ELL.6-8.LS.2.PE-8 - (x0)	(x0) - repeating an appropriate response to a given formal and informal situation.
ELL.6-8.LS.2.PE-9 - (x0)	(x0) - presenting personal narratives with use of visual aids and sentence frames.
ELL.6-8.R.1.B-1 - (x0)	(x0) - N/A
ELL.6-8.R.1.B-2 - (x0)	(x0) - recognizing the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).
ELL.6-8.R.1.B-3 - (x0)	(x0) - locating specific information using the organizational features of a book, a dictionary and a newspaper.
ELL.6-8.R.1.B-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.6-8.R.1.E-1 - (x0)	(x0) - demonstrating the one to one correlation between spoken and printed word.
ELL.6-8.R.1.E-2 - (x0)	(x0) - identifying letters, words, and sentences and their distinguishing features (e.g., capitalization, internal and ending punctuation).
ELL.6-8.R.1.E-3 - (x0)	(x0) - identifying organizational features of a book, a dictionary and a newspaper with instructional support.
ELL.6-8.R.1.E-4 - (x0)	(x0) - alphabetizing a series of words to the third letter.
ELL.6-8.R.1.HI-1 - (x0)	(x0) - N/A
ELL.6-8.R.1.HI-2 - (x0)	(x0) - N/A
ELL.6-8.R.1.HI-3 - (x0)	(x0) - N/A
ELL.6-8.R.1.HI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.6-8.R.1.LI-1 - (x0)	(x0) - N/A
ELL.6-8.R.1.LI-2 - (x0)	(x0) - N/A
ELL.6-8.R.1.LI-3 - (x0)	(x0) - N/A
ELL.6-8.R.1.LI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.6-8.R.1.PE-1 - (x0)	(x0) - demonstrating left to right, top to bottom directionality and return sweep, holding a book right side up and turning pages in the correct direction.
ELL.6-8.R.1.PE-2 - (x0)	(x0) - identifying and distinguishing between printed letters (upper and lower case) and words.
ELL.6-8.R.1.PE-3 - (x0)	(x0) - identifying organizational features of a book (e.g., title, author, and table of contents) with instructional support.
ELL.6-8.R.1.PE-4 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.6-8.R.2.B-1 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-10 - (x0)	(x0) - reading words with appropriate pronunciation and applying knowledge of parts of speech and the function of inflectional endings.
ELL.6-8.R.2.B-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .
ELL.6-8.R.2.B-12 - (x0)	(x0) - reading high frequency words.
ELL.6-8.R.2.B-13 - (x0)	(x0) - reading contractions.
ELL.6-8.R.2.B-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.B-2 - (x0)	(x0) - segmenting syllables of multi-syllabic words (/but/ter/fly/).
ELL.6-8.R.2.B-3 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-4 - (x0)	(x0) - producing rhyming words and creating new words when a specific sound is changed, added or removed.
ELL.6-8.R.2.B-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-6 - (x1)	(x1) - applying knowledge of spelling pattern exceptions.
ELL.6-8.R.2.B-7 - (x0)	(x0) - N/A
ELL.6-8.R.2.B-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.
ELL.6-8.R.2.B-9 - (x0)	(x0) - reading one-syllable and multi-syllabic words using syllabication rules.
ELL.6-8.R.2.E-1 - (x0)	(x0) - producing groups of words that begin with the same initial, final and medial sounds in single and two-syllable words.
ELL.6-8.R.2.E-10 - (x0)	(x0) - reading base words and inflectional endings (-s, -ed, -ing) and identifying their functions; (tense, plurality, comparison and part of speech).
ELL.6-8.R.2.E-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.R.2.E-12 - (x0)	(x0) - reading high frequency words.
ELL.6-8.R.2.E-13 - (x0)	(x0) - reading common contractions.
ELL.6-8.R.2.E-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.E-2 - (x0)	(x0) - segmenting regularly spelled two-syllable words and common CVC words by applying the most common letter-sound correspondences, including the sounds represented by: single letters, consonant blends, consonant digraphs, vowel digraphs and diphthongs.
ELL.6-8.R.2.E-3 - (x0)	(x0) - blending two or three spoken syllables to produce words including the phonemes represented by consonant blends, digraphs, diphthongs, and r-controlled vowels.
ELL.6-8.R.2.E-4 - (x0)	(x0) - orally forming words by substituting simple onset (/c/) with given rimes (/at/).
ELL.6-8.R.2.E-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.E-6 - (x0)	(x0) - decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels.
ELL.6-8.R.2.E-7 - (x0)	(x0) - reading a newly created word when a specific grapheme is changed, added, or removed in the initial, medial, or final position (e.g., face to place).
ELL.6-8.R.2.E-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding two- or three-syllable and compound words (e.g., su/per, sup/per, fam/i/ly).
ELL.6-8.R.2.E-9 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding one or two-syllable words and compound words.
ELL.6-8.R.2.HI-1 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-10 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .
ELL.6-8.R.2.HI-12 - (x0)	(x0) - reading high frequency words.
ELL.6-8.R.2.HI-13 - (x0)	(x0) - reading contractions.
ELL.6-8.R.2.HI-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.HI-2 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-3 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-4 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-6 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-7 - (x0)	(x0) - N/A
ELL.6-8.R.2.HI-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.
ELL.6-8.R.2.HI-9 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-1 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-10 - (x0)	(x0) - applying knowledge of inflectional endings to include regular and irregular forms of words in content area text.
ELL.6-8.R.2.LI-11 - (x0)	(x0) - applying knowledge of affixes to base words in context .
ELL.6-8.R.2.LI-12 - (x0)	(x0) - reading high frequency words.
ELL.6-8.R.2.LI-13 - (x0)	(x0) - reading contractions.
ELL.6-8.R.2.LI-14 - (x0)	(x0) - applying knowledge of word order (syntax) to confirm decoding of text.
ELL.6-8.R.2.LI-2 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-3 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-4 - (x0)	(x0) - N/A.
ELL.6-8.R.2.LI-5 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-6 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-7 - (x0)	(x0) - N/A
ELL.6-8.R.2.LI-8 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text.
ELL.6-8.R.2.LI-9 - (x0)	(x0) - applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text to derive meaning.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.R.2.PE-1 - (x0)	(x0) - distinguishing initial, final and medial sounds in single syllable words.
ELL.6-8.R.2.PE-10 - (x0)	(x0) - identifying base words (clean, walk) and inflectional endings (-s, -ed, -ing).
ELL.6-8.R.2.PE-11 - (x0)	(x0) - reading words with common prefixes and suffixes with instructional support .
ELL.6-8.R.2.PE-12 - (x0)	(x0) - recognizing and repeating high frequency words.
ELL.6-8.R.2.PE-13 - (x0)	(x0) - recognizing common contractions.
ELL.6-8.R.2.PE-14 - (x0)	(x0) - recognizing word order (syntax) in sentences (e.g., She lives in a shoe. Cats have nine lives.)
ELL.6-8.R.2.PE-2 - (x0)	(x0) - segmenting a word into phonemes (/d/.../o/.../g/) and substituting initial, final and medial sounds to form new words.
ELL.6-8.R.2.PE-3 - (x0)	(x0) - blending initial, medial, and final spoken phonemes to produce words.
ELL.6-8.R.2.PE-4 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words.
ELL.6-8.R.2.PE-5 - (x0)	(x0) - Identifying and naming the upper and lower case letters of the alphabet.
ELL.6-8.R.2.PE-6 - (x0)	(x0) - producing letter sounds represented by the single lettered consonants and vowels graphemes to decode common CVC words.
ELL.6-8.R.2.PE-7 - (x0)	(x0) - reading a newly created word when a specific letter is changed, added, or removed in the initial, medial, or final position (e.g., think to thank).
ELL.6-8.R.2.PE-8 - (x0)	(x0) - reading one-syllable words, using letter-sound knowledge.
ELL.6-8.R.2.PE-9 - (x0)	(x0) - reading one syllable words using letter-sound knowledge.
ELL.6-8.R.3.B-1 - (x0)	(x0) - reading aloud passages from unfamiliar text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.E-1 - (x0)	(x0) - reading aloud passages from familiar text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.HI-1 - (x0)	(x0) - reading aloud passages from unfamiliar content area text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.LI-1 - (x0)	(x0) - reading aloud passages from familiar content area text, observing phrasing, punctuation and expression.
ELL.6-8.R.3.PE-1 - (x0)	(x0) - reading aloud sight words, sentences, and familiar patterned text (e.g., poems, chants).
ELL.6-8.R.4.B-1 - (x0)	(x0) - distinguishing between fiction and nonfiction.
ELL.6-8.R.4.B-10 - (x0)	(x0) - locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.B-11 - (x0)	(x0) - locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.B-12 - (x0)	(x0) - identifying the author's main purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.B-13 - (x0)	(x0) - identifying the cause and effect relationship between two related events in a literary selection.
ELL.6-8.R.4.B-14 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.6-8.R.4.B-15 - (x0)	(x0) - distinguishing between major and minor characters within a fictional text.
ELL.6-8.R.4.B-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.6-8.R.4.B-17 - (x0)	(x0) - describing the various settings within a fictional text.
ELL.6-8.R.4.B-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.6-8.R.4.B-19 - (x0)	(x0) - identifying the main problem or conflict of a plot in a fictional text.
ELL.6-8.R.4.B-2 - (x0)	(x0) - N/A
ELL.6-8.R.4.B-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.B-21 - (x0)	(x0) - applying understanding of content area vocabulary within math, science and social studies texts.
ELL.6-8.R.4.B-22 - (x0)	(x0) - following a set of written multi-step instructions to perform routine procedures and answer questions.
ELL.6-8.R.4.B-23 - (x0)	(x0) - locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) periodicals for a specific purpose.
ELL.6-8.R.4.B-24 - (x0)	(x0) - locating information from external text within nonfiction text for a specific purpose.
ELL.6-8.R.4.B-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.R.4.B-26 - (x0)	(x0) - locating specific information using the organizational features on a page of nonfiction text.
ELL.6-8.R.4.B-27 - (x0)	(x0) - selecting an organizational feature of a book for a specific purpose.
ELL.6-8.R.4.B-28 - (x0)	(x0) - interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose.
ELL.6-8.R.4.B-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.B-3 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.6-8.R.4.B-30 - (x0)	(x0) - identifying fact and opinion in persuasive text.
ELL.6-8.R.4.B-31 - (x0)	(x0) - identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELL.6-8.R.4.B-32 - (x0)	(x0) - identifying characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm of poetry).
ELL.6-8.R.4.B-4 - (x0)	(x0) - answering who, what, where, when, why, which and how questions about text.
ELL.6-8.R.4.B-5 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text.
ELL.6-8.R.4.B-6 - (x0)	(x0) - retelling a literary selection by sequencing events using transition words.
ELL.6-8.R.4.B-7 - (x0)	(x0) - connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
ELL.6-8.R.4.B-8 - (x0)	(x0) - summarizing the main idea and supporting details from text.
ELL.6-8.R.4.B-9 - (x0)	(x0) - locating sequential/ chronological order signal words (e.g., first, next, finally, today, now) in text.
ELL.6-8.R.4.E-1 - (x0)	(x0) - designating text as fiction or nonfiction.
ELL.6-8.R.4.E-10 - (x0)	(x0) - identifying signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.E-11 - (x0)	(x0) - identifying signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.E-12 - (x0)	(x0) - identifying the author's main purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.E-13 - (x0)	(x0) - identifying the cause and effect relationship between two related events in a literary selection, with instructional support.
ELL.6-8.R.4.E-14 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-15 - (x0)	(x0) - identifying major characters within a fictional text.
ELL.6-8.R.4.E-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text with instructional support.
ELL.6-8.R.4.E-17 - (x0)	(x0) - identifying the setting within a fictional text.
ELL.6-8.R.4.E-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.6-8.R.4.E-19 - (x0)	(x0) - identifying the plot (sequence of events) in a fictional text heard or read.
ELL.6-8.R.4.E-2 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.E-21 - (x0)	(x0) - identifying content area vocabulary within math, science and social studies text.
ELL.6-8.R.4.E-22 - (x0)	(x0) - following simple one-to-two step written instructions.
ELL.6-8.R.4.E-23 - (x0)	(x0) - identifying print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) needed for a specific purpose.
ELL.6-8.R.4.E-24 - (x0)	(x0) - selecting external text (e.g., illustrations, photographs, charts, timelines, maps, diagrams, graphs, tables) within nonfiction text for a specific purpose.
ELL.6-8.R.4.E-25 - (x0)	(x0) - identifying print (font) features in nonfiction text. (e.g., bold face, italicized, underlined).
ELL.6-8.R.4.E-26 - (x0)	(x0) - identifying organizational features on a page of nonfiction text. (e.g., indentation, title, headings, subheadings, boxed information, bulleted information, captions, cutaways).
ELL.6-8.R.4.E-27 - (x0)	(x0) - identifying the purpose of an organizational feature of a book.
ELL.6-8.R.4.E-28 - (x0)	(x0) - identifying functional documents (e.g., maps, graphs, tables, graphic organizers) in math, science and social studies.
ELL.6-8.R.4.E-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.E-3 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.6-8.R.4.E-30 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-31 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.R.4.E-32 - (x0)	(x0) - identifying rhyme and repetition in poetry.
ELL.6-8.R.4.E-4 - (x0)	(x0) - answering yes/no questions about text in complete sentences.
ELL.6-8.R.4.E-5 - (x0)	(x0) - N/A
ELL.6-8.R.4.E-6 - (x0)	(x0) - retelling a story or event by sequencing event using transition words with instructional support.
ELL.6-8.R.4.E-7 - (x0)	(x0) - making connections between reading experiences and life experiences (text-to-self).
ELL.6-8.R.4.E-8 - (x0)	(x0) - identifying the main idea and two-to-three details.
ELL.6-8.R.4.E-9 - (x0)	(x0) - identifying signal words (e.g., first, next, finally) that indicate chronological order.
ELL.6-8.R.4.HI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.6-8.R.4.HI-10 - (x0)	(x0) - locating signal words in text that indicate comparison/ contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.HI-11 - (x0)	(x0) - locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.HI-12 - (x0)	(x0) - determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.HI-13 - (x0)	(x0) - determining the cause and effect relationship between two related events in a literary selection.
ELL.6-8.R.4.HI-14 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.6-8.R.4.HI-15 - (x0)	(x0) - analyzing the motivations of the major and minor characters within a fictional text.
ELL.6-8.R.4.HI-16 - (x0)	(x0) - comparing, contrasting, and describing the connections between two characters within a fictional text.
ELL.6-8.R.4.HI-17 - (x0)	(x0) - analyzing the settings within a fictional text.
ELL.6-8.R.4.HI-18 - (x0)	(x0) - comparing, contrasting, and describing the connections between two settings within a fictional text.
ELL.6-8.R.4.HI-19 - (x0)	(x0) - describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.
ELL.6-8.R.4.HI-2 - (x0)	(x0) - identifying forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.
ELL.6-8.R.4.HI-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.HI-21 - (x0)	(x0) - applying understanding of content area vocabulary within math, science and social studies texts.
ELL.6-8.R.4.HI-22 - (x0)	(x0) - following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies.
ELL.6-8.R.4.HI-23 - (x0)	(x0) - locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) for a specific purpose.
ELL.6-8.R.4.HI-24 - (x0)	(x0) - interpreting information from external text within nonfiction text for a specific purpose.
ELL.6-8.R.4.HI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.6-8.R.4.HI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page of nonfiction text.
ELL.6-8.R.4.HI-28 - (x0)	(x0) - interpreting information in functional documents (e.g., memos, directories, search engines, manuals, recipes, graphic organizers).
ELL.6-8.R.4.HI-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.HI-3 - (x0)	(x0) - generating and confirming predictions about text for accuracy.
ELL.6-8.R.4.HI-30 - (x0)	(x0) - distinguishing fact from opinion and bias in persuasive text by providing supporting evidence.
ELL.6-8.R.4.HI-31 - (x0)	(x0) - identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELL.6-8.R.4.HI-32 - (x0)	(x0) - identifying the types of poetry by characteristics and structural elements.
ELL.6-8.R.4.HI-4 - (x0)	(x0) - answering literal, inferential and personal response questions about text.
ELL.6-8.R.4.HI-5 - (x0)	(x0) - generating clarifying questions about text.
ELL.6-8.R.4.HI-6 - (x0)	(x0) - retelling a literary selection by sequencing events using transition words.
ELL.6-8.R.4.HI-7 - (x0)	(x0) - connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.R.4.HI-8 - (x0)	(x0) - summarizing the main idea and supporting details from text using academic vocabulary.
ELL.6-8.R.4.HI-9 - (x0)	(x0) - locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.
ELL.6-8.R.4.LI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.6-8.R.4.LI-10 - (x0)	(x0) - locating signal words in text that indicate comparison/contrast (e.g., similarly, on the other hand, however, yet, in spite of).
ELL.6-8.R.4.LI-11 - (x0)	(x0) - locating signal words in text that indicate cause and effect . (e.g., as a result of, consequently, so that, because of, since).
ELL.6-8.R.4.LI-12 - (x0)	(x0) - determining the author's main purpose (e.g., to inform, to persuade, to entertain).
ELL.6-8.R.4.LI-13 - (x0)	(x0) - determining the cause and effect relationship between two related events in a literary selection.
ELL.6-8.R.4.LI-14 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.6-8.R.4.LI-15 - (x0)	(x0) - describing the characteristics of the major and minor characters within a fictional text.
ELL.6-8.R.4.LI-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.6-8.R.4.LI-17 - (x0)	(x0) - distinguishing between settings within a fictional text.
ELL.6-8.R.4.LI-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.6-8.R.4.LI-19 - (x0)	(x0) - identifying the plot and its components (e.g., main events, conflict, rising action, climax, falling action resolution) in a fictional text.
ELL.6-8.R.4.LI-2 - (x0)	(x0) - identifying forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.
ELL.6-8.R.4.LI-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.LI-21 - (x0)	(x0) - applying understanding of content area vocabulary within math, science and social studies texts.
ELL.6-8.R.4.LI-22 - (x0)	(x0) - following a set of written multi-step instructions to perform routine procedures, answer questions or solve problems in math, science and social studies.
ELL.6-8.R.4.LI-23 - (x0)	(x0) - locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) for a specific purpose.
ELL.6-8.R.4.LI-24 - (x0)	(x0) - interpreting information from external text within nonfiction text for a specific purpose.
ELL.6-8.R.4.LI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.6-8.R.4.LI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page of nonfiction text.
ELL.6-8.R.4.LI-27 - (x0)	(x0) - locating information from an organizational feature of a book for a specific purpose.
ELL.6-8.R.4.LI-27 - (x0)	(x0) - locating information from an organizational feature of a book for a specific purpose.
ELL.6-8.R.4.LI-28 - (x0)	(x0) - locating information in functional documents (e.g., letters, memos, directories, search engines, manuals, recipes, graphic organizers).
ELL.6-8.R.4.LI-29 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.6-8.R.4.LI-3 - (x0)	(x0) - predicting text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, and key words).
ELL.6-8.R.4.LI-30 - (x0)	(x0) - distinguishing fact from opinion in persuasive text by providing supporting evidence.
ELL.6-8.R.4.LI-31 - (x0)	(x0) - identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).
ELL.6-8.R.4.LI-32 - (x0)	(x0) - differentiating the characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm of poetry).
ELL.6-8.R.4.LI-4 - (x0)	(x0) - answering literal and personal response questions about text.
ELL.6-8.R.4.LI-5 - (x0)	(x0) - generating clarifying questions about text.
ELL.6-8.R.4.LI-6 - (x0)	(x0) - retelling a literary selection by sequencing events using transition words.
ELL.6-8.R.4.LI-7 - (x0)	(x0) - connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).
ELL.6-8.R.4.LI-8 - (x0)	(x0) - summarizing the main idea and supporting details from text using academic vocabulary.
ELL.6-8.R.4.LI-9 - (x0)	(x0) - locating sequential/ chronological order signal words (e.g., first, next, finally, today, now, meanwhile, not long ago) in text.
ELL.6-8.R.4.PE-1 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-10 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.R.4.PE-11 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-12 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-13 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-14 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-15 - (x0)	(x0) - identifying characters within a fictional text heard or read.
ELL.6-8.R.4.PE-16 - (x0)	(x0) - comparing and contrasting two characters within a fictional text heard or read, with instructional support.
ELL.6-8.R.4.PE-17 - (x0)	(x0) - identifying the setting within a fictional text heard or read.
ELL.6-8.R.4.PE-18 - (x0)	(x0) - comparing and contrasting two settings within a fictional text heard or read.
ELL.6-8.R.4.PE-19 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-2 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-20 - (x0)	(x0) - relating illustrations to fictional text.
ELL.6-8.R.4.PE-21 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-22 - (x0)	(x0) - following simple one-to-two step written instructions with visual support.
ELL.6-8.R.4.PE-23 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-24 - (x0)	(x0) - identifying external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs) within nonfiction text.
ELL.6-8.R.4.PE-25 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-26 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-27 - (x0)	(x0) - identifying the organizational features of a book (e.g., cover title page, index, glossary, table of contents, appendix).
ELL.6-8.R.4.PE-28 - (x0)	(x0) - recognizing functional documents (e.g., maps, schedules, forms, menus and graphic organizers).
ELL.6-8.R.4.PE-29 - (x0)	(x0) - identifying and comparing two items within an expository text heard or read.
ELL.6-8.R.4.PE-3 - (x0)	(x0) - making predictions based on cover, title and illustrations with instructional support.
ELL.6-8.R.4.PE-30 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-31 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-32 - (x0)	(x0) - identifying repetition in poetry.
ELL.6-8.R.4.PE-4 - (x0)	(x0) - answering yes/no questions about text (heard or read) with instructional support.
ELL.6-8.R.4.PE-5 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-6 - (x0)	(x0) - retelling a story or event (heard or read) by sequencing pictures.
ELL.6-8.R.4.PE-7 - (x0)	(x0) - N/A
ELL.6-8.R.4.PE-8 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.6-8.R.4.PE-9 - (x0)	(x0) - N/A
ELL.6-8.W.1.B-1 - (x0)	(x0) - writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.
ELL.6-8.W.1.B-2 - (x0)	(x0) - writing simple, formulaic poetry using rhythm and rhyme.
ELL.6-8.W.1.B-3 - (x0)	(x0) - taking notes using a teacher selected and student created graphic organizer or cloze notes.
ELL.6-8.W.1.B-4 - (x0)	(x0) - writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.1.B-5 - (x0)	(x0) - writing original questions and predictions for further inquiry based on the conclusions of scientific investigations.
ELL.6-8.W.1.B-6 - (x0)	(x0) - writing a variety of functional text (e.g., instructions, directions) that addresses the audience, stated purpose and context.
ELL.6-8.W.1.B-7 - (x0)	(x0) - writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.
ELL.6-8.W.1.B-8 - (x0)	(x0) - writing a persuasive paragraph using facts, ideas and concepts to influence the reader.
ELL.6-8.W.1.B-9 - (x0)	(x0) - writing a summary that identifies the main idea, characters, and setting of varied texts.
ELL.6-8.W.1.E-1 - (x0)	(x0) - writing phrases and/or sentences about real or imagined events, observations or memories.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.W.1.E-2 - (x0)	(x0) - writing simple rhymes with instructional support.
ELL.6-8.W.1.E-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes.
ELL.6-8.W.1.E-4 - (x1)	(x1) - writing phrases and/or sentences based on research using topic sentences, main ideas, relevant facts, details, and concluding statements, with instructional support.
ELL.6-8.W.1.E-5 - (x0)	(x0) - writing questions for further inquiry based on observations of scientific investigations, with instructional support.
ELL.6-8.W.1.E-6 - (x0)	(x0) - N/A
ELL.6-8.W.1.E-7 - (x0)	(x0) - writing friendly letters and invitations using simple words and phrases, and addressing an envelope, with instructional support.
ELL.6-8.W.1.E-8 - (x0)	(x0) - writing simple sentences to influence the reader, with instructional support.
ELL.6-8.W.1.E-9 - (x0)	(x0) - writing a short response that identifies the main idea, characters, and setting of varied texts using simple words and phrases.
ELL.6-8.W.1.HI-1 - (x1)	(x1) - writing one or more narrative paragraphs that include an engaging plot, developed characters, setting, figurative language, and dialogue as appropriate.
ELL.6-8.W.1.HI-2 - (x0)	(x0) - writing simple poetry using various techniques including use of figurative language.
ELL.6-8.W.1.HI-3 - (x0)	(x0) - taking notes using self selected formats based upon knowledge of oral or written text structures.
ELL.6-8.W.1.HI-4 - (x0)	(x0) - writing essays and reports, based on a synthesis of research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.1.HI-5 - (x0)	(x0) - organizing and recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigations.
ELL.6-8.W.1.HI-6 - (x0)	(x0) - writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context.
ELL.6-8.W.1.HI-7 - (x0)	(x0) - writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format.
ELL.6-8.W.1.HI-8 - (x0)	(x0) - writing an essay which states a clear position, convincing arguments and relevant evidence.
ELL.6-8.W.1.HI-9 - (x0)	(x0) - writing a book report that reflects the main idea, characters, setting, events, and plot of varied texts.
ELL.6-8.W.1.LI-1 - (x0)	(x0) - writing one or more narrative paragraphs that include characters, setting, sensory details and logical sequencing to develop the plot.
ELL.6-8.W.1.LI-2 - (x0)	(x0) - writing simple poetry using rhythm, rhyme, and sensory details.
ELL.6-8.W.1.LI-3 - (x0)	(x0) - taking notes using teacher or student selected formats based upon knowledge of oral or written text structures.
ELL.6-8.W.1.LI-4 - (x0)	(x0) - writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.1.LI-5 - (x0)	(x0) - recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around scientific investigations with instructional support.
ELL.6-8.W.1.LI-6 - (x0)	(x0) - writing a variety of functional text (e.g., directions, procedures, graphs/tables, brochures) that addresses audience, stated purpose and context.
ELL.6-8.W.1.LI-7 - (x0)	(x0) - writing a formal letter (e.g., business letter, letter to the principal or teacher) that presents information purposefully and follows a conventional format, with instructional support.
ELL.6-8.W.1.LI-8 - (x0)	(x0) - writing multiple paragraphs of persuasive text which state a clear position and relevant evidence.
ELL.6-8.W.1.LI-9 - (x0)	(x0) - writing a book report that identifies the main idea, characters, setting, events, and plot of varied texts.
ELL.6-8.W.1.PE-1 - (x0)	(x0) - writing words or combination of words and phrases about real or imagined events, observations or memories, with instructional support.
ELL.6-8.W.1.PE-2 - (x0)	(x0) - copying/ writing simple poetry or chants from a model.
ELL.6-8.W.1.PE-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes, with instructional support.
ELL.6-8.W.1.PE-4 - (x0)	(x0) - writing a combination of words and phrases based on research, with instructional support.
ELL.6-8.W.1.PE-5 - (x0)	(x0) - writing a combination of words and phrases representing the observations of scientific investigations, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.W.1.PE-6 - (x0)	(x0) - N/A
ELL.6-8.W.1.PE-7 - (x0)	(x0) - writing notes or messages using a template.
ELL.6-8.W.1.PE-8 - (x0)	(x0) - writing words and phrases to influence the reader, with instructional support.
ELL.6-8.W.1.PE-9 - (x0)	(x0) - writing a combination of words and phrases representing the main idea of varied texts, with instructional support.
ELL.6-8.W.2.B-1 - (x0)	(x0) - legibly and independently writing upper and lower case cursive letters and words (signature) with proper spacing.
ELL.6-8.W.2.B-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.6-8.W.2.B-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.6-8.W.2.B-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.6-8.W.2.B-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.6-8.W.2.B-2 - (x0)	(x0) - using common spelling of CVC (e.g., cat), CCVC (e.g., ship), CVCC (e.g., sink) words, r-controlled words (e.g., cart, burn), diphthongs (e.g., out, oil), digraphs (e.g., phone, meat) and irregular plurals (e.g., children).
ELL.6-8.W.2.B-3 - (x0)	(x0) - writing words and sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names).
ELL.6-8.W.2.B-4 - (x0)	(x0) - writing sentences using appropriate punctuation (e.g., ending punctuation; period: abbreviations; colons: time; commas: items in a series, introductory words, friendly letters; apostrophes: contractions).
ELL.6-8.W.2.B-5 - (x0)	(x0) - using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.
ELL.6-8.W.2.B-6 - (x0)	(x0) - using verb tenses (i.e., simple, progressive) in a variety of writing applications.
ELL.6-8.W.2.B-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.B-8 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.6-8.W.2.B-9 - (x0)	(x0) - using simple and/or compound declarative sentences in a variety of writing applications.
ELL.6-8.W.2.E-1 - (x0)	(x0) - legibly writing numbers and letters independently and with directionality (top to bottom, left to right).
ELL.6-8.W.2.E-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.E-2 - (x0)	(x0) - using common spelling of high frequency words, word families and rhyming words.
ELL.6-8.W.2.E-3 - (x0)	(x0) - writing words and simple sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", sentence beginnings) with instructional support.
ELL.6-8.W.2.E-4 - (x0)	(x0) - writing simple sentences using appropriate punctuation (e.g., ending punctuation, period: abbreviations, colons: time) with instructional support.
ELL.6-8.W.2.E-5 - (x0)	(x0) - using various subjects (e.g., common nouns and proper nouns pronouns) in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications with instructional support.
ELL.6-8.W.2.E-6 - (x0)	(x0) - using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.
ELL.6-8.W.2.E-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.
ELL.6-8.W.2.E-8 - (x0)	(x0) - using noun phrases in sentences.
ELL.6-8.W.2.E-9 - (x0)	(x0) - using simple (i.e., S-V, S-V-O, S-V-C, S-V-O-P) declarative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.HI-1 - (x0)	(x0) - legibly and independently using cursive writing for academic applications (e.g., note taking, drafting).
ELL.6-8.W.2.HI-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.W.2.HI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.6-8.W.2.HI-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.6-8.W.2.HI-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.6-8.W.2.HI-2 - (x0)	(x0) - using common spelling patterns and generalizations to spell words (e.g., 'i before e', plurals of words ending with 'y', doubling of final consonant).
ELL.6-8.W.2.HI-3 - (x0)	(x0) - writing paragraphs using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events).
ELL.6-8.W.2.HI-4 - (x0)	(x0) - writing paragraphs using appropriate punctuation (e.g., ending punctuation; periods; abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources).
ELL.6-8.W.2.HI-5 - (x0)	(x0) - using various subjects in sentences in a variety of writing applications.
ELL.6-8.W.2.HI-6 - (x0)	(x0) - using verb tenses (simple, progressive, perfect) in a variety of writing applications.
ELL.6-8.W.2.HI-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.HI-8 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.6-8.W.2.HI-9 - (x0)	(x0) - using various declarative sentence structures in a variety of writing applications.
ELL.6-8.W.2.LI-1 - (x0)	(x0) - legibly and independently writing cursive sentences (e.g., notes messages).
ELL.6-8.W.2.LI-10 - (x0)	(x0) - using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.6-8.W.2.LI-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.6-8.W.2.LI-12 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.6-8.W.2.LI-13 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.6-8.W.2.LI-2 - (x0)	(x0) - using common spelling of homonyms, inflectional endings (e.g., -ed, -ing, -er), prefixes (e.g., pre-, pro-, non-) and suffixes (e.g., -al, -ology).
ELL.6-8.W.2.LI-3 - (x0)	(x0) - writing sentences and simple paragraphs using appropriate capitalization (e.g., proper nouns, the pronoun "I", titles, abbreviations, words used as names, historical events).
ELL.6-8.W.2.LI-4 - (x0)	(x0) - writing sentences and simple paragraphs using appropriate punctuation (e.g., ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles).
ELL.6-8.W.2.LI-5 - (x0)	(x0) - using various subjects in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.LI-6 - (x0)	(x0) - using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.
ELL.6-8.W.2.LI-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.
ELL.6-8.W.2.LI-8 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.6-8.W.2.LI-9 - (x0)	(x0) - using simple, compound, and/or complex declarative sentences in a variety of writing applications.
ELL.6-8.W.2.PE-1 - (x0)	(x0) - legibly writing numbers, upper and lower case letters of the alphabet.
ELL.6-8.W.2.PE-10 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-11 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.6-8.W.2.PE-12 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-13 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-2 - (x0)	(x0) - using common spelling of words with short and long vowel sounds, and high frequency words, with instructional support.
ELL.6-8.W.2.PE-3 - (x0)	(x0) - writing words using appropriate capitalization (e.g., proper nouns, pronoun 'I') with instructional support.
ELL.6-8.W.2.PE-4 - (x0)	(x0) - writing simple sentences using appropriate ending punctuation (i.e., period, exclamation mark, question mark) with instructional support.
ELL.6-8.W.2.PE-5 - (x0)	(x0) - using various subjects (e.g., common nouns, pronouns) in sentences (i.e., S-V, S-V-O) in a variety of writing applications with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.W.2.PE-6 - (x0)	(x0) - using verb tenses (i.e., simple present, present progressive) in a variety of writing pieces with instructional support.
ELL.6-8.W.2.PE-7 - (x0)	(x0) - using subject-verb agreement in sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support.
ELL.6-8.W.2.PE-8 - (x0)	(x0) - N/A
ELL.6-8.W.2.PE-9 - (x0)	(x0) - using simple declarative sentences (i.e., S-V, S-V-O) in a variety of writing applications, with instructional support.
ELL.6-8.W.3.B-1 - (x0)	(x0) - generating, recording, and organizing ideas for pre-writing.
ELL.6-8.W.3.B-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to explain) of a writing piece with instructional support.
ELL.6-8.W.3.B-3 - (x0)	(x0) - using a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main ideas.
ELL.6-8.W.3.B-4 - (x0)	(x0) - identifying and applying tools (e.g., resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
ELL.6-8.W.3.B-5 - (x0)	(x0) - identifying and correcting basic punctuation errors in the draft.
ELL.6-8.W.3.B-6 - (x0)	(x0) - presenting writing in a format appropriate to audience and purpose (e.g., oral presentations, timelines, paragraphs, manuscripts, multimedia).
ELL.6-8.W.3.E-1 - (x0)	(x0) - generating and organizing ideas during pre-writing activities with instructional support.
ELL.6-8.W.3.E-2 - (x0)	(x0) - N/A
ELL.6-8.W.3.E-3 - (x0)	(x0) - creating a draft from pre-writing activities, with instructional support.
ELL.6-8.W.3.E-4 - (x0)	(x0) - reviewing the draft with assistance of peers, checklists, or rubrics, and adding details for clarity.
ELL.6-8.W.3.E-5 - (x0)	(x0) - identifying and correcting basic punctuation errors in the draft, with instructional support.
ELL.6-8.W.3.E-6 - (x0)	(x0) - presenting writing in a simple text format (e.g., simple sentences, two to three word phrases).
ELL.6-8.W.3.HI-1 - (x0)	(x0) - generating, organizing, maintaining and evaluating ideas for pre-writing.
ELL.6-8.W.3.HI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to explain, to persuade) of a writing piece.
ELL.6-8.W.3.HI-3 - (x0)	(x0) - evaluating information on a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main idea.
ELL.6-8.W.3.HI-4 - (x0)	(x0) - applying appropriate tools (e.g. resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
ELL.6-8.W.3.HI-5 - (x0)	(x0) - identifying and correcting errors in conventions (e.g., sentence structure, spelling, capitalization, punctuation) in the draft.
ELL.6-8.W.3.HI-6 - (x0)	(x0) - presenting writing related to a content area in a format appropriate to audience and purpose, within a set time period.
ELL.6-8.W.3.LI-1 - (x0)	(x0) - generating, organizing, and maintaining a record of ideas for pre-writing.
ELL.6-8.W.3.LI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to explain, to persuade) of a writing piece.
ELL.6-8.W.3.LI-3 - (x0)	(x0) - analyzing information on a pre-writing plan (e.g., graphic organizer, KWL chart, log) to develop a draft with main ideas.
ELL.6-8.W.3.LI-4 - (x0)	(x0) - applying appropriate tools (e.g., resources, reference materials) or strategies (e.g., peer review, rubrics) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.
ELL.6-8.W.3.LI-5 - (x0)	(x0) - identifying and correcting errors in conventions (e.g., sentence structure, spelling, capitalization, punctuation) in the draft, with instructional support.
ELL.6-8.W.3.LI-6 - (x0)	(x0) - presenting writing related to a content area in a format appropriate to audience and purpose.
ELL.6-8.W.3.PE-1 - (x0)	(x0) - recording ideas during group pre-writing activities (e.g., webbing, listing, using pictures).
ELL.6-8.W.3.PE-2 - (x0)	(x0) - N/A
ELL.6-8.W.3.PE-3 - (x0)	(x0) - creating a group draft, scripted by the teacher, to plan writing.
ELL.6-8.W.3.PE-4 - (x0)	(x0) - revising a group draft, and adding additional details for clarity with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.W.3.PE-5 - (x0)	(x0) - N/A
ELL.6-8.W.3.PE-6 - (x0)	(x0) - presenting a final product in a visual format that includes text (e.g., collages, labeling, captioning posters, multimedia).
ELL.6-8.W.4.B-1 - (x0)	(x0) - writing text that incorporates details.
ELL.6-8.W.4.B-2 - (x0)	(x0) - writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.
ELL.6-8.W.4.B-3 - (x0)	(x0) - writing a paragraph using selected words that convey intended meaning.
ELL.6-8.W.4.B-4 - (x0)	(x0) - writing a paragraph using expressive and descriptive words that convey the intended meaning.
ELL.6-8.W.4.B-5 - (x0)	(x0) - writing simple and compound sentences that flow together and sound natural.
ELL.6-8.W.4.E-1 - (x0)	(x0) - writing stand-alone text that expresses a clear general message.
ELL.6-8.W.4.E-2 - (x0)	(x0) - writing simple sentences to support a main idea.
ELL.6-8.W.4.E-3 - (x0)	(x0) - N/A
ELL.6-8.W.4.E-4 - (x0)	(x0) - selecting appropriate words to create simple sentences to support a main idea.
ELL.6-8.W.4.E-5 - (x0)	(x0) - writing simple sentences.
ELL.6-8.W.4.HI-1 - (x0)	(x0) - writing clearly focused text suited to an audience and purpose that incorporates relevant supporting details.
ELL.6-8.W.4.HI-2 - (x0)	(x0) - writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution.
ELL.6-8.W.4.HI-3 - (x0)	(x0) - writing paragraphs showing an awareness of audience and appropriate to the topic and type of writing.
ELL.6-8.W.4.HI-4 - (x0)	(x0) - writing paragraphs using original, varied and natural word choices, including literal and figurative language.
ELL.6-8.W.4.HI-5 - (x0)	(x0) - writing paragraphs using simple, compound and complex sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.
ELL.6-8.W.4.LI-1 - (x0)	(x0) - writing clearly focused text that incorporates relevant details.
ELL.6-8.W.4.LI-2 - (x0)	(x0) - writing paragraphs with a logical organizing principle, transitions and relevant supporting details.
ELL.6-8.W.4.LI-3 - (x0)	(x0) - writing paragraphs using language appropriate to the audience and purpose (i.e., formal vs. informal).
ELL.6-8.W.4.LI-4 - (x0)	(x0) - writing paragraphs using phrases that convey intended meaning and style.
ELL.6-8.W.4.LI-5 - (x0)	(x0) - writing paragraphs using simple and compound sentences that vary in their beginnings, lengths, and patterns to enhance the flow of the writing.
ELL.6-8.W.4.PE-1 - (x0)	(x0) - using labels, captions or pictures to convey meaning.
ELL.6-8.W.4.PE-2 - (x0)	(x0) - organizing content (e.g. captions, pictures) into a selected format that demonstrates sequencing (i.e., beginning, middle, end).
ELL.6-8.W.4.PE-3 - (x0)	(x0) - N/A
ELL.6-8.W.4.PE-4 - (x0)	(x0) - N/A
ELL.6-8.W.4.PE-5 - (x0)	(x0) - writing simple sentences, with support.
ELL.6-8.W.5.B-1 - (x6)	(x6) - summarizing events using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.5.B-2 - (x0)	(x0) - writing original questions and predictions for further inquiry based on the conclusions of a scientific investigation.
ELL.6-8.W.5.B-3 - (x0)	(x0) - listing resources using a consistent format.
ELL.6-8.W.5.B-4 - (x0)	(x0) - paraphrasing information from at least one source.
ELL.6-8.W.5.B-5 - (x0)	(x0) - producing group reports including understanding the purpose of the project, and assigning research tasks.
ELL.6-8.W.5.E-1 - (x0)	(x0) - organizing information using non-linguistic representations, and/or simple words and phrases (e.g., tables and maps).
ELL.6-8.W.5.E-2 - (x0)	(x0) - writing questions for further inquiry based on a scientific investigation, with instructional support.
ELL.6-8.W.5.E-3 - (x0)	(x0) - listing resources by author and title.
ELL.6-8.W.5.E-4 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 600 References, ODell, C. (Continued)*

Stage IV - 10 References (Continued)

ELL.6-8.W.5.E-5 - (x0)	(x0) - N/A
ELL.6-8.W.5.HI-1 - (x0)	(x0) - writing essays and reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.5.HI-2 - (x0)	(x0) - recording hypotheses, reflections, questions, speculations, decisions, and conclusions structured around a scientific investigation.
ELL.6-8.W.5.HI-3 - (x0)	(x0) - quoting or paraphrasing information sources, and supplying citations.
ELL.6-8.W.5.HI-4 - (x0)	(x0) - paraphrasing and integrating information from a variety of sources, and distinguishing between relevant and/or extraneous information.
ELL.6-8.W.5.HI-5 - (x0)	(x0) - producing group reports including summarizing the purpose of the project reaching consensus regarding the research, and setting and meeting timelines.
ELL.6-8.W.5.LI-1 - (x0)	(x0) - writing simple reports, based on research, using topic sentences, main ideas, relevant facts, details, and concluding statements.
ELL.6-8.W.5.LI-2 - (x0)	(x0) - organizing student collected data (e.g., facts they learn, procedures they conduct) in appropriate format.
ELL.6-8.W.5.LI-3 - (x0)	(x0) - listing resources using a consistent format to quote information, and supply citations.
ELL.6-8.W.5.LI-4 - (x0)	(x0) - paraphrasing information from a variety of sources.
ELL.6-8.W.5.LI-5 - (x0)	(x0) - producing group reports including summarizing the purpose of the project, reaching consensus regarding the research, and assigning research tasks.
ELL.6-8.W.5.PE-1 - (x0)	(x0) - recording information using non-linguistic representations (e.g., tables, maps) with instructional support.
ELL.6-8.W.5.PE-2 - (x0)	(x0) - visually representing the observations of scientific investigations.
ELL.6-8.W.5.PE-3 - (x0)	(x0) - listing resources by title.
ELL.6-8.W.5.PE-4 - (x0)	(x0) - N/A.
ELL.6-8.W.5.PE-5 - (x0)	(x0) - N/A.

AZCollege and Career Ready Standards2010, *English Language Arts - 250 References*

Grade 4 - (250 References)

LA.AZ.4.L.1.a - (x2)	(x2) - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
LA.AZ.4.L.1.b - (x1)	(x1) - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
LA.AZ.4.L.1.c - (x0)	(x0) - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
LA.AZ.4.L.1.d - (x2)	(x2) - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
LA.AZ.4.L.1.e - (x1)	(x1) - Form and use prepositional phrases.
LA.AZ.4.L.1.f - (x7)	(x7) - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
LA.AZ.4.L.1.g - (x0)	(x0) - Correctly use frequently confused words (e.g., to, too, two; there, their).
LA.AZ.4.L.1.h - (x2)	(x2) - Write and organize one or more paragraphs about a topic.
LA.AZ.4.L.2.a - (x5)	(x5) - Use correct capitalization.
LA.AZ.4.L.2.b - (x4)	(x4) - Use commas and quotation marks to mark direct speech and quotations from a text.
LA.AZ.4.L.2.c - (x3)	(x3) - Use a comma before a coordinating conjunction in a compound sentence.
LA.AZ.4.L.2.d - (x6)	(x6) - Spell grade-appropriate words correctly, consulting references as needed.
LA.AZ.4.L.3.a - (x1)	(x1) - Choose words and phrases to convey ideas precisely.
LA.AZ.4.L.3.b - (x0)	(x0) - Choose punctuation for effect.
LA.AZ.4.L.3.c - (x2)	(x2) - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
LA.AZ.4.L.4.a - (x8)	(x8) - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
LA.AZ.4.L.4.b - (x5)	(x5) - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 250 References, ODell, C. (Continued)*

Grade 4 - 250 References (Continued)

LA.AZ.4.L.4.c - (x2)	(x2) - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.AZ.4.L.5.a - (x6)	(x6) - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
LA.AZ.4.L.5.b - (x2)	(x2) - Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.AZ.4.L.5.c - (x5)	(x5) - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
LA.AZ.4.L.6 - (x1)	(x1) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
LA.AZ.4.RF.1 - (x0)	(x0) - No standards for grade 4.
LA.AZ.4.RF.2 - (x0)	(x0) - No standards for grade 4.
LA.AZ.4.RF.3.a - (x11)	(x11) - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.AZ.4.RF.4.a - (x4)	(x4) - Read on-level text with purpose and understanding.
LA.AZ.4.RF.4.b - (x15)	(x15) - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.AZ.4.RF.4.c - (x3)	(x3) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.AZ.4.RI.1 - (x7)	(x7) - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LA.AZ.4.RI.10.a - (x10)	(x10) - By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range .
LA.AZ.4.RI.2 - (x4)	(x4) - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.AZ.4.RI.3 - (x5)	(x5) - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.AZ.4.RI.4 - (x4)	(x4) - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
LA.AZ.4.RI.5 - (x11)	(x11) - Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.AZ.4.RI.6 - (x3)	(x3) - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided .
LA.AZ.4.RI.7 - (x5)	(x5) - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.AZ.4.RI.8 - (x5)	(x5) - Explain how an author uses reasons and evidence to support particular points in a text.
LA.AZ.4.RI.9 - (x1)	(x1) - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.AZ.4.RL.1 - (x5)	(x5) - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LA.AZ.4.RL.10 - (x6)	(x6) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LA.AZ.4.RL.2 - (x5)	(x5) - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.AZ.4.RL.3 - (x4)	(x4) - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
LA.AZ.4.RL.4 - (x2)	(x2) - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LA.AZ.4.RL.5 - (x5)	(x5) - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 250 References, ODell, C. (Continued)*

Grade 4 - 250 References (Continued)

LA.AZ.4.RL.6 - (x5)	(x5) - Compare and contrast the point of view from which different stories are narrated , including the difference between first- and third-person narrations.
LA.AZ.4.RL.7 - (x4)	(x4) - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
LA.AZ.4.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.4.RL.9 - (x3)	(x3) - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.AZ.4.SL.1.a - (x0)	(x0) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.AZ.4.SL.1.b - (x2)	(x2) - Follow agreed-upon rules for discussions and carry out assigned roles.
LA.AZ.4.SL.1.c - (x2)	(x2) - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.AZ.4.SL.1.d - (x1)	(x1) - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.AZ.4.SL.2 - (x1)	(x1) - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.AZ.4.SL.3 - (x0)	(x0) - Identify the reasons and evidence a speaker provides to support particular points.
LA.AZ.4.SL.4 - (x3)	(x3) - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.AZ.4.SL.5 - (x0)	(x0) - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
LA.AZ.4.SL.6 - (x0)	(x0) - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.AZ.4.W.1.a - (x3)	(x3) - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose .
LA.AZ.4.W.1.b - (x1)	(x1) - Provide reasons that are supported by facts and details.
LA.AZ.4.W.1.c - (x1)	(x1) - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.AZ.4.W.1.d - (x3)	(x3) - Provide a concluding statement or section related to the opinion presented.
LA.AZ.4.W.10 - (x1)	(x1) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.AZ.4.W.2.a - (x2)	(x2) - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.AZ.4.W.2.b - (x1)	(x1) - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.AZ.4.W.2.c - (x2)	(x2) - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
LA.AZ.4.W.2.d - (x10)	(x10) - Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.AZ.4.W.2.e - (x1)	(x1) - Provide a concluding statement or section related to the information or explanation presented.
LA.AZ.4.W.3.a - (x2)	(x2) - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.AZ.4.W.3.b - (x6)	(x6) - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.AZ.4.W.3.c - (x0)	(x0) - Use a variety of transitional words and phrases to manage the sequence of events.
LA.AZ.4.W.3.d - (x2)	(x2) - Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.AZ.4.W.3.e - (x2)	(x2) - Provide a conclusion that follows from the narrated experiences or events.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 250 References, ODell, C. (Continued)***Grade 4 - 250 References (Continued)**

LA.AZ.4.W.4.a - (x0)	(x0) - Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
LA.AZ.4.W.5 - (x3)	(x3) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.AZ.4.W.6 - (x2)	(x2) - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting .
LA.AZ.4.W.7 - (x1)	(x1) - Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.AZ.4.W.8 - (x2)	(x2) - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
LA.AZ.4.W.9.a - (x1)	(x1) - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
LA.AZ.4.W.9.b - (x3)	(x3) - Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

Grade 4 - (92 References)

MA.4.4.G.A.1 - (x3)	(x3) - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
MA.4.4.G.A.2 - (x2)	(x2) - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
MA.4.4.G.A.3 - (x2)	(x2) - Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
MA.4.4.MD.A.1 - (x1)	(x1) - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.
MA.4.4.MD.A.2 - (x9)	(x9) - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
MA.4.4.MD.A.3 - (x1)	(x1) - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
MA.4.4.MD.B.4 - (x1)	(x1) - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
MA.4.4.MD.C.5.a - (x1)	(x1) - An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
MA.4.4.MD.C.5.b - (x1)	(x1) - An angle that turns through \square one-degree angles is said to have an angle measure of \square degrees.
MA.4.4.MD.C.6 - (x0)	(x0) - Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
MA.4.4.MD.C.7 - (x0)	(x0) - Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
MA.4.4.NBT.A.1 - (x3)	(x3) - Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
MA.4.4.NBT.A.2 - (x5)	(x5) - Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 92 References, ODell, C. (Continued)*

Grade 4 - 92 References (Continued)

MA.4.4.NBT.A.3 - (x1)	(x1) - Use place value understanding to round multi-digit whole numbers to any place.
MA.4.4.NBT.B.4 - (x5)	(x5) - Fluently add and subtract multi-digit whole numbers using the standard algorithm.
MA.4.4.NBT.B.5 - (x6)	(x6) - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.4.4.NBT.B.6 - (x6)	(x6) - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.4.4.NF.A.1 - (x1)	(x1) - Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{a \times c}{b \times c}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.
MA.4.4.NF.A.2 - (x1)	(x1) - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.a - (x4)	(x4) - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
MA.4.4.NF.B.3.b - (x1)	(x1) - Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
MA.4.4.NF.B.3.c - (x0)	(x0) - Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
MA.4.4.NF.B.3.d - (x1)	(x1) - Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.B.4.a - (x1)	(x1) - Understand a fraction $\frac{a}{b}$ as a multiple of $\frac{1}{b}$.
MA.4.4.NF.B.4.b - (x1)	(x1) - Understand a multiple of $\frac{a}{b}$ as a multiple of $\frac{1}{b}$, and use this understanding to multiply a fraction by a whole number.
MA.4.4.NF.B.4.c - (x0)	(x0) - Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.
MA.4.4.NF.C.5 - (x0)	(x0) - Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.
MA.4.4.NF.C.6 - (x0)	(x0) - Use decimal notation for fractions with denominators 10 or 100.
MA.4.4.NF.C.7 - (x4)	(x4) - Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.
MA.4.4.OA.A.1 - (x2)	(x2) - Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
MA.4.4.OA.A.2 - (x5)	(x5) - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
MA.4.4.OA.A.3 - (x6)	(x6) - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
MA.4.4.OA.B.4 - (x6)	(x6) - Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 92 References, ODell, C. (Continued)*

Grade 4 - 92 References (Continued)

MA.4.4.OA.C.5 - (x4)	(x4) - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.
MA.4.AZ.4.OA.A.3.1.a - (x5)	(x5) - Represent a variety of counting problems using arrays, charts, and systematic lists, e.g., tree diagram.
MA.4.AZ.4.OA.A.3.1.b - (x3)	(x3) - Analyze relationships among representations and make connections to the multiplication principle of counting.

Soto, Brandi

Standards Linked: 462

Last Login: 11/20/2019

AZAcademic Standards2015, *Physical Education - 0 References*

Grade 1 - (0 References)

(x0) - Emerging Outcomes first appear in Grade 3.

Grade 2 - (0 References)

(x0) - Emerging Outcomes first appear in Grade 4.
 (x0) - Emerging Outcomes first appear in Grade 4.
 (x0) - Emerging Outcomes first appear in Grade 4.
 (x0) - Emerging Outcomes first appear in Grade 3.

Grade 6 - (0 References)

(x0) - Reduces open space on defense by making the body larger and reducing passing angles.

Kindergarten - (0 References)

(x0) - Emerging Outcomes first appear in Grade 3.

Grade 1 - (2 References)

PE.1.S1.E1.1 - (x0)	(x0) - Hops, gallops, jogs and slides using a mature pattern.
PE.1.S1.E10.1 - (x0)	(x0) - Demonstrates 2 of the 5 critical elements of mature pattern.
PE.1.S1.E11.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.1.S1.E12.1 - (x1)	(x1) - Catches a soft object from a self-toss before it bounces.
PE.1.S1.E13.1 - (x0)	(x0) - Dribbles continuously in self-space using the preferred hand.
PE.1.S1.E14.1 - (x0)	(x0) - Taps or dribbles a ball using the inside of the foot while walking in general space
PE.1.S1.E15.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 4.
PE.1.S1.E16.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 4.
PE.1.S1.E17.1 - (x0)	(x0) - Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.
PE.1.S1.E18.1 - (x0)	(x0) - Volleys an object with an open palm, sending it upward.
PE.1.S1.E19.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 4.
PE.1.S1.E2.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.1.S1.E20.1 - (x0)	(x0) - Strikes a ball with a short-handled implement, sending it upward.
PE.1.S1.E21.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.1.S1.E22.1.a - (x0)	(x0) - Jumps forward and backward consecutively using a self-turned rope.
PE.1.S1.E22.1.b - (x0)	(x0) - Jumps a long rope up to five times consecutively with teacher-assisted turning.
PE.1.S1.E3.1 - (x0)	(x0) - Demonstrates 2 of 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs and landings.
PE.1.S1.E4.1 - (x0)	(x0) - Combines locomotor and nonlocomotor skills in a teacher-led designed dance.
PE.1.S1.E5.1 - (x0)	(x0) - Emerging Outcomes first appear in grade 3.
PE.1.S1.E6.1 - (x1)	(x1) - Maintains stillness on different bases of support with different body shapes .
PE.1.S1.E7.1.a - (x0)	(x0) - Transfers weight from one body part to another in self-space in dance and gymnastics environments
PE.1.S1.E7.1.b - (x0)	(x0) - Rolls with either narrow or curled body shape

Concordia Charter School

AZAcademic Standards2015, *Physical Education - 42 References, Soto, B. (Continued)*

Grade 1 - 2 References (Continued)

PE.1.S1.E8.1 - (x0)	(x0) - Demonstrates twisting, curling, bending & stretching actions.
PE.1.S1.E9.1 - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.1.S2.E1.1 - (x0)	(x0) - Moves in self□space and general space in response to designated beats/rhythms.
PE.1.S2.E2.1.a - (x0)	(x0) - Travels demonstrating a low, middle and high levels.
PE.1.S2.E2.1.b - (x0)	(x0) - Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
PE.1.S2.E3.1.a - (x0)	(x0) - Differentiates between fast and slow speeds .
PE.1.S2.E3.1.b - (x0)	(x0) - Differentiates between strong and light force .
PE.1.S3.E1.1 - (x0)	(x0) - Discuss the benefits of being active and/or playing.
PE.1.S3.E2.1 - (x0)	(x0) - Actively engages in physical education class.
PE.1.S3.E3.1 - (x0)	(x0) - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity
PE.1.S3.E5.1 - (x0)	(x0) - Emerging outcomes first appear in Grade 3.
PE.1.S3.E6.1 - (x0)	(x0) - Emerging outcomes first appear in Grade 3.
PE.1.S3.E7.1 - (x0)	(x0) - Differentiates between healthy and unhealthy foods .
PE.1.S4.E1.1 - (x0)	(x0) - Follows the rules & parameters of the learning environment.
PE.1.S4.E2.1 - (x0)	(x0) - Responds appropriately to general feedback from the teacher.
PE.1.S4.E3.1 - (x0)	(x0) - Works independently with others in a variety of class environments (e.g., partners, small group & large groups).
PE.1.S4.E4.1 - (x0)	(x0) - Exhibits the established protocols for class activities.
PE.1.S4.E5.1 - (x0)	(x0) - Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
PE.1.S5.E1.1 - (x0)	(x0) - Identifies physical activity as a component of good health.
PE.1.S5.E2.1 - (x0)	(x0) - Recognizes that challenge in physical activities can lead to success.
PE.1.S5.E3.1.a - (x0)	(x0) - Describes positive feelings that result from participating in physical activities.
PE.1.S5.E3.1.b - (x0)	(x0) - Discuss personal reasons (i.e., the "why") for enjoying physical activities.
PE.1.S5.E4.1 - (x0)	(x0) - Demonstrates socially acceptable conflict resolution skills.

Grade 2 - (2 References)

PE.2.S1.E1.2 - (x0)	(x0) - Skips using a mature pattern.
PE.2.S1.E10.2 - (x0)	(x0) - Throws underhand using a mature pattern.
PE.2.S1.E11.2 - (x0)	(x0) - Throws overhand demonstrating 2 of the 5 critical elements of a mature pattern.
PE.2.S1.E12.2 - (x1)	(x1) - Catches a self□tossed or well□thrown large ball with hands, not trapping or cradling against the body.
PE.2.S1.E13.2.a - (x0)	(x0) - Dribbles in self□space with preferred hand demonstrating a mature pattern.
PE.2.S1.E13.2.b - (x0)	(x0) - Dribbles using preferred hand while in general space.
PE.2.S1.E14.2 - (x0)	(x0) - Dribbles with feet in general space with control of ball and body.
PE.2.S1.E17.2 - (x0)	(x0) - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
PE.2.S1.E18.2 - (x0)	(x0) - Volleys an object upward with consecutive hits .
PE.2.S1.E2.2 - (x0)	(x0) - Runs with a mature pattern.
PE.2.S1.E20.2 - (x0)	(x0) - Strikes and object upward with a short□handled implement, using consecutive hits.
PE.2.S1.E21.2 - (x0)	(x0) - Strikes a ball off a tee or cone with a bat, using correct grip and side□ orientation/proper body orientation.
PE.2.S1.E22.2.a - (x0)	(x0) - Jumps a self□turned (short) rope forward and backward with a mature form
PE.2.S1.E22.2.b - (x0)	(x0) - Jumps a long rope consecutively with student and/or teacher turners
PE.2.S1.E3.2.a - (x0)	(x0) - Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of take□offs and landings
PE.2.S1.E3.2.b - (x0)	(x0) - Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane
PE.2.S1.E4.2 - (x0)	(x0) - Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms

Concordia Charter School

AZAcademic Standards2015, *Physical Education - 42 References, Soto, B. (Continued)*

Grade 2 - 2 References (Continued)

PE.2.S1.E5.2 - (x0)	(x0) - Emerging Outcomes first appear in grade 3
PE.2.S1.E6.2.a - (x0)	(x0) - Balances on different bases of support, combining levels and shapes
PE.2.S1.E6.2.b - (x1)	(x1) - Balances in an inverted position with stillness and supportive base
PE.2.S1.E7.2.a - (x0)	(x0) - Transfers weight from feet to different body parts/bases of support for balance and/or travel
PE.2.S1.E7.2.b - (x0)	(x0) - Rolls in different directions with either a narrow or curled body shape
PE.2.S1.E8.2.a - (x0)	(x0) - Differentiates among twisting, curling, bending, and stretching.
PE.2.S1.E8.2.b - (x0)	(x0) - Performs various activities that involve crossing the midline.
PE.2.S1.E9.2 - (x0)	(x0) - Combines balances and transfers into a three-part sequence, i.e., dance or gymnastics.
PE.2.S2.E1.2 - (x0)	(x0) - Combines locomotor skills in general and self-space to a rhythm.
PE.2.S2.E2.2 - (x0)	(x0) - Combines shapes, levels and pathways into simple travel, dance, and gymnastic sequences.
PE.2.S2.E3.2 - (x0)	(x0) - Varies time and force with gradual increases and decreases.
PE.2.S3.E1.2 - (x0)	(x0) - Actively engages in physical education class in response to instruction and practice.
PE.2.S3.E1.2 - (x0)	(x0) - Describes large motor and/or manipulative physical activities for participation outside of physical education class. (e.g., before and after school, at home, at the park, with friends, with family).
PE.2.S3.E3.2 - (x0)	(x0) - Identifies the heart as a muscle that gets stronger with exercise, play, and physical activity
PE.2.S3.E4.2.a - (x0)	(x0) - Uses own body resistance for developing strength
PE.2.S3.E4.2.b - (x0)	(x0) - Identifies physical activities that contribute to health-related fitness
PE.2.S3.E5.2 - (x0)	(x0) - Emerging outcomes first appear in Grade 3.
PE.2.S3.E6.2 - (x0)	(x0) - Emerging outcomes first appear in Grade 3.
PE.2.S3.E7.2 - (x0)	(x0) - Recognizes the good health balance of nutrition and physical activity.
PE.2.S4.E1.2.a - (x0)	(x0) - Accepts personal responsibility by using equipment and space appropriately with minimal teacher prompting.
PE.2.S4.E1.2.b - (x0)	(x0) - Accepts responsibilities by following the rules and parameters of the learning environment.
PE.2.S4.E2.2 - (x0)	(x0) - Accepts and responds appropriately to specific corrective feedback from the teacher.
PE.2.S4.E3.2.a - (x0)	(x0) - Works independently with others in partner environments
PE.2.S4.E3.2.b - (x0)	(x0) - Actively participates with classmates without regard to personal differences.
PE.2.S4.E4.2 - (x0)	(x0) - Recognizes the role of rules and fair play in teacher designed physical activities.
PE.2.S4.E5.2.a - (x0)	(x0) - Works independently and safely in physical education.
PE.2.S4.E5.2.b - (x0)	(x0) - Work safely with physical education equipment.
PE.2.S4.E6.2.a - (x0)	(x0) - Recognizes sun safe practices
PE.2.S4.E6.2.b - (x0)	(x0) - Recognizes aquatic safety practices
PE.2.S5.E1.2 - (x0)	(x0) - Recognizes the value of good health balance.
PE.2.S5.E2.2 - (x0)	(x0) - Compares physical activities that build confidence and provide challenge.
PE.2.S5.E3.2 - (x0)	(x0) - Identifies and discusses physical activities that provide enjoyment and/or self-expression.
PE.2.S5.E4.2 - (x0)	(x0) - Demonstrates socially acceptable conflict resolution skills.

Grade 6 - (36 References)

PE.6.S1.M1.6 - (x0)	(x0) - Demonstrates correct rhythm and pattern for 1 of the following dance forms: folk, social, creative, line or world dance.
PE.6.S1.M10.6 - (x0)	(x0) - Shoots on goal with power in a dynamic environment as appropriate to the activity.
PE.6.S1.M11.6 - (x0)	(x0) - Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.
PE.6.S1.M12.6 - (x0)	(x0) - Performs a legal underhand serve with control for net/wall games such as badminton, volleyball, pickleball.
PE.6.S1.M13.6 - (x0)	(x0) - Strikes, with a mature overarm pattern in a non-dynamic environment (closed skills) for net/wall games such as volleyball, handball, badminton or tennis.

Concordia Charter School

AZAcademic Standards2015, *Physical Education - 42 References, Soto, B. (Continued)*

Grade 6 - 36 References (Continued)

PE.6.S1.M14.6 - (x0)	(x0) - Demonstrates the mature form of forehand and backhand strokes with a short-handled implement in net games such as paddleball, pickleball or short-handled racket tennis.
PE.6.S1.M15.6 - (x0)	(x0) - Transfers weight with correct timing for the striking pattern.
PE.6.S1.M16.6 - (x0)	(x0) - Forehand volleys with mature form and control using a short-handled implement.
PE.6.S1.M17.6 - (x0)	(x0) - Two-hand volleys with control in a variety of practice tasks.
PE.6.S1.M18.6 - (x0)	(x0) - Demonstrates a mature underhand pattern for a modified target games such as bowling, bocce, or horseshoes.
PE.6.S1.M19.6 - (x0)	(x0) - Strikes, with an implement, a stationary object for accuracy in activities such as croquet, shuffleboard or golf.
PE.6.S1.M2.6 - (x0)	(x0) - Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).
PE.6.S1.M20.6 - (x0)	(x0) - Strikes a pitched ball with an implement with force in a variety of practice tasks.
PE.6.S1.M21.6 - (x0)	(x0) - Catches, with mature pattern, from different trajectories using a variety of objects in varying practice tasks.
PE.6.S1.M22.6 - (x0)	(x0) - Demonstrates correct technique for basic skills in at least 1 self-selected outdoor activity.
PE.6.S1.M23.6 - (x0)	(x0) - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum.
PE.6.S1.M24.6 - (x0)	(x0) - Demonstrates correct technique for basic skills in at 1 self-selected individual performance activity.
PE.6.S1.M3.6 - (x0)	(x0) - Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
PE.6.S1.M4.6 - (x11)	(x11) - Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in modified invasion games such as basketball, flag football, speedball, or team handball.
PE.6.S1.M5.6 - (x11)	(x11) - Throws, while stationary, a lead pass to a moving target.
PE.6.S1.M6.6 - (x0)	(x0) - Performs pivots, fakes and jab steps designed to create open space during practice tasks.
PE.6.S1.M7.6 - (x0)	(x0) - Performs the following offensive skills without defensive pressure : pivot, give & go, and fakes.
PE.6.S1.M8.6 - (x0)	(x0) - Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
PE.6.S1.M9.6 - (x0)	(x0) - Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
PE.6.S2.M1.6 - (x0)	(x0) - Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).
PE.6.S2.M10.6 - (x0)	(x0) - Identifies open spaces and attempts to strike object into that space.
PE.6.S2.M11.6 - (x0)	(x0) - Identifies the correct defensive play based on the situation (e.g., number of outs).
PE.6.S2.M12.6 - (x0)	(x0) - Varies application of force during dance or gymnastic activities.
PE.6.S2.M13.6 - (x0)	(x0) - Makes appropriate decisions based on weather, level of difficulty due to the conditions, or ability to ensure safety of self and others.
PE.6.S2.M2.6 - (x0)	(x0) - Executes at least 1 of the following offensive tactics to create open space : moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.
PE.6.S2.M3.6 - (x0)	(x0) - Creates open space by using the width and length of the field/ court on offense.
PE.6.S2.M5.6 - (x0)	(x0) - Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
PE.6.S2.M6.6 - (x0)	(x0) - Transitions from offense to defense or defense to offense by recovering quickly.
PE.6.S2.M7.6 - (x0)	(x0) - Creates open space in net/wall games with short-handled implement by varying force and direction
PE.6.S2.M8.6 - (x0)	(x0) - Reduces offensive options for opponents by returning to midcourt position.
PE.6.S2.M9.6 - (x0)	(x0) - Selects appropriate shot and/or club based on location of the object in relation to the target.
PE.6.S3.M1.6 - (x0)	(x0) - Describes how being physically active leads to a healthy body.

Concordia Charter School

AZAcademic Standards2015, *Physical Education - 42 References, Soto, B. (Continued)*

Grade 6 - 36 References (Continued)

PE.6.S3.M10.6 - (x0)	(x0) - Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance.
PE.6.S3.M11.6 - (x0)	(x0) - Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time & type) for different types of physical activity (aerobic, muscular fitness, and flexibility).
PE.6.S3.M12.6 - (x0)	(x0) - Describes the role of warm-up/ cool-down regimen for a self-selected physical activity.
PE.6.S3.M13.6 - (x0)	(x0) - Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.
PE.6.S3.M14.6 - (x13)	(x13) - Identifies major muscles used in selected physical activities.
PE.6.S3.M15.6 - (x0)	(x0) - Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.
PE.6.S3.M16.6 - (x0)	(x0) - Maintains physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.
PE.6.S3.M17.6 - (x1)	(x1) - Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.
PE.6.S3.M18.6 - (x0)	(x0) - Identifies positive and negative results of stress and appropriate ways of dealing with each.
PE.6.S3.M2.6 - (x0)	(x0) - Participates in self-selected physical activity outside of physical education class.
PE.6.S3.M3.6 - (x0)	(x0) - Participates in a variety of self-selected aerobic-fitness activities.
PE.6.S3.M4.6 - (x0)	(x0) - Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution or Wii Fit.
PE.6.S3.M5.6 - (x0)	(x0) - Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.
PE.6.S3.M6.6 - (x0)	(x0) - Participates in moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.
PE.6.S3.M7.6 - (x0)	(x0) - Identifies the components of skill-related fitness.
PE.6.S3.M8.6 - (x0)	(x0) - Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle and bone-strengthening activity based on current fitness level.
PE.6.S3.M9.6 - (x0)	(x0) - Employs correct techniques and methods of stretching.
PE.6.S4.E8.6.a - (x0)	(x0) - Applies sun safe practices
PE.6.S4.E8.6.b - (x0)	(x0) - Applies water safety practices.
PE.6.S4.M1.6 - (x0)	(x0) - Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.
PE.6.S4.M2.6 - (x0)	(x0) - Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
PE.6.S4.M3.6 - (x0)	(x0) - Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
PE.6.S4.M4.6 - (x0)	(x0) - Accepts differences among classmates in physical development , maturation, and varying skill levels by providing encouragement and positive feedback.
PE.6.S4.M5.6 - (x0)	(x0) - Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.
PE.6.S4.M6.6 - (x0)	(x0) - Identifies the rules and etiquette for physical activities, games and dance activities.
PE.6.S4.M7.6 - (x0)	(x0) - Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
PE.6.S5.M1.6 - (x0)	(x0) - Describes how being physically active leads to a healthy body.
PE.6.S5.M2.6 - (x0)	(x0) - Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.
PE.6.S5.M3.6 - (x0)	(x0) - Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, or modifying the task.
PE.6.S5.M4.6 - (x0)	(x0) - Describes how moving competently in a physical activity setting creates enjoyment.
PE.6.S5.M5.6 - (x0)	(x0) - Identifies how self-expression and physical activity are related.
PE.6.S5.M6.6 - (x0)	(x0) - Demonstrate respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

Concordia Charter School

AZAcademic Standards2015, *Physical Education - 42 References, Soto, B. (Continued)*

Kindergarten - (2 References)

PE.K.S1.E1.K - (x0)	(x0) - Performs locomotor skills (hopping, galloping, running, sliding, skipping, jumping) while maintaining balance.
PE.K.S1.E10.K - (x0)	(x0) - Opposite foot forward.
PE.K.S1.E11.K - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.K.S1.E12.K - (x1)	(x1) - Drops a ball and catches it before it bounces twice. Catches a large ball tossed by a skilled thrower.
PE.K.S1.E13.K - (x0)	(x0) - Dribbles a ball using with 1 hand, attempting the second contact.
PE.K.S1.E14.K - (x0)	(x0) - Taps a ball using the inside of the foot, sending it forward.
PE.K.S1.E15 - (x0)	(x0) - Emerging Outcomes first appear in Grade 4
PE.K.S1.E16 - (x0)	(x0) - Emerging Outcomes first appear in Grade 4.
PE.K.S1.E17.K - (x0)	(x0) - Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of mature kicking pattern.
PE.K.S1.E18.K - (x0)	(x0) - Volleys a light weight object (balloon), sending it upward.
PE.K.S1.E19 - (x0)	(x0) - Emerging Outcomes first appear in Grade 4.
PE.K.S1.E2.K - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.K.S1.E20.K - (x0)	(x0) - Strikes a light weight object with a paddle or short-handled racket.
PE.K.S1.E21.K - (x0)	(x0) - Emerging Outcomes first appear in Grade 2.
PE.K.S1.E22.K.b - (x0)	(x0) - Jumps a long rope with teacher-assisted turning.
PE.K.S1.E22.K.a - (x0)	(x0) - Executes a single jump with self-turned rope.
PE.K.S1.E3.K - (x0)	(x0) - Jumps and lands with balance.
PE.K.S1.E4.K - (x0)	(x0) - Performs locomotor skills in response to teacher-led creative dance.
PE.K.S1.E5.K - (x0)	(x0) - Emerging Outcomes first appear in grade 3.
PE.K.S1.E6.K.a - (x1)	(x1) - Maintains momentary stillness on bases of support.
PE.K.S1.E6.K.b - (x0)	(x0) - Forms wide, curled, and twisted body shapes.
PE.K.S1.E7.K.a - (x0)	(x0) - Emerging Outcomes first appear in Grade 1.
PE.K.S1.E7.K.b - (x0)	(x0) - Rolls sideways in a narrow body shape.
PE.K.S1.E8.K - (x0)	(x0) - Contrasts the actions of curling and stretching.
PE.K.S1.E9.K - (x0)	(x0) - Emerging Outcomes first appear in Grade 2
PE.K.S2.E1.K.a - (x0)	(x0) - Differentiates between movement in personal (self-space) and general space.
PE.K.S2.E1.K.b - (x0)	(x0) - Moves in personal space to a rhythm.
PE.K.S2.E2.K - (x0)	(x0) - Travels in three different pathways.
PE.K.S2.E3.K - (x0)	(x0) - Travels in general space with different speeds.
PE.K.S3.E1.K - (x0)	(x0) - Identifies active play opportunities outside physical education class.
PE.K.S3.E2.K - (x0)	(x0) - Actively participates in physical education class.
PE.K.S3.E3.K - (x0)	(x0) - Recognizes that when you move fast, your heart beats faster and you breathe faster.
PE.K.S3.E5.K - (x0)	(x0) - Emerging outcomes first appear in Grade 3.
PE.K.S3.E6.K - (x0)	(x0) - Emerging outcomes first appear in Grade 3.
PE.K.S3.E7.K - (x0)	(x0) - Recognizes that food provides energy for physical activity.
PE.K.S4.E1.K.a - (x0)	(x0) - Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
PE.K.S4.E1.K.b - (x0)	(x0) - Acknowledges responsibility for behavior when prompted.
PE.K.S4.E2.K - (x0)	(x0) - Follows instruction/directions when prompted.
PE.K.S4.E3.K - (x0)	(x0) - Shares equipment and space with others.
PE.K.S4.E4.K - (x0)	(x0) - Recognizes the established protocols for class activities.
PE.K.S4.E5.K - (x0)	(x0) - Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
PE.K.S5.E1.K - (x0)	(x0) - Recognizes that physical activity is important for good health.
PE.K.S5.E2.K - (x0)	(x0) - Acknowledges that some physical activities are challenging/ difficult.
PE.K.S5.E3.K.a - (x0)	(x0) - Identifies physical activities that are enjoyable.

Start Date: 07/22/2019

End Date: 11/21/2019

Concordia Charter School

AZAcademic Standards2015, *Physical Education* - 42 References, Soto, B. (Continued)

Kindergarten - 2 References (Continued)

- PE.K.S5.E3.K.b - (x0) (x0) - Discuss the enjoyment of playing with friends.
 PE.K.S5.E4.K - (x0) (x0) - Demonstrates socially acceptable conflict resolution skills.

AZEarly Learning Standards2013, *Physical Development, Health and Safety* - 18 References

For Young Children From Three to Five Years Old - (18 References)

- HE.PK.1.1.a - (x0) (x0) - Moves with balance.
 HE.PK.1.1.b - (x0) (x0) - Moves with control (e.g., walks, runs, skips, jumps, gallops, hops).
 HE.PK.1.1.c - (x0) (x0) - Moves with coordination.
 HE.PK.1.1.d - (x0) (x0) - Demonstrates spatial awareness in physical activity.
 HE.PK.1.2.a - (x0) (x0) - Uses fingers, hands, and wrists to manipulate a variety of tools and materials, (e.g., crayons, markers, chalk, sponges, paint brushes, scissors, pencils, silverware).
 HE.PK.1.2.b - (x0) (x0) - Uses eye-hand coordination to perform simple tasks.
 HE.PK.1.2.c - (x0) (x0) - Manipulates smaller objects, tools and instruments that require wrist and squeezing motions.
 HE.PK.1.2.d - (x0) (x0) - Uses fine motor skills in daily living.
 HE.PK.2.1.a - (x0) (x0) - Demonstrates hygiene practices.
HE.PK.2.1.b.1 - (x6) (x6) - Nutrition
HE.PK.2.1.b.2 - (x12) (x12) - Physical activity and rest
 HE.PK.2.1.c - (x0) (x0) - Awareness of the functions of body parts.
 HE.PK.3.1.a - (x0) (x0) - Identifies and follows basic safety rules with guidance and support; e.g., sun safety, animal and plant safety, outdoor and indoor safety.
 HE.PK.3.1.b - (x0) (x0) - Demonstrates transportation and street safety practices.
 HE.PK.3.1.c - (x0) (x0) - Enforces personal boundaries (safety, self-advocacy and boundary awareness).
 HE.PK.3.1.d - (x0) (x0) - Knows personal information.
 HE.PK.3.1.e - (x0) (x0) - Demonstrates emergency safety practices.
 HE.PK.3.1.f - (x0) (x0) - Identifies how adults help to keep us safe.

AZGrade Level Articulations2009, *Health Education* - 12 References

Grades: 3-5 - (12 References)

- HE.3-5.1.1.PO 1 - (x0) (x0) - Describe the relationship between healthy behaviors and personal health
 HE.3-5.1.2.PO 1 - (x0) (x0) - Identify examples of emotional, intellectual, physical, and social health
 HE.3-5.1.3.PO 1 - (x0) (x0) - Describe ways in which a safe and healthy school and community environment can promote personal health.
 HE.3-5.1.3.PO 2 - (x0) (x0) - Describe the key nutrients contained in the food groups and how these nutrients affect health and learning
HE.3-5.1.3.PO 3 - (x3) (x3) - Describe how physical activity impacts health
 HE.3-5.1.4.PO 1 - (x0) (x0) - Describe ways to prevent common childhood injuries and health problems
HE.3-5.1.5.PO 1 - (x3) (x3) - Describe when it is important to seek health care
 HE.3-5.1.6.1 - (x0) (x0) - Arizona has no Performance Objective for this Concept at this grade level.
 HE.3-5.2.1.PO 1 - (x0) (x0) - Describe how the family influences personal health practices and behaviors
 HE.3-5.2.1.PO 2 - (x0) (x0) - Identify the influence of culture on health practices and behaviors
 HE.3-5.2.1.PO 3 - (x0) (x0) - Describe how peers can influence healthy and unhealthy behaviors
 HE.3-5.2.1.PO 4 - (x0) (x0) - Describe how the school and community can support personal health practices and behaviors
 HE.3-5.2.1.PO 5 - (x0) (x0) - Explain how media influences thoughts, feelings, and health behaviors
HE.3-5.2.1.PO 6 - (x3) (x3) - Describe ways that technology can influence personal health
 HE.3-5.2.2.1 - (x0) (x0) - Arizona has no Performance Objective for this Concept at this grade level.
 HE.3-5.2.3.1 - (x0) (x0) - Arizona has no Performance Objective for this Concept at this grade level.
 HE.3-5.3.1.PO 1 - (x0) (x0) - Identify characteristics of valid health information, products, and services

Concordia Charter School

AZGrade Level Articulations2009, *Health Education - 12 References, Soto, B. (Continued)*

Grades: 3-5 - 12 References (Continued)

HE.3-5.3.2.PO 1 - (x0)	(x0) - Locate resources from home, school, and community that provide valid health information
HE.3-5.4.1.PO 1 - (x0)	(x0) - Demonstrate effective verbal and nonverbal communication skills to enhance health
HE.3-5.4.1.PO 2 - (x0)	(x0) - Demonstrate refusal skills that avoid or reduce health risks
HE.3-5.4.2.PO 1 - (x0)	(x0) - Demonstrate nonviolent strategies to manage or resolve conflict
HE.3-5.4.3.PO 1 - (x0)	(x0) - Demonstrate how to ask for assistance to enhance personal health
HE.3-5.5.1.PO 1 - (x0)	(x0) - Identify circumstances that can help or hinder healthy decision making
HE.3-5.5.2.PO 1 - (x0)	(x0) - Identify health-related situations that might require a thoughtful decision
HE.3-5.5.2.PO 2 - (x0)	(x0) - Analyze when assistance is needed when making a health-related decision
HE.3-5.5.2.PO 3 - (x0)	(x0) - List healthy options to health-related issues or problems
HE.3-5.5.2.PO 4 - (x0)	(x0) - Predict the potential outcomes of each option when making a health-related decision
HE.3-5.5.2.PO 5 - (x0)	(x0) - Choose a healthy option when making a decision
HE.3-5.5.2.PO 6 - (x0)	(x0) - Describe the outcomes of a health-related decision
HE.3-5.6.1.1 - (x0)	(x0) - Arizona has no Performance Objective for this Concept at this grade level.
HE.3-5.6.2.PO 1 - (x0)	(x0) - Set a personal health goal and track progress toward its achievement
HE.3-5.6.2.PO 2 - (x3)	(x3) - Identify resources to assist in achieving a personal health goal
HE.3-5.7.1.PO 1 - (x0)	(x0) - Identify responsible personal health behaviors
HE.3-5.7.2.PO 1 - (x0)	(x0) - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health
HE.3-5.7.2.PO 2 - (x0)	(x0) - Demonstrate a variety of behaviors that avoid or reduce health risks
HE.3-5.8.1.PO 1 - (x0)	(x0) - Express opinions and give accurate information about health issues
HE.3-5.8.1.PO 2 - (x0)	(x0) - Encourage others to make positive health choices
HE.3-5.8.2.1 - (x0)	(x0) - Arizona has no Performance Objective for this Concept at this grade level.
HE.3-5.8.3.1 - (x0)	(x0) - Arizona has no Performance Objective for this Concept at this grade level.

Grades: 3-5 - (2 References)

PE.3-5.1.1.PO 1 - (x0)	(x0) - Demonstrate locomotor movements within game and modified sport activities
PE.3-5.1.1.PO 2 - (x0)	(x0) - Demonstrate nonlocomotor movements within game and modified sport activities
PE.3-5.1.1.PO 3 - (x0)	(x0) - Apply concepts of spatial awareness in physical activities
PE.3-5.1.1.PO 4 - (x0)	(x0) - Balance and transfer of weight on a variety of objects
PE.3-5.1.1.PO 5 - (x0)	(x0) - Apply the skills of chasing, fleeing, and evading to avoid others in a game situation
PE.3-5.1.1.PO 6 - (x0)	(x0) - Perform a variety of manipulative skills at an age-appropriate level
PE.3-5.1.2.PO 1 - (x0)	(x0) - Perform a sequence of movement skills to a rhythm
PE.3-5.1.3.PO 1 - (x0)	(x0) - Dribble and pass a variety of objects around stationary objects
PE.3-5.1.3.PO 2 - (x0)	(x0) - Dribble and pass to a moving target or partner (hands and feet)
PE.3-5.1.3.PO 3 - (x0)	(x0) - Apply offensive and defensive strategies in game situations
PE.3-5.1.3.PO 4 - (x0)	(x0) - Evaluate critical elements of a basic movement made by a fellow student and provide feedback to that student
PE.3-5.2.1.PO 1 - (x0)	(x0) - Describe similarities and differences of a few fundamental skills
PE.3-5.2.1.PO 2 - (x0)	(x0) - Describe correct form when performing physical fitness activities
PE.3-5.2.2.PO 1 - (x0)	(x0) - List physiological indicators of exercise
PE.3-5.2.2.PO 10 - (x0)	(x0) - Identify a stress relieving physical activity that is personally effective
PE.3-5.2.2.PO 11 - (x0)	(x0) - Analyze sun safe practices
PE.3-5.2.2.PO 2 - (x2)	(x2) - Identify and explain the importance of the following: warm-up, cool-down, FITT principle
PE.3-5.2.2.PO 3 - (x0)	(x0) - Identify examples of moderate and vigorous physical activity
PE.3-5.2.2.PO 4 - (x0)	(x0) - List and define the components of health-related physical fitness
PE.3-5.2.2.PO 5 - (x0)	(x0) - Demonstrate exercises that can improve each component of health-related fitness
PE.3-5.2.2.PO 6 - (x0)	(x0) - Name and locate large muscle groups
PE.3-5.2.2.PO 7 - (x0)	(x0) - Demonstrate ability to find heart rate

Concordia Charter School

AZGrade Level Articulations2009, *Physical Education - 2 References, Soto, B. (Continued)*

Grades: 3-5 - 2 References (Continued)

PE.3-5.2.2.PO 8 - (x0)	(x0) - Explain how to balance food intake with physical activity
PE.3-5.2.2.PO 9 - (x0)	(x0) - Explain how practice influences performances
PE.3-5.2.3.PO 1 - (x0)	(x0) - Explain a strategy for a game play
PE.3-5.2.3.PO 2 - (x0)	(x0) - Identify a tactic that improves game performance
PE.3-5.2.3.PO 3 - (x0)	(x0) - Apply a tactic that improves game performance
PE.3-5.3.1.PO 1 - (x0)	(x0) - Engage in instructionally-appropriate moderate to vigorous physical activity for at least 50% of structured physical education classes
PE.3-5.3.1.PO 2 - (x0)	(x0) - Engage in a balance of health- and skill-related activities during structured physical education classes
PE.3-5.3.2.PO 1 - (x0)	(x0) - Participate regularly in physical activity that develops a healthy lifestyle
PE.3-5.3.2.PO 2 - (x0)	(x0) - Participate in a variety of moderate to vigorous games, activities, or dance sequences
PE.3-5.3.2.PO 3 - (x0)	(x0) - Accumulate 60 minutes per day of moderate activity on all or most days of the week
PE.3-5.3.2.PO 4 - (x0)	(x0) - Demonstrate an active lifestyle through documentation of daily activity
PE.3-5.4.1.PO 1 - (x0)	(x0) - Perform a nationally-recognized, criterion-referenced, health-related fitness assessment, that includes aerobic fitness, muscular strength, muscular endurance, flexibility and body composition
PE.3-5.4.1.PO 2 - (x0)	(x0) - Evaluate personal fitness and practice goal setting with the aid of the teacher
PE.3-5.4.1.PO 3 - (x0)	(x0) - Participate in a variety of fitness activities designed to enhance personal fitness
PE.3-5.5.1.PO 1 - (x0)	(x0) - Act in a safe manner during physical activity
PE.3-5.5.1.PO 2 - (x0)	(x0) - Follows safety protocols during physical activity
PE.3-5.5.1.PO 3 - (x0)	(x0) - Remains on task while working independently
PE.3-5.5.1.PO 4 - (x0)	(x0) - Accept decisions regarding a personal rule infraction without displaying negative reactions toward others
PE.3-5.5.1.PO 5 - (x0)	(x0) - Assess and take responsibility for his or her own behavior
PE.3-5.5.2.PO 1 - (x0)	(x0) - Work cooperatively with a partner, small group, or class
PE.3-5.5.2.PO 2 - (x0)	(x0) - Demonstrate respect and caring for peers through verbal and non-verbal encouragement and assistance
PE.3-5.5.2.PO 3 - (x0)	(x0) - Resolve conflicts in a socially acceptable manner
PE.3-5.5.2.PO 4 - (x0)	(x0) - Participate in establishing rules and procedures that are safe and effective for specific activities
PE.3-5.5.2.PO 5 - (x0)	(x0) - Encourage others and refrain from put-down statements
PE.3-5.6.1.PO 1 - (x0)	(x0) - Identify at least one enjoyable activity in which he/she regularly participates
PE.3-5.6.1.PO 2 - (x0)	(x0) - Identify positive feelings associated with participation in physical activities
PE.3-5.6.1.PO 3 - (x0)	(x0) - Actively participate in group physical activities
PE.3-5.6.1.PO 4 - (x0)	(x0) - Select and practice a skill on which development is needed
PE.3-5.6.1.PO 5 - (x0)	(x0) - Participates in a broadened and challenging array of physical activities

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education2013, *Physical Education - 25 References*

Grade 1 - (5 References)

- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 2.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 2.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 2.
- (x2) - Developmentally appropriate/emerging outcomes first appear in Grade 2.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
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Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 25 References, Soto, B.*
(Continued)

Grade 1 - 5 References (Continued)

- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
- (x3) - Developmentally appropriate/emerging outcomes first appear in Grade 4.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.

Grade 2 - (2 References)

- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x2) - Developmentally appropriate/emerging outcomes first appear in Grade 3.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
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- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
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- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.

Grade 3 - (0 References)

- (x0) - Applies skill.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.

Grade 4 - (0 References)

- (x0) - Applies skill.
- (x0) - Applies skill.
- (x0) - Applies skill.

Kindergarten - (18 References)

- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 1.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 2.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 2.
- (x2) - Developmentally appropriate/emerging outcomes first appear in Grade 2.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 2.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x3) - Developmentally appropriate/emerging outcomes first appear in Grade 3.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x11) - Developmentally appropriate/emerging outcomes first appear in Grade 3.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 3.
- (x2) - Developmentally appropriate/emerging outcomes first appear in Grade 4.**
- (x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 25 References, Soto, B.*
(Continued)

Kindergarten - 18 References (Continued)

(x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.
(x0) - Developmentally appropriate/emerging outcomes first appear in Grade 4.

Grade 1 - (44 References)

PHYS.1.S1.E1.1 - (x0) (x0) - Hops, gallops, jogs and slides using a mature pattern.

PHYS.1.S1.E10.1 - (x0) (x0) - Demonstrates twisting, curling, bending & stretching actions.

PHYS.1.S1.E13.1 - (x2) (x2) - Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.

PHYS.1.S1.E16.1a - (x2) (x2) - Catches a soft object from a self-toss before it bounces.

PHYS.1.S1.E16.1b - (x2) (x2) - Catches various sizes of balls self-tossed or tossed by a skilled thrower.

PHYS.1.S1.E17.1 - (x0) (x0) - Dribbles continuously in self-space using the preferred hand.

PHYS.1.S1.E18.1 - (x3) (x3) - Taps or dribbles a ball using the inside of the foot while walking in general space .

PHYS.1.S1.E21.1 - (x3) (x3) - Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern.

PHYS.1.S1.E22.1 - (x17) (x17) - Volleys an object with an open palm, sending it upward.

PHYS.1.S1.E24.1 - (x0) (x0) - Strikes a ball with a short-handled implement, sending it upward.

PHYS.1.S1.E27.1a - (x0) (x0) - Jumps forward or backward consecutively using a self-turned rope.

PHYS.1.S1.E27.1b - (x0) (x0) - Jumps a long rope up to 5 times consecutively with teacher-assisted turning.

PHYS.1.S1.E3.1 - (x0) (x0) - Demonstrates 2 of the 5 critical elements for jumping & landing in a horizontal plane using 2-foot take-offs & landings.

PHYS.1.S1.E4.1 - (x0) (x0) - Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.

PHYS.1.S1.E5.1 - (x0) (x0) - Combines locomotor and nonlocomotor skills in a teacher- designed dance.

PHYS.1.S1.E7.1 - (x0) (x0) - Maintains stillness on different bases of support with different body shapes .

PHYS.1.S1.E8.1 - (x0) (x0) - Transfers weight from one body part to another in self-space in dance and gymnastics environments.

PHYS.1.S1.E9.1 - (x0) (x0) - Rolls with either a narrow or curled body shape.

PHYS.1.S2.E1.1 - (x0) (x0) - Moves in self-space and general space in response to designated beats/ rhythms.

PHYS.1.S2.E2.1a - (x0) (x0) - Travels demonstrating low, middle and high levels.

PHYS.1.S2.E2.1b - (x0) (x0) - Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

PHYS.1.S2.E3.1a - (x0) (x0) - Differentiates between fast and slow speeds.

PHYS.1.S2.E3.1b - (x0) (x0) - Differentiates between strong and light force.

PHYS.1.S3.E1.1 - (x0) (x0) - Discusses the benefits of being active and exercising and/ or playing.

PHYS.1.S3.E2.1 - (x3) (x3) - Actively engages in physical education class.

PHYS.1.S3.E3.1 - (x0) (x0) - Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.

PHYS.1.S3.E6.1 - (x0) (x0) - Differentiates between healthy and unhealthy foods .

PHYS.1.S4.E1.1 - (x0) (x0) - Accepts personal responsibility by using equipment and space appropriately.

PHYS.1.S4.E2.1 - (x0) (x0) - Follows the rules & parameters of the learning environment.

PHYS.1.S4.E3.1 - (x0) (x0) - Responds appropriately to general feedback from the teacher.

PHYS.1.S4.E4.1 - (x3) (x3) - Works independently with others in a variety of class environments (e.g., small and large groups).

PHYS.1.S4.E5.1 - (x0) (x0) - Exhibits the established protocols for class activities.

PHYS.1.S4.E6.1 - (x0) (x0) - Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

PHYS.1.S5.E1.1 - (x3) (x3) - Identifies physical activity as a component of good health.

PHYS.1.S5.E2.1 - (x0) (x0) - Recognizes that challenge in physical activities can lead to success.

PHYS.1.S5.E3.1a - (x3) (x3) - Describes positive feelings that result from participating in physical activities.

PHYS.1.S5.E3.1b - (x3) (x3) - Discusses personal reasons (i.e., the "why") for enjoying physical activities.

Grade 2 - (25 References)

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B. (Continued)*

Grade 2 - 25 References (Continued)

PHYS.2.S1.E1.2 - (x0)	(x0) - Skips using a mature pattern.
PHYS.2.S1.E10.2 - (x0)	(x0) - Differentiates among twisting, curling, bending & stretching actions.
PHYS.2.S1.E11.2 - (x0)	(x0) - Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).
PHYS.2.S1.E13.2 - (x2)	(x2) - Throws underhand using a mature pattern.
PHYS.2.S1.E14.2 - (x2)	(x2) - Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.
PHYS.2.S1.E16.2 - (x2)	(x2) - Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body.
PHYS.2.S1.E17.2a - (x0)	(x0) - Dribbles in self-space with preferred hand demonstrating a mature pattern.
PHYS.2.S1.E17.2b - (x0)	(x0) - Dribbles using the preferred hand while walking in general space.
PHYS.2.S1.E18.2 - (x2)	(x2) - Dribbles with the feet in general space with control of ball and body.
PHYS.2.S1.E2.2a - (x1)	(x1) - Runs with a mature pattern.
PHYS.2.S1.E2.2b - (x0)	(x0) - Travels showing differentiation between jogging and sprinting .
PHYS.2.S1.E21.2 - (x2)	(x2) - Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.
PHYS.2.S1.E22.2 - (x0)	(x0) - Volleys an object upward with consecutive hits .
PHYS.2.S1.E24.2 - (x0)	(x0) - Strikes an object upward with a short-handled implement, using consecutive hits.
PHYS.2.S1.E25.2 - (x0)	(x0) - Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/ proper body orientation.
PHYS.2.S1.E27.2a - (x0)	(x0) - Jumps a self-turned rope consecutively forward and backward with a mature pattern.
PHYS.2.S1.E27.2b - (x0)	(x0) - Jumps a long rope 5 times consecutively with student turners.
PHYS.2.S1.E3.2 - (x0)	(x0) - Demonstrates 4 of the 5 critical elements for jumping & landing in a horizontal plane using a variety of 1- and 2-foot take-offs & landings.
PHYS.2.S1.E4.2 - (x0)	(x0) - Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane.
PHYS.2.S1.E5.2 - (x0)	(x0) - Performs a teacher-and/or student-designed rhythmic activity with correct response to simple rhythms.
PHYS.2.S1.E7.2a - (x0)	(x0) - Balances on different bases of support, combining levels and shapes.
PHYS.2.S1.E7.2b - (x1)	(x1) - Balances in an inverted position with stillness and supportive base.
PHYS.2.S1.E8.2 - (x0)	(x0) - Transfers weight from feet to different body parts/bases of support for balance and/or travel.
PHYS.2.S1.E9.2 - (x0)	(x0) - Rolls in different directions with either a narrow or curled body shape .
PHYS.2.S2.E1.2 - (x0)	(x0) - Combines locomotor skills in general space to a rhythm.
PHYS.2.S2.E2.2 - (x0)	(x0) - Combines shapes, levels and pathways into simple travel, dance and gymnastics sequences.
PHYS.2.S2.E3.2 - (x0)	(x0) - Varies time and force with gradual increases and decreases .
PHYS.2.S3.E1.2 - (x0)	(x0) - Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family).
PHYS.2.S3.E2.2 - (x2)	(x2) - Actively engages in physical education class in response to instruction and practice.
PHYS.2.S3.E3.2a - (x1)	(x1) - Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength.
PHYS.2.S3.E3.2b - (x0)	(x0) - Identifies physical activities that contribute to fitness.
PHYS.2.S3.E6.2 - (x0)	(x0) - Recognizes the "good health balance" of good nutrition with physical activity.
PHYS.2.S4.E1.2 - (x0)	(x0) - Practices skills with minimal teacher prompting.
PHYS.2.S4.E2.2 - (x0)	(x0) - Accepts responsibility for class protocols with behavior and performance actions.
PHYS.2.S4.E3.2 - (x0)	(x0) - Accepts specific corrective feedback from the teacher.
PHYS.2.S4.E4.2 - (x2)	(x2) - Works independently with others in partner environments .
PHYS.2.S4.E5.2 - (x2)	(x2) - Recognizes the role of rules and etiquette in teacher-designed physical activities.
PHYS.2.S4.E6.2a - (x2)	(x2) - Works independently and safely in physical education .
PHYS.2.S4.E6.2b - (x2)	(x2) - Works safely with physical education equipment .

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B.*
(Continued)

Grade 2 - 25 References (Continued)

- PHYS.2.S5.E1.2 - (x2) (x2) - Recognizes the value of "good health-balance." (Refer to S3.E6.2)
- PHYS.2.S5.E2.2 - (x0) (x0) - Compares physical activities that bring confidence and challenge.
- PHYS.2.S5.E3.2 - (x0) (x0) - Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).

Grade 3 - (59 References)

- PHYS.3.S1.E1.3 - (x0) (x0) - Leaps using a mature pattern.
- PHYS.3.S1.E10.3 - (x0) (x0) - Moves into and out of gymnastics balances with curling, twisting & stretching actions.
- PHYS.3.S1.E11.3 - (x0) (x0) - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.
- PHYS.3.S1.E12.3 - (x0) (x0) - Combines balance and weight transfers with movement concepts to create and perform a dance.
- PHYS.3.S1.E13.3 - (x0) (x0) - Throws underhand to a partner or target with reasonable accuracy.
- PHYS.3.S1.E14.3 - (x0) (x0) - Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.
- PHYS.3.S1.E16.3 - (x0) (x0) - Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.
- PHYS.3.S1.E17.3 - (x0) (x0) - Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.
- PHYS.3.S1.E18.3 - (x0) (x0) - Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.
- PHYS.3.S1.E19.3 - (x0) (x0) - Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.
- PHYS.3.S1.E2.3 - (x0) (x0) - Travels showing differentiation between sprinting and running.
- PHYS.3.S1.E21.3a - (x0) (x0) - Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.
- PHYS.3.S1.E21.3b - (x0) (x0) - Uses a continuous running approach and kicks a stationary ball for accuracy.
- PHYS.3.S1.E22.3 - (x0) (x0) - Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.
- PHYS.3.S1.E24.3a - (x2) (x2) - Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.
- PHYS.3.S1.E24.3b - (x0) (x0) - Strikes an object with a short-handled demonstrating 3 of the 5 critical elements of a mature pattern.
- PHYS.3.S1.E25.3 - (x9) (x9) - Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement.
- PHYS.3.S1.E27.3 - (x0) (x0) - Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.
- PHYS.3.S1.E3.3 - (x0) (x0) - Jumps & lands in the horizontal & vertical planes using a mature pattern.
- PHYS.3.S1.E4.3 - (x0) (x0) - Jumps & lands in the horizontal & vertical planes using a mature pattern.
- PHYS.3.S1.E5.3 - (x0) (x0) - Performs teacher-selected and developmentally appropriate dance steps and movement patterns.
- PHYS.3.S1.E6.3 - (x0) (x0) - Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.
- PHYS.3.S1.E7.3 - (x0) (x0) - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.
- PHYS.3.S1.E8.3 - (x0) (x0) - Transfers weight from feet to hands for momentary weight support.
- PHYS.3.S2.E1.3 - (x0) (x0) - Recognizes the concept of open spaces in a movement context.
- PHYS.3.S2.E2.3 - (x0) (x0) - Recognizes locomotor skills specific to a wide variety of physical activities.
- PHYS.3.S2.E3.3 - (x0) (x0) - Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.
- PHYS.3.S2.E4.3a - (x0) (x0) - Employs the concept of alignment in gymnastics and dance.
- PHYS.3.S2.E4.3b - (x0) (x0) - Employs the concept of muscular tension with balance in gymnastics and dance.

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B.*
(Continued)

Grade 3 - 59 References (Continued)

PHYS.3.S2.E5.3a - (x0)	(x0) - Applies simple strategies & tactics in chasing activities.
PHYS.3.S2.E5.3b - (x0)	(x0) - Applies simple strategies in fleeing activities.
PHYS.3.S3.E1.3a - (x0)	(x0) - Charts participation in physical activities outside physical education class.
PHYS.3.S3.E1.3b - (x0)	(x0) - Identifies physical activity benefits as a way to become healthier.
PHYS.3.S3.E2.3 - (x0)	(x0) - Engages in the activities of physical education class without teacher prompting.
PHYS.3.S3.E3.3 - (x0)	(x0) - Describes the concept of fitness and provides examples of physical activity to enhance fitness.
PHYS.3.S3.E4.3 - (x0)	(x0) - Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.
PHYS.3.S3.E5.3 - (x0)	(x0) - Demonstrates, with teacher direction, the health-related fitness components.
PHYS.3.S3.E6.3 - (x0)	(x0) - Identifies foods that are beneficial for before and after physical activity.
PHYS.3.S4.E1.3 - (x0)	(x0) - Exhibits personal responsibility in teacher-directed activities.
PHYS.3.S4.E2.3 - (x0)	(x0) - Works independently for extended periods of time .
PHYS.3.S4.E3.3 - (x0)	(x0) - Accepts and implements specific corrective feedback from the teacher.
PHYS.3.S4.E4.3a - (x8)	(x8) - Works cooperatively with others .
PHYS.3.S4.E4.3b - (x8)	(x8) - Praises others for their success in movement performance.
PHYS.3.S4.E5.3 - (x8)	(x8) - Recognizes the role of rules and etiquette in physical activity with peers.
PHYS.3.S4.E6.3 - (x8)	(x8) - Works independently and safely in physical activity settings .
PHYS.3.S5.E1.3 - (x0)	(x0) - Discusses the relationship between physical activity and good health.
PHYS.3.S5.E2.3 - (x0)	(x0) - Discusses the challenge that comes from learning a new physical activity.
PHYS.3.S5.E3.3 - (x8)	(x8) - Reflects on the reasons for enjoying selected physical activities.
PHYS.3.S5.E4.3 - (x8)	(x8) - Describes the positive social interactions that come when engaged with others in physical activity.

Grade 4 - (92 References)

PHYS.4.S1.E1.4 - (x4)	(x4) - Uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences.
PHYS.4.S1.E10.4 - (x0)	(x0) - Moves into and out of balances on apparatus with curling, twisting & stretching actions.
PHYS.4.S1.E11.4 - (x0)	(x0) - Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
PHYS.4.S1.E12.4 - (x0)	(x0) - Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.
PHYS.4.S1.E14.4a - (x13)	(x13) - Throws overhand using a mature pattern in non-dynamic environments (closed skills).
PHYS.4.S1.E14.4b - (x27)	(x27) - Throws overhand to a partner or at a target with accuracy at a reasonable distance.
PHYS.4.S1.E15.4 - (x14)	(x14) - Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).
PHYS.4.S1.E16.4 - (x14)	(x14) - Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a nondynamic environment (closed skills).
PHYS.4.S1.E17.4a - (x0)	(x0) - Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern.
PHYS.4.S1.E17.4b - (x0)	(x0) - Dribbles in general space with control of ball and body while increasing and decreasing speed.
PHYS.4.S1.E18.4 - (x0)	(x0) - Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed.
PHYS.4.S1.E19.4a - (x0)	(x0) - Passes & receives a ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills).
PHYS.4.S1.E19.4b - (x0)	(x0) - Passes & receives a ball with the out- sides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.
PHYS.4.S1.E2.4 - (x16)	(x16) - Runs for distance using a mature pattern.
PHYS.4.S1.E20.4 - (x0)	(x0) - Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).
PHYS.4.S1.E21.4 - (x0)	(x0) - Kicks along the ground and in the air, and punts using mature patterns.

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B.*
(Continued)

Grade 4 - 92 References (Continued)

PHYS.4.S1.E22.4 - (x0)	(x0) - Volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).
PHYS.4.S1.E23.4 - (x0)	(x0) - Volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.
PHYS.4.S1.E24.4a - (x0)	(x0) - Strikes an object with a short-handled implement while demonstrating a mature pattern.
PHYS.4.S1.E24.4b - (x0)	(x0) - Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.
PHYS.4.S1.E25.4 - (x0)	(x0) - Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
PHYS.4.S1.E26.4 - (x0)	(x0) - Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice-task environments.
PHYS.4.S1.E27.4 - (x0)	(x0) - Creates a jump-rope routine with either a short or long rope.
PHYS.4.S1.E3.4 - (x0)	(x0) - Uses spring-and- step take-offs & landings specific to gymnastics.
PHYS.4.S1.E4.4 - (x0)	(x0) - Uses spring-and- step take-offs & landings specific to gymnastics.
PHYS.4.S1.E5.4 - (x0)	(x0) - Combines locomotor movement patterns and dance steps to create and perform an original dance.
PHYS.4.S1.E6.4 - (x0)	(x0) - Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- and/or student-designed small-sided practice tasks.
PHYS.4.S1.E7.4 - (x0)	(x0) - Balances on different bases of support on apparatus, demonstrating levels and shapes.
PHYS.4.S1.E8.4 - (x0)	(x0) - Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).
PHYS.4.S2.E1.4a - (x0)	(x0) - Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
PHYS.4.S2.E1.4b - (x0)	(x0) - Applies the concept of closing spaces in small-sided practice tasks.
PHYS.4.S2.E1.4c - (x0)	(x0) - Dribbles in general space with changes in direction and speed.
PHYS.4.S2.E2.4 - (x0)	(x0) - Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments.
PHYS.4.S2.E3.4a - (x4)	(x4) - Applies the movement concepts of speed, endurance and pacing for running.
PHYS.4.S2.E3.4b - (x0)	(x0) - Applies the concepts of direction and force when striking an object with a shorthanded implement, sending it toward a designated target.
PHYS.4.S2.E5.4a - (x0)	(x0) - Applies simple offensive strategies and tactics in chasing and fleeing activities.
PHYS.4.S2.E5.4b - (x0)	(x0) - Applies simple defensive strategies/ tactics in chasing and fleeing activities.
PHYS.4.S2.E5.4c - (x0)	(x0) - Recognizes the types of kicks needed for different games and sports situations.
PHYS.4.S3.E1.4 - (x0)	(x0) - Analyzes opportunities for participating in physical activity outside physical education class.
PHYS.4.S3.E2.4 - (x0)	(x0) - Actively engages in physical education class, both teacher-directed and independent.
PHYS.4.S3.E3.4 - (x0)	(x0) - Identifies the components of health-related fitness.
PHYS.4.S3.E4.4 - (x0)	(x0) - Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment.
PHYS.4.S3.E5.4a - (x0)	(x0) - Completes fitness assessments (pre- & post-).
PHYS.4.S3.E5.4b - (x0)	(x0) - Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.
PHYS.4.S3.E6.4 - (x0)	(x0) - Discusses the importance of hydration and hydration choices relative to physical activities.
PHYS.4.S4.E1.4 - (x0)	(x0) - Exhibits responsible behavior in independent group situations.
PHYS.4.S4.E2.4 - (x0)	(x0) - Reflects on personal social behavior in physical activity.
PHYS.4.S4.E3.4 - (x0)	(x0) - Listens respectfully to corrective feedback from others (e.g., peers, adults).
PHYS.4.S4.E4.4a - (x0)	(x0) - Praises the movement performance of others both more- and less-skilled.
PHYS.4.S4.E4.4b - (x0)	(x0) - Accepts players of all skill levels into the physical activity.
PHYS.4.S4.E5.4 - (x0)	(x0) - Exhibits etiquette and adherence to rules in a variety of physical activities.

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B. (Continued)*

Grade 4 - 92 References (Continued)

- PHYS.4.S4.E6.4 - (x0) (x0) - Works safely with peers and equipment in physical activity settings .
- PHYS.4.S5.E1.4 - (x0) (x0) - Examines the health benefits of participating in physical activity.
- PHYS.4.S5.E2.4 - (x0) (x0) - Rates the enjoyment of participating in challenging and mastered physical activities.
- PHYS.4.S5.E3.4 - (x0) (x0) - Ranks the enjoyment of participating in different physical activities .
- PHYS.4.S5.E4.4 - (x0) (x0) - Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.

Grade 6 - (46 References)

- PHYS.6.S1.M1.6 - (x0) (x0) - Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.
- PHYS.6.S1.M10.6 - (x4) **(x4) - Shoots on goal with power in a dynamic environment as appropriate to the activity.**
- PHYS.6.S1.M11.6 - (x0) (x0) - Maintains defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player .
- PHYS.6.S1.M12.6 - (x4) **(x4) - Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.**
- PHYS.6.S1.M13.6 - (x1) **(x1) - Strikes with a mature overhand pattern in a nondynamic environment for net/wall games such as volleyball, handball, badminton or tennis.**
- PHYS.6.S1.M14.6 - (x0) (x0) - Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.
- PHYS.6.S1.M15.6 - (x0) (x0) - Transfers weight with correct timing for the striking pattern .
- PHYS.6.S1.M16.6 - (x0) (x0) - Forehand-volleys with a mature form and control using a short-handled implement.
- PHYS.6.S1.M17.6 - (x0) (x0) - Two-hand-volleys with control in a variety of practice tasks.
- PHYS.6.S1.M18.6 - (x14) **(x14) - Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes.**
- PHYS.6.S1.M19.6 - (x4) **(x4) - Strikes, with an implement, a stationary object for accuracy and distance in activities such as croquet, shuffleboard or golf.**
- PHYS.6.S1.M2.6 - (x0) (x0) - Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).
- PHYS.6.S1.M20.6 - (x0) (x0) - Strikes a pitched ball with an implement with force in a variety of practice tasks.
- PHYS.6.S1.M21.6 - (x14) **(x14) - Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.**
- PHYS.6.S1.M22.6 - (x0) (x0) - Demonstrates correct technique for basic skills in 1 self-selected outdoor activity.
- PHYS.6.S1.M23.6 - (x0) (x0) - Preferably taught at elementary or secondary levels. However, availability of facilities might dictate when swimming and water safety are offered in the curriculum .
- PHYS.6.S1.M24.6 - (x0) (x0) - Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.
- PHYS.6.S1.M3.6 - (x0) (x0) - Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
- PHYS.6.S1.M4.6 - (x0) (x0) - Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.
- PHYS.6.S1.M5.6 - (x0) (x0) - Throws, while stationary, a leading pass to a moving receiver.
- PHYS.6.S1.M6.6 - (x0) (x0) - Performs pivots, fakes and jab steps designed to create open space during practice tasks.
- PHYS.6.S1.M7.6 - (x0) (x0) - Performs the following offensive skills without defensive pressure : pivot, give & go, and fakes.
- PHYS.6.S1.M8.6 - (x0) (x0) - Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
- PHYS.6.S1.M9.6 - (x0) (x0) - Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
- PHYS.6.S2.M1.6 - (x0) (x0) - Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction or pace).

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B. (Continued)*

Grade 6 - 46 References (Continued)

PHYS.6.S2.M10.6 - (x5)	(x5) - Identifies open spaces and attempts to strike object into that space.
PHYS.6.S2.M11.6 - (x0)	(x0) - Identifies the correct defensive play based on the situation (e.g., number of outs).
PHYS.6.S2.M12.6 - (x0)	(x0) - Varies application of force during dance or gymnastic activities .
PHYS.6.S2.M13.6 - (x0)	(x0) - Makes appropriate decisions based on the weather, level of difficulty due to conditions or ability to ensure safety of self and others.
PHYS.6.S2.M2.6 - (x0)	(x0) - Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots and fakes; give & go.
PHYS.6.S2.M3.6 - (x0)	(x0) - Creates open space by using the width and length of the field/ court on offense.
PHYS.6.S2.M4.6 - (x0)	(x0) - Reduces open space on defense by making the body larger and reducing passing angles.
PHYS.6.S2.M5.6 - (x0)	(x0) - Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
PHYS.6.S2.M6.6 - (x0)	(x0) - Transitions from offense to defense or defense to offense by recovering quickly .
PHYS.6.S2.M7.6 - (x0)	(x0) - Creates open space in net/wall games with a short-handled implement by varying force and direction.
PHYS.6.S2.M8.6 - (x0)	(x0) - Reduces offensive options for opponents by returning to mid-court position.
PHYS.6.S2.M9.6 - (x0)	(x0) - Selects appropriate shot and/or club based on location of the object in relation to the target.
PHYS.6.S3.M1.6 - (x0)	(x0) - Is able to identify 3 influences on physical activity (e.g., school, family & peers; community & built environment; policy).
PHYS.6.S3.M10.6 - (x0)	(x0) - Differentiates between aerobic and anaerobic capacity , and between muscular strength and endurance.
PHYS.6.S3.M11.6 - (x0)	(x0) - Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, type) for different types of physical activity (aerobic, muscular fitness and flexibility).
PHYS.6.S3.M12.6 - (x0)	(x0) - Describes the role of warm-ups and cool-downs before and after physical activity.
PHYS.6.S3.M13.6 - (x0)	(x0) - Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.
PHYS.6.S3.M14.6 - (x0)	(x0) - Identifies major muscles used in selected physical activities.
PHYS.6.S3.M15.6 - (x0)	(x0) - Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.
PHYS.6.S3.M16.6 - (x0)	(x0) - Maintains a physical activity log for at least 2 weeks and reflects on activity levels as documented in the log.
PHYS.6.S3.M17.6 - (x0)	(x0) - Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/ her age and physical activity levels.
PHYS.6.S3.M18.6 - (x0)	(x0) - Identifies positive and negative results of stress and appropriate ways of dealing with each.
PHYS.6.S3.M2.6 - (x0)	(x0) - Participates in self-selected physical activity outside of physical education class.
PHYS.6.S3.M3.6 - (x0)	(x0) - Participates in a variety of aerobic fitness activities such as cardio-kick, step aerobics and aerobic dance.
PHYS.6.S3.M4.6 - (x0)	(x0) - Participates in a variety of aerobic-fitness activities using technology such as Dance Dance Revolution® or Wii Fit®.
PHYS.6.S3.M5.6 - (x0)	(x0) - Participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.
PHYS.6.S3.M6.6 - (x0)	(x0) - Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.
PHYS.6.S3.M7.6 - (x0)	(x0) - Identifies the components of skill-related fitness.
PHYS.6.S3.M8.6 - (x0)	(x0) - Sets and monitors a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level.
PHYS.6.S3.M9.6 - (x0)	(x0) - Employs correct techniques and methods of stretching.
PHYS.6.S4.M1.6 - (x0)	(x0) - Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.
PHYS.6.S4.M2.6 - (x0)	(x0) - Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B.*
(Continued)

Grade 6 - 46 References (Continued)

PHYS.6.S4.M3.6 - (x0)	(x0) - Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
PHYS.6.S4.M4.6 - (x0)	(x0) - Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.
PHYS.6.S4.M5.6 - (x0)	(x0) - Cooperates with a small group of classmates during adventure activities, game play or team-building activities.
PHYS.6.S4.M6.6 - (x0)	(x0) - Identifies the rules and etiquette for physical activities/games and dance activities.
PHYS.6.S4.M7.6 - (x0)	(x0) - Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
PHYS.6.S5.M1.6 - (x0)	(x0) - Describes how being physically active leads to a healthy body.
PHYS.6.S5.M2.6 - (x0)	(x0) - Identifies components of physical activity that provide opportunities for reducing stress and for social interaction.
PHYS.6.S5.M3.6 - (x0)	(x0) - Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help or feedback and/or modifying the tasks.
PHYS.6.S5.M4.6 - (x0)	(x0) - Describes how moving competently in a physical activity setting creates enjoyment.
PHYS.6.S5.M5.6 - (x0)	(x0) - Identifies how self-expression and physical activity are related.
PHYS.6.S5.M6.6 - (x0)	(x0) - Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.

Kindergarten - (97 References)

PHYS.K.S1.E1.K - (x4)	(x4) - Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.
PHYS.K.S1.E10.K - (x0)	(x0) - Contrasts the actions of curling & stretching.
PHYS.K.S1.E13.K - (x5)	(x5) - Throws underhand with opposite foot forward.
PHYS.K.S1.E16.Ka - (x1)	(x1) - Drops a ball and catches it before it bounces twice.
PHYS.K.S1.E16.Kb - (x1)	(x1) - Catches a large ball tossed by a skilled thrower.
PHYS.K.S1.E17.K - (x0)	(x0) - Dribbles a ball with one hand, attempting the second contact.
PHYS.K.S1.E18.K - (x11)	(x11) - Taps a ball using the inside of the foot, sending it forward.
PHYS.K.S1.E21.K - (x11)	(x11) - Kicks a stationary ball from a stationary position, demonstrating 2 of the 5 elements of a mature kicking pattern.
PHYS.K.S1.E22.K - (x4)	(x4) - Volleys a light-weight object (balloon), sending it upward.
PHYS.K.S1.E24.K - (x0)	(x0) - Strikes a lightweight object with a paddle or short-handled racket.
PHYS.K.S1.E27.Ka - (x0)	(x0) - Executes a single jump with self-turned rope.
PHYS.K.S1.E27.Kb - (x0)	(x0) - Jumps a long rope with teacher-assisted turning.
PHYS.K.S1.E3.K - (x0)	(x0) - Performs jumping & landing actions with balance.
PHYS.K.S1.E4.K - (x1)	(x1) - Performs jumping & landing actions with balance.
PHYS.K.S1.E5.K - (x4)	(x4) - Performs locomotor skills in response to teacher-led creative dance.
PHYS.K.S1.E7.Ka - (x0)	(x0) - Maintains momentary stillness on different bases of support.
PHYS.K.S1.E7.Kb - (x0)	(x0) - Forms wide, narrow, curled & twisted body shapes.
PHYS.K.S1.E9.K - (x0)	(x0) - Rolls sideways in a narrow body shape.
PHYS.K.S2.E1.Ka - (x0)	(x0) - Differentiates between movement in personal (self-space) & general space.
PHYS.K.S2.E1.Kb - (x0)	(x0) - Moves in personal space to a rhythm.
PHYS.K.S2.E2.K - (x0)	(x0) - Travels in 3 different pathways.
PHYS.K.S2.E3.K - (x0)	(x0) - Travels in general space with different speeds.
PHYS.K.S3.E1.K - (x0)	(x0) - Identifies active-play opportunities outside physical education class.
PHYS.K.S3.E2.K - (x11)	(x11) - Actively participates in physical education class.
PHYS.K.S3.E3.K - (x0)	(x0) - Recognizes that when you move fast, your heart beats faster and you breathe faster.
PHYS.K.S3.E6.K - (x0)	(x0) - Recognizes that food provides energy for physical activity.
PHYS.K.S4.E1.K - (x11)	(x11) - Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).
PHYS.K.S4.E2.K - (x0)	(x0) - Acknowledges responsibility for behavior when prompted.

Concordia Charter School

NTSHAPE America Grade-Level Outcomes for K-12 Physical Education 2013, *Physical Education - 363 References, Soto, B.*
(Continued)

Kindergarten - 97 References (Continued)

PHYS.K.S4.E3.K - (x11)	(x11) - Follows instruction/ directions when prompted.
PHYS.K.S4.E4.K - (x11)	(x11) - Shares equipment and space with others.
PHYS.K.S4.E5.K - (x0)	(x0) - Recognizes the established protocol for class activities.
PHYS.K.S4.E6.K - (x0)	(x0) - Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
PHYS.K.S5.E1.K - (x0)	(x0) - Recognizes that physical activity is important for good health.
PHYS.K.S5.E2.K - (x0)	(x0) - Acknowledges that some physical activities are challenging/ difficult.
PHYS.K.S5.E3.Ka - (x11)	(x11) - Identifies physical activities that are enjoyable.
PHYS.K.S5.E3.Kb - (x0)	(x0) - Discusses the enjoyment of playing with friends.

Willson, Alan

Standards Linked: 152

Last Login: 11/18/2019

AZAcademic Standards 2011, *English Language Proficiency - 40 References*

Stage III - (40 References)

ELL.3-5.L.1.ADJ.B-1 - (x0)	(x0) - selecting adjectives to complete given sentences (i.e., quantity/concept/ size/shape/color).
ELL.3-5.L.1.ADJ.B-10 - (x0)	(x0) - defining the present participle as an adjective; selecting a present participle to complete a given sentence.
ELL.3-5.L.1.ADJ.B-11 - (x0)	(x0) - defining the past participle as an adjective; selecting a past participle to complete a given sentence.
ELL.3-5.L.1.ADJ.B-2 - (x0)	(x0) - using possessive adjectives with instructional support.
ELL.3-5.L.1.ADJ.B-3 - (x0)	(x0) - selecting a sensory/personality adjective (e.g., sticky, proud, etc.) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-4 - (x0)	(x0) - selecting a noun as a modifier (e.g., shoe store, kitchen table, etc.), to complete a given sentence.
ELL.3-5.L.1.ADJ.B-5 - (x0)	(x0) - selecting a singular or plural demonstrative adjective (i.e., this, that, these, those) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-6 - (x0)	(x0) - defining and listing proper adjectives with nouns (e.g., Chinese man, Italian woman, etc.).
ELL.3-5.L.1.ADJ.B-7 - (x0)	(x0) - listing indefinite adjectives (i.e., all, both, many).
ELL.3-5.L.1.ADJ.B-8 - (x0)	(x0) - selecting a comparative or superlative adjective (e.g., big, bigger, biggest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADJ.B-9 - (x0)	(x0) - selecting an irregular comparative or superlative adjective to complete a given sentence.
ELL.3-5.L.1.ADJ.E-1 - (x0)	(x0) - defining adjectives; sorting adjectives by categories (i.e., quantity/concept/ size/shape/color) with nouns.
ELL.3-5.L.1.ADJ.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-2 - (x0)	(x0) - selecting singular and plural possessive adjectives (i.e., my, your, his, her, its, our, their); to complete a sentence.
ELL.3-5.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-4 - (x0)	(x0) - using a noun as a modifier with instructional support.
ELL.3-5.L.1.ADJ.E-5 - (x0)	(x0) - selecting a singular demonstrative adjective (i.e., this, that) to complete a given sentence.
ELL.3-5.L.1.ADJ.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.E-8 - (x0)	(x0) - listing comparative and superlative adjectives (e.g., big, bigger, biggest, etc.).
ELL.3-5.L.1.ADJ.E-9 - (x0)	(x0) - listing irregular comparative and superlative adjectives (e.g., bad, worse, worst, good, better, best, etc.).
ELL.3-5.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/ concept/size/shape/ color).
ELL.3-5.L.1.ADJ.HI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives.
ELL.3-5.L.1.ADJ.HI-11 - (x0)	(x0) - using past participles (tired man) as adjectives.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.ADJ.HI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.3-5.L.1.ADJ.HI-4 - (x0)	(x0) - using nouns as modifiers.
ELL.3-5.L.1.ADJ.HI-5 - (x0)	(x0) - using demonstrative adjectives.
ELL.3-5.L.1.ADJ.HI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.HI-7 - (x0)	(x0) - using indefinite adjectives.
ELL.3-5.L.1.ADJ.HI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most/less/least, etc.).
ELL.3-5.L.1.ADJ.HI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives.
ELL.3-5.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (i.e., quantity/concept/size/shape/color) with instructional support.
ELL.3-5.L.1.ADJ.LI-10 - (x0)	(x0) - using present participles (dripping faucet) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-11 - (x0)	(x0) - using past participles (tired man) as adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-2 - (x0)	(x0) - using possessive adjectives.
ELL.3-5.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-4 - (x0)	(x0) - using nouns as modifiers with instructional support.
ELL.3-5.L.1.ADJ.LI-5 - (x0)	(x0) - using demonstrative adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-6 - (x0)	(x0) - using proper adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-7 - (x0)	(x0) - using indefinite adjectives with instructional support.
ELL.3-5.L.1.ADJ.LI-8 - (x0)	(x0) - using comparative and superlative adjectives (e.g., big, bigger, biggest; more/most beautiful, etc.) with instructional support.
ELL.3-5.L.1.ADJ.LI-9 - (x0)	(x0) - using irregular comparative and superlative adjectives with instructional support.
ELL.3-5.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (i.e., quantity/size/shape/ color) with nouns.
ELL.3-5.L.1.ADJ.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-2 - (x0)	(x0) - selecting singular possessive adjectives to complete a given sentence.
ELL.3-5.L.1.ADJ.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-4 - (x0)	(x0) - repeating nouns as modifiers (e.g., shoe store, kitchen table, etc.)
ELL.3-5.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADJ.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.B-1 - (x0)	(x0) - using "when" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs with instructional support.
ELL.3-5.L.1.ADV.B-3 - (x0)	(x0) - using "where" adverbs in sentences with instructional support.
ELL.3-5.L.1.ADV.B-4 - (x0)	(x0) - converting adjectives into "how/degree" adverbs (e.g., quick/quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.B-5 - (x0)	(x0) - selecting a regular comparative or superlative adverb (e.g., fast, faster, fastest, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.B-6 - (x0)	(x0) - selecting an irregular comparative or superlative adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-7 - (x0)	(x0) - selecting an intensifier adverb to complete a given sentence.
ELL.3-5.L.1.ADV.B-8 - (x0)	(x0) - using conjunctive adverb "also" with instructional support.
ELL.3-5.L.1.ADV.E-1 - (x0)	(x0) - defining an adverb; selecting first, next, then, after, before, or finally ("when" adverbs) to complete a given sentence.
ELL.3-5.L.1.ADV.E-2 - (x0)	(x0) - selecting always, never, or sometimes ("frequency" adverb) to complete a given sentence.
ELL.3-5.L.1.ADV.E-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there, outside, inside).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.ADV.E-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (e.g., quick versus quickly, etc.) to complete a given sentence.
ELL.3-5.L.1.ADV.E-5 - (x0)	(x0) - listing regular comparative and superlative adverbs (e.g., fast, faster, fastest, etc.).
ELL.3-5.L.1.ADV.E-6 - (x0)	(x0) - listing irregular comparative and superlative adverbs (e.g., badly, worse, worst, well, better, best, etc.).
ELL.3-5.L.1.ADV.E-7 - (x0)	(x0) - listing intensifier adverbs (e.g., too, not, very, etc.).
ELL.3-5.L.1.ADV.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.HI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.3-5.L.1.ADV.HI-5 - (x0)	(x0) - using regular comparative and superlative adverbs (e.g., slowly, less slowly, least slowly, etc.).
ELL.3-5.L.1.ADV.HI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs.
ELL.3-5.L.1.ADV.HI-7 - (x0)	(x0) - using intensifier adverbs.
ELL.3-5.L.1.ADV.HI-8 - (x0)	(x0) - using conjunctive adverbs.
ELL.3-5.L.1.ADV.LI-1 - (x0)	(x0) - using "when" adverbs.
ELL.3-5.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.3-5.L.1.ADV.LI-3 - (x0)	(x0) - using "where" adverbs.
ELL.3-5.L.1.ADV.LI-4 - (x0)	(x0) - using "how/degree" adverbs (e.g., quickly ran, too cold, very quickly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-5 - (x0)	(x0) - using regular comparative and superlative adverb (e.g., slowly, more slowly, most slowly, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-6 - (x0)	(x0) - using irregular comparative and superlative adverbs with instructional support.
ELL.3-5.L.1.ADV.LI-7 - (x0)	(x0) - using intensifier adverbs (e.g., too, not, very, hardly, barely, enough, etc.) with instructional support.
ELL.3-5.L.1.ADV.LI-8 - (x0)	(x0) - using conjunctive adverbs "also" and "therefore" with instructional support.
ELL.3-5.L.1.ADV.PE-1 - (x0)	(x0) - repeating classroom directions with first, next and then ("when" adverbs, e.g., First, take out your book.)
ELL.3-5.L.1.ADV.PE-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs: always, never, sometimes. (e.g., Always bring a pencil to class.)
ELL.3-5.L.1.ADV.PE-3 - (x0)	(x0) - following oral directions that use "where" adverbs (here, there).
ELL.3-5.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.ADV.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.B-1 - (x0)	(x0) - selecting coordinating conjunctions and/or/ but/yet, which joins nouns, verbs, adjectives, phrases or clauses, to complete a given sentence.
ELL.3-5.L.1.C.B-2 - (x0)	(x0) - selecting correlative conjunctions both/and and either/or to complete a given sentence.
ELL.3-5.L.1.C.B-3 - (x0)	(x0) - selecting correlative conjunctions not only...but also to complete a given sentence.
ELL.3-5.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions and/or to complete a given sentence.
ELL.3-5.L.1.C.E-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.E-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.HI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses.
ELL.3-5.L.1.C.HI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both /and and either/or.
ELL.3-5.L.1.C.HI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also .
ELL.3-5.L.1.C.LI-1 - (x0)	(x0) - defining, using, and differentiating coordinating conjunctions used to join nouns , verbs, adjectives, phrases and clauses with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.C.LI-2 - (x0)	(x0) - defining and differentiating correlative conjunctions both /and and either/or with instructional support.
ELL.3-5.L.1.C.LI-3 - (x0)	(x0) - defining and differentiating correlative conjunctions not only...but also with instructional support.
ELL.3-5.L.1.C.PE-1 - (x0)	(x0) - repeating noun and verb phrases joined by coordinating conjunctions and/or.
ELL.3-5.L.1.C.PE-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.C.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.I.B-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.3-5.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a give situation with instructional support.
ELL.3-5.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.3-5.L.1.I.LI-1 - (x0)	(x0) - defining interjections as words expressing emotion and using them in appropriate context.
ELL.3-5.L.1.I.PE-1 - (x0)	(x0) - repeating interjections (e.g., Ouch!, Hey!, gosh, etc.).
ELL.3-5.L.1.N.B-1 - (x0)	(x0) - defining and classifying singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-2 - (x0)	(x0) - defining and classifying singular and plural common nouns and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-3 - (x0)	(x0) - converting a singular common noun into plural noun, including irregular nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-4 - (x0)	(x0) - distinguishing between count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-5 - (x0)	(x0) - defining and listing collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.B-6 - (x0)	(x0) - producing a response using a singular possessive noun (e.g., It is Mary's book.).
ELL.3-5.L.1.N.B-7 - (x0)	(x0) - defining and producing responses using a plural possessive noun.
ELL.3-5.L.1.N.E-1 - (x0)	(x0) - defining a noun; using definite and indefinite articles with singular common nouns.
ELL.3-5.L.1.N.E-2 - (x0)	(x0) - classifying common nouns as singular or plural (with definite and indefinite articles).
ELL.3-5.L.1.N.E-3 - (x0)	(x0) - distinguishing between nouns that become plural by adding -s/-es and irregular plural nouns.
ELL.3-5.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.E-6 - (x0)	(x0) - defining singular possessive nouns; repeating phrases with singular possessive nouns.
ELL.3-5.L.1.N.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.HI-1 - (x0)	(x0) - justifying his/her use of common versus proper nouns and definite versus indefinite articles (e.g., I used "a thought" versus "an thought" because thought begins with a consonant sound).
ELL.3-5.L.1.N.HI-2 - (x0)	(x0) - justifying his/her use of singular versus plural nouns, common versus proper nouns and definite versus indefinite articles (e.g., I used "the president" versus "a president" because "the president" is referring to a specific president).
ELL.3-5.L.1.N.HI-3 - (x0)	(x0) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.HI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, and/or quantifiers, as appropriate). (e.g., May I have a bottle of water? – "a bottle of water").
ELL.3-5.L.1.N.HI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.HI-6 - (x0)	(x0) - distinguishing between plural nouns and singular possessive nouns.
ELL.3-5.L.1.N.HI-7 - (x0)	(x0) - using plural possessive nouns, including irregular plurals.
ELL.3-5.L.1.N.LI-1 - (x0)	(x0) - using singular common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-2 - (x0)	(x0) - using singular or plural common and proper nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-3 - (x0)	(x0) - converting a given singular common noun into a plural noun, including irregular nouns (with definite and indefinite articles as appropriate).
ELL.3-5.L.1.N.LI-4 - (x0)	(x0) - using count and non-count nouns (with definite and indefinite articles, as appropriate).
ELL.3-5.L.1.N.LI-5 - (x0)	(x0) - using collective nouns (with definite and indefinite articles, as appropriate).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.N.LI-6 - (x0)	(x0) - using singular possessive nouns.
ELL.3-5.L.1.N.LI-7 - (x0)	(x0) - using plural possessive nouns.
ELL.3-5.L.1.N.PE-1 - (x0)	(x0) - classifying singular common nouns as a person, place or thing.
ELL.3-5.L.1.N.PE-2 - (x0)	(x0) - defining singular and plural as it relates to common nouns.
ELL.3-5.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.N.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-1 - (x0)	(x0) - using noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-10 - (x0)	(x0) - using degree adverbs + adjectives (e.g., too hot, very cold, old enough, too old, etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-11 - (x0)	(x0) - using linking verbs + noun/adjective complement (e.g., "She is a teacher." "We feel sad...", etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.B-14 - (x0)	(x0) - using a noun clause to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.B-2 - (x0)	(x0) - using joined noun phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that, these, those) and a noun ("that shoe") from a visual prompt.
ELL.3-5.L.1.PH/CL.B-4 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-5 - (x0)	(x0) - using joined verb phrases to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.B-7 - (x0)	(x0) - repeating infinitive verb phrases (e.g., "to buy a bicycle," etc.) with visual support.
ELL.3-5.L.1.PH/CL.B-8 - (x0)	(x0) - using an adverbial phrase (including when, frequency, how, where) to complete sentence frames.
ELL.3-5.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (e.g., "did go," "may go," "will have gone," etc.) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table, shoe store, etc.) from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-3 - (x0)	(x0) - producing a phrase with a demonstrative adjective (i.e., this, that) and a noun ("that shoe") from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.E-5 - (x0)	(x0) - producing joined verb phrases from a visual prompt with instructional support.
ELL.3-5.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases (e.g., "the next day", "after opening the door," etc.) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: e.g., did go, etc.) to complete sentence frames with instructional support.
ELL.3-5.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.PH/CL.HI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-14 - (x0)	(x0) - using noun clauses.
ELL.3-5.L.1.PH/CL.HI-2 - (x0)	(x0) - using joined noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame.
ELL.3-5.L.1.PH/CL.HI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-10 - (x0)	(x0) - using degree adverbs + adjectives in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-11 - (x0)	(x0) - using linking verbs + noun/adjective complement in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-12 - (x0)	(x0) - using participle phrase (participle + modifiers: "Studying all night, the students...") to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-13 - (x0)	(x0) - using noun clause markers (i.e., that, whether, how, whatever) to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-14 - (x0)	(x0) - using noun clauses with instructional support.
ELL.3-5.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-4 - (x0)	(x0) - using a verb phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.3-5.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.3-5.L.1.PH/CL.LI-8 - (x0)	(x0) - using an adverbial phrase in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.3-5.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun, e.g., red ball, little girl etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.3-5.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases (verb + adverb or adverb + verb, e.g., "walks slowly", etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases (verb + coordinating conjunction + verb: e.g., "walks and talks") with visual support.
ELL.3-5.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases (e.g., on the table, etc.) with visual support.
ELL.3-5.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.3-5.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justify selection.
ELL.3-5.L.1.PREP.B-4 - (x0)	(x0) - defining a preposition.
ELL.3-5.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-6 - (x0)	(x0) - selecting a preposition of opposition (i.e., before/after, off/on, with/without) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.B-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt (i.e., on, in, near, behind) with instructional support.
ELL.3-5.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt with instructional support.
ELL.3-5.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.3-5.L.1.PREP.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-5 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (i.e., to, from, off, out of).
ELL.3-5.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.3-5.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.3-5.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.3-5.L.1.PREP.HI-4 - (x0)	(x0) - differentiating among prepositions of location, direction and time.
ELL.3-5.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of action and movement (including compound prepositions).
ELL.3-5.L.1.PREP.HI-6 - (x0)	(x0) - using prepositions of opposition.
ELL.3-5.L.1.PREP.HI-7 - (x0)	(x0) - using prepositions of exception (i.e., despite, except).
ELL.3-5.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.3-5.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.
ELL.3-5.L.1.PREP.LI-3 - (x0)	(x0) - using prepositions of time with instructional support.
ELL.3-5.L.1.PREP.LI-4 - (x0)	(x0) - differentiating among prepositions of location, direction and time with instructional support.
ELL.3-5.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of action and movement (including compound prepositions, in front of, next to, on top of) to complete a given sentence.
ELL.3-5.L.1.PREP.LI-6 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.3-5.L.1.PREP.LI-7 - (x0)	(x0) - selecting a preposition of exception (i.e., despite, except) to complete a given sentence.
ELL.3-5.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (i.e., on, in, near, behind).
ELL.3-5.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically demonstrating prepositions of direction (i.e., up, down, over).
ELL.3-5.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time (i.e., on, at, in, by, during, past, since).
ELL.3-5.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.PREP.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.B-1 - (x0)	(x0) - using subjective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-2 - (x0)	(x0) - using objective pronouns with instructional support.
ELL.3-5.L.1.PRO.B-3 - (x0)	(x0) - using possessive pronouns with instructional support.
ELL.3-5.L.1.PRO.B-4 - (x0)	(x0) - categorizing personal subjective, personal objective and personal possessive pronouns.
ELL.3-5.L.1.PRO.B-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.B-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence.
ELL.3-5.L.1.PRO.B-7 - (x0)	(x0) - using reflexive pronouns with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.PRO.B-8 - (x0)	(x0) - listing indefinite pronouns (i.e., all, nothing, both, somebody, anything: "Jack bought something. Jill didn't buy anything.)
ELL.3-5.L.1.PRO.E-1 - (x0)	(x0) - defining pronouns and selecting singular and plural personal subjective pronouns (i.e., I, you, he, she, it, we, you, they) to complete a given sentence.
ELL.3-5.L.1.PRO.E-2 - (x0)	(x0) - listing and selecting singular and plural personal objective pronouns (i.e., me, you, him, her, it, us, you, them) to complete a given sentence.
ELL.3-5.L.1.PRO.E-3 - (x0)	(x0) - listing possessive pronouns and selecting singular and plural possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its, our/ours, your/yours, their/theirs); to complete a given sentence.
ELL.3-5.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.E-5 - (x0)	(x0) - selecting singular demonstrative pronouns (i.e., this/that) to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-6 - (x0)	(x0) - selecting interrogative pronouns who, what and which to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.E-7 - (x0)	(x0) - listing singular and plural reflexive pronouns (i.e., myself, yourself, herself, himself, itself, ourselves, yourselves, themselves) and selecting singular and plural reflexive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.HI-1 - (x0)	(x0) - using the appropriate personal subjective pronouns.
ELL.3-5.L.1.PRO.HI-2 - (x0)	(x0) - stating when to use personal objective versus personal subjective pronouns; using personal objective pronouns.
ELL.3-5.L.1.PRO.HI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between personal subjective, personal objective and personal possessive pronouns and their placement in sentences.
ELL.3-5.L.1.PRO.HI-5 - (x0)	(x0) - using singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.HI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose.
ELL.3-5.L.1.PRO.HI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive and intensive pronouns.
ELL.3-5.L.1.PRO.HI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.")
ELL.3-5.L.1.PRO.LI-1 - (x0)	(x0) - using personal subjective pronouns.
ELL.3-5.L.1.PRO.LI-2 - (x0)	(x0) - stating when to use personal objective pronouns; using personal objective pronouns
ELL.3-5.L.1.PRO.LI-3 - (x0)	(x0) - stating when to use possessive pronouns; using possessive pronouns.
ELL.3-5.L.1.PRO.LI-4 - (x0)	(x0) - selecting personal subjective, personal objective and personal possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.LI-5 - (x0)	(x0) - selecting singular or plural demonstrative pronouns (i.e., this/that; these/those) to complete a given sentence.
ELL.3-5.L.1.PRO.LI-6 - (x0)	(x0) - using interrogative pronouns who, whom, what, which and whose with instructional support.
ELL.3-5.L.1.PRO.LI-7 - (x0)	(x0) - stating when to use reflexive pronouns; using reflexive pronouns.
ELL.3-5.L.1.PRO.LI-8 - (x0)	(x0) - using indefinite pronouns (i.e., all, both, nothing, somebody, anything, etc.: "Jack bought something. Jill didn't buy anything.") with instructional support.
ELL.3-5.L.1.PRO.PE-1 - (x0)	(x0) - defining pronouns; selecting singular personal subjective pronouns (i.e., I, you, he, she, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-2 - (x0)	(x0) - listing and selecting singular personal objective pronouns (i.e., me, you, him, her, it) to complete a given sentence.
ELL.3-5.L.1.PRO.PE-3 - (x0)	(x0) - listing singular possessive pronouns (i.e., my/mine, your/yours, his, her/hers, its); selecting singular possessive pronouns to complete a given sentence.
ELL.3-5.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.PRO.PE-6 - (x0)	(x0) - selecting interrogative pronouns who and what to complete a given sentence with instructional support.
ELL.3-5.L.1.PRO.PE-7 - (x0)	(x0) - listing singular reflexive pronouns (i.e., myself, yourself, herself, himself, itself); selecting singular reflexive pronouns to complete a given sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.PRO.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-1 - (x0)	(x0) - producing questions, using inflection when produced orally, using sentence frames.
ELL.3-5.L.1.Q.B-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.B-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.B-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.B-14 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.B-15 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.B-16 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.B-17 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.B-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-19 - (x0)	(x0) - completing questions with "to be" + "there" + subject + preposition + noun using a sentence frame. (e.g., "Is there a ball in the room?").
ELL.3-5.L.1.Q.B-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.3-5.L.1.Q.B-20 - (x0)	(x0) - completing Yes/No questions with modal auxiliaries using sentence frames. (e.g., "Can Jack come out to play?" "May I be excused?").
ELL.3-5.L.1.Q.B-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with a sentence frame. (auxiliary verb + subject + verb... or...)
ELL.3-5.L.1.Q.B-22 - (x0)	(x0) - producing questions, including negative construction, with contractions using sentence frames. (e.g., "When's he arriving?" "Didn't he tell you we were coming over?")
ELL.3-5.L.1.Q.B-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.B-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.
ELL.3-5.L.1.Q.B-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verb + -ing.
ELL.3-5.L.1.Q.B-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.3-5.L.1.Q.B-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.3-5.L.1.Q.B-7 - (x0)	(x0) - forming Yes/No questions in the past progressive tense with given forms of "to be" + subject + verb + -ing.
ELL.3-5.L.1.Q.B-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense using sentence frames. ("Will" + subject + "be" + verb + -ing?)
ELL.3-5.L.1.Q.B-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-1 - (x0)	(x0) - completing question frames using picture prompts.
ELL.3-5.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-11 - (x0)	(x0) - completing interrogative sentence frames beginning with "What."
ELL.3-5.L.1.Q.E-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.3-5.L.1.Q.E-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.3-5.L.1.Q.E-14 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.3-5.L.1.Q.E-15 - (x0)	(x0) - completing interrogative sentence frames beginning with "Why."
ELL.3-5.L.1.Q.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-17 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.3-5.L.1.Q.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.3-5.L.1.Q.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-21 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.Q.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-3 - (x0)	(x0) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.3-5.L.1.Q.E-4 - (x0)	(x0) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing?)
ELL.3-5.L.1.Q.E-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.E-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames. ("Will" + subject + verb?)
ELL.3-5.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.HI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.HI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense.
ELL.3-5.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom."
ELL.3-5.L.1.Q.HI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.3-5.L.1.Q.HI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.3-5.L.1.Q.HI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.3-5.L.1.Q.HI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.3-5.L.1.Q.HI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose."
ELL.3-5.L.1.Q.HI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun.
ELL.3-5.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.3-5.L.1.Q.HI-20 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries.
ELL.3-5.L.1.Q.HI-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses.
ELL.3-5.L.1.Q.HI-22 - (x0)	(x0) - producing questions, including negative construction, with contractions.
ELL.3-5.L.1.Q.HI-23 - (x0)	(x0) - producing tag questions.
ELL.3-5.L.1.Q.HI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.3-5.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.3-5.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense.
ELL.3-5.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.HI-7 - (x0)	(x0) - producing Yes/No questions in the past progressive tense
ELL.3-5.L.1.Q.HI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense.
ELL.3-5.L.1.Q.HI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense.
ELL.3-5.L.1.Q.LI-1 - (x0)	(x0) - producing questions using inflection when produced orally.
ELL.3-5.L.1.Q.LI-10 - (x0)	(x0) - producing Yes/No questions in the present perfect progressive tense with instructional support. ("to have" + subject + "been" + present participle?)
ELL.3-5.L.1.Q.LI-11 - (x0)	(x0) - producing interrogative sentences beginning with "What" with instructional support.
ELL.3-5.L.1.Q.LI-12 - (x0)	(x0) - producing interrogative sentences beginning with "Where" with instructional support.
ELL.3-5.L.1.Q.LI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Who" or "Whom" with instructional support.
ELL.3-5.L.1.Q.LI-14 - (x0)	(x0) - producing interrogative sentences beginning with "When" with instructional support.
ELL.3-5.L.1.Q.LI-15 - (x0)	(x0) - producing interrogative sentences beginning with "Why" with instructional support.
ELL.3-5.L.1.Q.LI-16 - (x0)	(x0) - producing interrogative sentences beginning with "How" with instructional support.
ELL.3-5.L.1.Q.LI-17 - (x0)	(x0) - producing interrogative sentences beginning with "Which" with instructional support.
ELL.3-5.L.1.Q.LI-18 - (x0)	(x0) - producing interrogative sentences beginning with "Whose" with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.Q.LI-19 - (x0)	(x0) - producing questions with "to be" + "there" + subject + preposition + noun with instructional support.
ELL.3-5.L.1.Q.LI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do" with instructional support.
ELL.3-5.L.1.Q.LI-20 - (x0)	(x0) - producing Yes/No questions using modal auxiliaries with instructional support.
ELL.3-5.L.1.Q.LI-21 - (x0)	(x0) - producing an interrogative sentence, introduced by an auxiliary verb which offers two or more alternative responses, with instructional support.
ELL.3-5.L.1.Q.LI-22 - (x0)	(x0) - producing questions, including negative construction, with contractions with instructional support.
ELL.3-5.L.1.Q.LI-23 - (x0)	(x0) - producing tag questions with instructional support. (e.g., "You know Jill, don't you?" "Jack isn't home, is he?")
ELL.3-5.L.1.Q.LI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses with instructional support.
ELL.3-5.L.1.Q.LI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense using with instructional support.
ELL.3-5.L.1.Q.LI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense with instructional support.
ELL.3-5.L.1.Q.LI-7 - (x0)	(x0) - producing Yes/No questions in the past progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-8 - (x0)	(x0) - producing Yes/No questions in the future progressive tense with instructional support.
ELL.3-5.L.1.Q.LI-9 - (x0)	(x0) - producing Yes/No questions in the present perfect tense with instructional support. ("to have" + subject + past participle ...?)
ELL.3-5.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection. (e.g. What? Who?, etc.)
ELL.3-5.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-11 - (x0)	(x0) - repeating interrogative sentences beginning with "What."
ELL.3-5.L.1.Q.PE-12 - (x0)	(x0) - repeating interrogative sentences beginning with "Where."
ELL.3-5.L.1.Q.PE-13 - (x0)	(x0) - repeating interrogative sentences beginning with "Who."
ELL.3-5.L.1.Q.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?)
ELL.3-5.L.1.Q.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses. ("to be" + subject + complement?)
ELL.3-5.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural or compound) from a picture.
ELL.3-5.L.1.SC.B-10 - (x0)	(x0) - producing sentences (S-V-O-P) using given subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-11 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.B-12 - (x0)	(x0) - forming sentences with given subjects, verb tenses, and direct object (noun) with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.SC.B-13 - (x0)	(x0) - forming sentences with given subjects, verb tenses, and object pronouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-14 - (x0)	(x0) - forming sentences with given subjects, verbs, and adverbs to modify verbs.
ELL.3-5.L.1.SC.B-15 - (x0)	(x0) - forming imperative sentences with given verbs.
ELL.3-5.L.1.SC.B-16 - (x0)	(x0) - forming compound sentences using two given independent clauses (independent clause + conjunction + independent clause). (e.g., "I like apples, but he likes oranges.")
ELL.3-5.L.1.SC.B-17 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + object (S-V-O) with subject-verb agreement. (e.g., Jill cooked a meal.)
ELL.3-5.L.1.SC.B-18 - (x0)	(x0) - producing sentences using a sentence frame with a subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement. (e.g., Jill cooked a meal for us.)
ELL.3-5.L.1.SC.B-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-2 - (x0)	(x0) - producing sentences using given subjects and verbs (S-V), with subject-verb agreement.
ELL.3-5.L.1.SC.B-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.B-3 - (x0)	(x0) - producing sentences in the negative S-V construction using given subjects and auxiliary verbs, with subject-verb agreement.
ELL.3-5.L.1.SC.B-4 - (x0)	(x0) - forming sentences with S-V-C construction with given pronouns, forms of "to be", and nouns with subject-verb agreement.
ELL.3-5.L.1.SC.B-5 - (x0)	(x0) - forming sentences with S-V-C construction with given nouns and forms of "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-6 - (x0)	(x0) - forming sentences with S-V-C construction with given plural nouns and "to be", with subject-verb agreement.
ELL.3-5.L.1.SC.B-7 - (x0)	(x0) - forming sentences with S-V-C construction with given subjects, forms of "to be" and adjectives, with subject-verb agreement.
ELL.3-5.L.1.SC.B-8 - (x0)	(x0) - forming sentences in the negative construction with given subjects, forms of "to be" and adjectives with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.B-9 - (x0)	(x0) - forming sentences with given subjects, forms of "to be" and prepositional phrases, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular or plural) from a picture with instructional support.
ELL.3-5.L.1.SC.E-10 - (x0)	(x0) - completing a given sentence (S-V-O-P) by using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.E-12 - (x0)	(x0) - completing a sentence frame using subject + verb + direct object (noun) construction. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-13 - (x0)	(x0) - completing a sentence frame using subject + verb + object pronoun. (e.g., "I am watching you.")
ELL.3-5.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.3-5.L.1.SC.E-15 - (x0)	(x0) - completing an imperative sentence frame (e.g., "Sit down. Open your notebook.")
ELL.3-5.L.1.SC.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-2 - (x0)	(x0) - completing a given sentence by providing a subject or a verb. (S-V)
ELL.3-5.L.1.SC.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.E-3 - (x0)	(x0) - repeating a sentence in the negative S-V construction (subject + auxiliary verb + "not" + verb). (e.g., Birds do not fly.)
ELL.3-5.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.3-5.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.3-5.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.3-5.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a "to be" + "not" to form a sentence in the negative construction. (S-V-C)
ELL.3-5.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a "to be" + verb + prepositional phrase. (S-V-P)
ELL.3-5.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence.
ELL.3-5.L.1.SC.HI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.3-5.L.1.SC.HI-15 - (x0)	(x0) - producing imperative sentences.
ELL.3-5.L.1.SC.HI-16 - (x0)	(x0) - producing compound sentences.
ELL.3-5.L.1.SC.HI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with subject-verb agreement.
ELL.3-5.L.1.SC.HI-19 - (x0)	(x0) - producing sentences using the passive voice.
ELL.3-5.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.HI-20 - (x0)	(x0) - producing a sentence using present real conditional.
ELL.3-5.L.1.SC.HI-21 - (x0)	(x0) - constructing a sentence using reflexive pronouns.
ELL.3-5.L.1.SC.HI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause.
ELL.3-5.L.1.SC.HI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with subject-verb agreement.
ELL.3-5.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with a pronoun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with subject-verb agreement.
ELL.3-5.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, with subject-verb agreement. (S-V-C)
ELL.3-5.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.3-5.L.1.SC.LI-1 - (x0)	(x0) - selecting a subject (i.e., noun/pronoun: singular, plural, compound or collective) to complete a given sentence with instructional support.
ELL.3-5.L.1.SC.LI-10 - (x0)	(x0) - producing sentences (S-V-O-P) using subjects, verbs and prepositional phrases, with instructional support.
ELL.3-5.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There" + "to be" + subject + prepositional phrase, with instructional support.
ELL.3-5.L.1.SC.LI-12 - (x0)	(x0) - producing sentences using subjects + verbs + direct object (noun) with instructional support.
ELL.3-5.L.1.SC.LI-13 - (x0)	(x0) - producing sentences using subjects + verbs + object pronouns with instructional support.
ELL.3-5.L.1.SC.LI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs, with instructional support.
ELL.3-5.L.1.SC.LI-15 - (x0)	(x0) - producing imperative sentences, with instructional support. (e.g., Put the markers in the box.).
ELL.3-5.L.1.SC.LI-16 - (x0)	(x0) - producing compound sentences with instructional support.
ELL.3-5.L.1.SC.LI-17 - (x0)	(x0) - producing sentences using subject + verb + object (S-V-O) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.SC.LI-18 - (x0)	(x0) - producing sentences using subject + verb + direct object + indirect object (S-V-DO-IO) with instructional support.
ELL.3-5.L.1.SC.LI-19 - (x0)	(x0) - converting a given sentence in the active voice to a sentence in the passive voice.
ELL.3-5.L.1.SC.LI-2 - (x0)	(x0) - producing sentences using subjects and verbs, with subject-verb agreement. (S-V)
ELL.3-5.L.1.SC.LI-20 - (x0)	(x0) - completing a sentence frame using present real conditional (e.g., "If I leave home, I take an umbrella." "When Jack is tired, he goes to bed.").
ELL.3-5.L.1.SC.LI-21 - (x0)	(x0) - completing a sentence frame using reflexive pronouns. (e.g., "I feel myself getting sick.")
ELL.3-5.L.1.SC.LI-22 - (x0)	(x0) - producing a compound sentence using an independent clause + semi colon + conjunctive adverb + independent clause with instructional support. (e.g., "It has three sides; therefore, it is a triangle.")
ELL.3-5.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction (subject + auxiliary verb + not + verb), with instructional support.
ELL.3-5.L.1.SC.LI-4 - (x0)	(x0) - producing sentences using S-V-C construction with instructional support.
ELL.3-5.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with a noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-6 - (x0)	(x0) - producing sentences with a plural noun as the subject using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with an adjective as the complement using S-V-C construction, with instructional support.
ELL.3-5.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative construction with a subject + "to be" + adjective as the complement, (S-V-C) with instructional support.
ELL.3-5.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using subjects + "to be" + prepositional phrase, with instructional support. (S-V-P)
ELL.3-5.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject.
ELL.3-5.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence (S-V-O-P) using subject + verb + prepositional phrase.
ELL.3-5.L.1.SC.PE-11 - (x0)	(x0) - repeating a sentence using "There" + "to be" + subject + prepositional phrase.
ELL.3-5.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-15 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb. (S-V)
ELL.3-5.L.1.SC.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.3-5.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + noun (S-V-C).
ELL.3-5.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using a subject + "to be" + adjective (S-V-C). (e.g., He is tall.)
ELL.3-5.L.1.SC.PE-8 - (x0)	(x0) - repeating a sentence using "to be" + "not" to form a sentence in the negative construction. (S-V-C) (e.g., He is not tall.)
ELL.3-5.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using a subject + "to be" + prepositional phrase. (S-V-P)
ELL.3-5.L.1.V.B-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) as verbs.
ELL.3-5.L.1.V.B-10 - (x0)	(x0) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-11 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.V.B-12 - (x0)	(x0) - choosing simple future tense verb (will) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-13 - (x0)	(x0) - differentiating between past, present and future verb tenses by responding to a prompt.
ELL.3-5.L.1.V.B-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement with instructional support.
ELL.3-5.L.1.V.B-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.B-16 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-17 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do)
ELL.3-5.L.1.V.B-18 - (x0)	(x0) - choosing modal auxiliary verbs (i.e., will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-19 - (x0)	(x0) - choosing future progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.3-5.L.1.V.B-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-20 - (x0)	(x0) - defining the regular past participle; choosing a regular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-21 - (x0)	(x0) - identifying the irregular past participle; choosing an irregular present perfect tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-22 - (x0)	(x0) - differentiating between the use of the simple past tense and the present perfect tense by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-23 - (x0)	(x0) - identifying non-action/stative verbs without a present progressive form (i.e., want, need, like).
ELL.3-5.L.1.V.B-24 - (x0)	(x0) - comparing action verbs with non-action/stative verbs (i.e., see/watch, hear/listen) in context with instructional support.
ELL.3-5.L.1.V.B-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.B-3 - (x0)	(x0) - using imperative verbs (e.g., Open the door. Close the book.).
ELL.3-5.L.1.V.B-4 - (x0)	(x0) - identifying the infinitive verb with instructional support.
ELL.3-5.L.1.V.B-5 - (x0)	(x0) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-6 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-7 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.B-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by selecting the appropriate verb in a given sentence.
ELL.3-5.L.1.V.B-9 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.3-5.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.3-5.L.1.V.E-10 - (x0)	(x0) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-11 - (x0)	(x0) - selecting irregular simple past tense verbs (run vs. ran) with instructional support.
ELL.3-5.L.1.V.E-12 - (x0)	(x0) - selecting simple future tense (will walk versus walked, talk versus will talk) with instructional support.
ELL.3-5.L.1.V.E-13 - (x0)	(x0) - differentiating between past, present, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.3-5.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-15 - (x0)	(x0) - using the linking verb "to be" in sentences with instructional support.
ELL.3-5.L.1.V.E-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-19 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.V.E-2 - (x0)	(x0) - defining past, present, and future.
ELL.3-5.L.1.V.E-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-3 - (x0)	(x0) - using imperative verbs with instructional support (e.g., Go away. Help me.).
ELL.3-5.L.1.V.E-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-5 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.3-5.L.1.V.E-6 - (x0)	(x0) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.3-5.L.1.V.E-7 - (x0)	(x0) - identifying the present participle; selecting the appropriate form of "to be" used with the present participle (am walking, is walking) with instructional support.
ELL.3-5.L.1.V.E-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.E-9 - (x0)	(x0) - selecting the simple past tense regular verbs (walk vs. walked) with instructional support.
ELL.3-5.L.1.V.HI-1 - (x0)	(x0) - defining and classifying physical action, mental action, and state of being (to be) verbs; explaining the relationship of a verb to the subject.
ELL.3-5.L.1.V.HI-10 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.3-5.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will) with subject-verb agreement.
ELL.3-5.L.1.V.HI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.HI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.HI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel); linking verbs of being (act, seem, appear, look); and linking verbs of change (became, turned, has gone) to complete a declarative, negative, and interrogative sentence (e.g., The milk has gone bad.) (subject-verb agreement).
ELL.3-5.L.1.V.HI-16 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.HI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must, should, would) and negative modal auxiliary verbs (i.e., cannot, should not) with subject-verb agreement.
ELL.3-5.L.1.V.HI-19 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the future progressive tense with subject-verb agreement.
ELL.3-5.L.1.V.HI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.HI-20 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using regular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-21 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular present perfect tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense .
ELL.3-5.L.1.V.HI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.)
ELL.3-5.L.1.V.HI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.HI-25 - (x0)	(x0) - comparing transitive (e.g., lay, raise) and intransitive (e.g., lie, rise) verbs in context with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.HI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.HI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.3-5.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.
ELL.3-5.L.1.V.HI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive verb tenses .
ELL.3-5.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.3-5.L.1.V.LI-1 - (x0)	(x0) - defining and classifying the physical action, mental action, and state of being (to be) verbs as the base form.
ELL.3-5.L.1.V.LI-10 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-13 - (x0)	(x0) - differentiating between past, present and future verb tenses.
ELL.3-5.L.1.V.LI-14 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the present participle "going" with the infinitive verb to form the future tense. (e.g., I am going to dance.) with subject-verb agreement.
ELL.3-5.L.1.V.LI-15 - (x0)	(x0) - using linking verbs of sensation (taste, smell, sound and feel) and linking verbs of being (act, seem, appear, look) to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.3-5.L.1.V.LI-16 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-17 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.3-5.L.1.V.LI-18 - (x0)	(x0) - producing sentences using modal auxiliary verbs (i.e., will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-19 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the future progressive tense (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-2 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-20 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using regular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-21 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular present perfect tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-22 - (x0)	(x0) - differentiating between the use of simple past tense and the present perfect tense by responding to a prompt.
ELL.3-5.L.1.V.LI-23 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs without a present progressive form (i.e., want, need, like) (e.g., I am longing for a vacation versus I want a vacation.) with instructional support.
ELL.3-5.L.1.V.LI-24 - (x0)	(x0) - differentiating between the use of action verbs and non-action/stative verbs (i.e., see/watch, hear/listen) in context.
ELL.3-5.L.1.V.LI-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs (e.g., Put the markers in the box.).
ELL.3-5.L.1.V.LI-4 - (x0)	(x0) - identifying the infinitive verb.
ELL.3-5.L.1.V.LI-5 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.3-5.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.1.V.LI-8 - (x0)	(x0) - differentiating between the use of simple present and present progressive by responding to a prompt.
ELL.3-5.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.3-5.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as verbs with instructional support.
ELL.3-5.L.1.V.PE-10 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.3-5.L.1.V.PE-11 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.
ELL.3-5.L.1.V.PE-12 - (x0)	(x0) - repeating simple future tense (will) with instructional support.
ELL.3-5.L.1.V.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-15 - (x0)	(x0) - repeating sentences using the linking verb "to be" (e.g., He is tall.)
ELL.3-5.L.1.V.PE-16 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-17 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-18 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-19 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-2 - (x0)	(x0) - defining past, present, and future with instructional support.
ELL.3-5.L.1.V.PE-20 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-21 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-22 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-23 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-24 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-25 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop. Sit down. Line up.).
ELL.3-5.L.1.V.PE-4 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-5 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.3-5.L.1.V.PE-6 - (x0)	(x0) - repeating simple present tense regular verbs with instructional support.
ELL.3-5.L.1.V.PE-7 - (x0)	(x0) - repeating present progressive tense verbs with instructional support.
ELL.3-5.L.1.V.PE-8 - (x0)	(x0) - N/A
ELL.3-5.L.1.V.PE-9 - (x0)	(x0) - repeating simple past tense regular verbs with instructional support.
ELL.3-5.L.2.B-1 - (x0)	(x0) - naming and classifying pictures and words into self-selected categories with instructional support.
ELL.3-5.L.2.B-10 - (x0)	(x0) - using word parts and context clues to determine the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.B-11 - (x0)	(x0) - pronouncing a homograph in context with instructional support.
ELL.3-5.L.2.B-12 - (x0)	(x0) - using word parts and context clues to determine the meaning of grade-level content words within a given sentence.
ELL.3-5.L.2.B-13 - (x0)	(x0) - identifying figurative and literal language in grade-level texts.
ELL.3-5.L.2.B-14 - (x0)	(x0) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary.
ELL.3-5.L.2.B-2 - (x0)	(x0) - identifying the meaning/usage of sight words.
ELL.3-5.L.2.B-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words.
ELL.3-5.L.2.B-4 - (x0)	(x0) - categorizing grade-specific academic vocabulary and symbols by content, with instructional support.
ELL.3-5.L.2.B-5 - (x0)	(x0) - recognizing that two words can make a compound word.
ELL.3-5.L.2.B-6 - (x0)	(x0) - using and identifying the words that comprise contractions.
ELL.3-5.L.2.B-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words.
ELL.3-5.L.2.B-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.2.B-9 - (x0)	(x0) - completing antonym and synonym word pairs.
ELL.3-5.L.2.E-1 - (x0)	(x0) - naming and grouping labeled pictures within given conceptual categories.
ELL.3-5.L.2.E-10 - (x0)	(x0) - using word parts and context clues to determine intended meaning of common homonyms.
ELL.3-5.L.2.E-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.E-12 - (x0)	(x0) - using word parts and context clues to determine the meaning of words within a given sentence with instructional support.
ELL.3-5.L.2.E-13 - (x0)	(x0) - identifying grade-level figurative language with instructional support. (e.g., similes, metaphors, personification, idioms, etc.)
ELL.3-5.L.2.E-14 - (x0)	(x0) - using a dictionary (picture or standard) to find the meanings of grade-level vocabulary with instructional support
ELL.3-5.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.3-5.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.3-5.L.2.E-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations.
ELL.3-5.L.2.E-5 - (x0)	(x0) - recognizing with visual cues, that two words can make a compound word. (e.g., sailboat, football, popcorn, etc.)
ELL.3-5.L.2.E-6 - (x0)	(x0) - recognizing common contractions; identifying the words that comprise contractions with instructional support.
ELL.3-5.L.2.E-7 - (x0)	(x0) - distinguishing base/root words and affixes (prefixes and suffixes) to determine the meaning of known grade-level content words, with instructional support.
ELL.3-5.L.2.E-8 - (x0)	(x0) - recognizing the words represented by common/academic language abbreviations and acronyms with instructional support. (e.g., in., min., F, AZ, NASA, etc.)
ELL.3-5.L.2.E-9 - (x0)	(x0) - identifying and classifying word pairs as antonyms or synonyms of known, grade-level words.
ELL.3-5.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale for classification.
ELL.3-5.L.2.HI-10 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level homonyms and multiple-meaning words.
ELL.3-5.L.2.HI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning.
ELL.3-5.L.2.HI-12 - (x0)	(x0) - using context clues in a variety of content texts to confirm the intended meaning of grade-level content words.
ELL.3-5.L.2.HI-13 - (x0)	(x0) - interpreting the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.HI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words.
ELL.3-5.L.2.HI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.HI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.HI-4 - (x0)	(x0) - explaining the meaning and usage of grade-specific academic vocabulary and symbols.
ELL.3-5.L.2.HI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words.
ELL.3-5.L.2.HI-6 - (x0)	(x0) - applying contractions in context.
ELL.3-5.L.2.HI-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words.
ELL.3-5.L.2.HI-8 - (x0)	(x0) - associating common/academic language abbreviations and acronyms with words.
ELL.3-5.L.2.HI-9 - (x0)	(x0) - completing and explaining analogous relationships (e.g., bravery: courage: smooth: _____).
ELL.3-5.L.2.LI-1 - (x0)	(x0) - naming and classifying pictures and words into self-selected categories and providing rationale for classification with instructional support.
ELL.3-5.L.2.LI-10 - (x0)	(x0) - using context clues in a variety of content texts to determine the intended meaning of grade-level homonyms and multiple-meaning words with instructional support.
ELL.3-5.L.2.LI-11 - (x0)	(x0) - pronouncing a homograph in context based on meaning with instructional support.
ELL.3-5.L.2.LI-12 - (x0)	(x0) - using context clues in a variety of content texts to determine the intended meaning of grade-level content words with instructional support.
ELL.3-5.L.2.LI-13 - (x0)	(x0) - explaining the meaning of figurative language including in a variety of grade-level texts.
ELL.3-5.L.2.LI-14 - (x0)	(x0) - using a dictionary to identify meanings, spellings, and pronunciations of grade-level content words with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.L.2.LI-2 - (x0)	(x0) - identifying the meaning/usage of sight words and utilizing them in context.
ELL.3-5.L.2.LI-3 - (x0)	(x0) - identifying the meaning/usage of high frequency words and utilizing them in context.
ELL.3-5.L.2.LI-4 - (x0)	(x0) - explaining the meaning of grade-specific academic vocabulary and symbols with instructional support.
ELL.3-5.L.2.LI-5 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words. (e.g., lunchtime, daydream, everyday, etc.)
ELL.3-5.L.2.LI-6 - (x0)	(x0) - applying contractions in context with instructional support.
ELL.3-5.L.2.LI-7 - (x0)	(x0) - using knowledge of base/root words and affixes (prefixes and suffixes) to determine the meaning of unknown grade-level content words with instructional support.
ELL.3-5.L.2.LI-8 - (x0)	(x0) - stating the words represented by common/academic language abbreviations and acronyms.
ELL.3-5.L.2.LI-9 - (x0)	(x0) - explaining word pair/analogous relationships (e.g., bravery: courage: smooth: sleek, etc).
ELL.3-5.L.2.PE-1 - (x0)	(x0) - repeating the names of objects or pictures and grouping into conceptual categories with instructional support.
ELL.3-5.L.2.PE-10 - (x0)	(x0) - distinguishing the intended meaning of common homonyms using picture clues.
ELL.3-5.L.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-12 - (x0)	(x0) - using picture clues to determine the meaning of words.
ELL.3-5.L.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-14 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.3-5.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.L.2.PE-4 - (x0)	(x0) - identifying grade-specific academic vocabulary including key words, symbols, or operations with instructional support
ELL.3-5.L.2.PE-5 - (x0)	(x0) - N/A
ELL.3-5.L.2.PE-6 - (x0)	(x0) - repeating common contractions and identifying the words that comprise them with instructional support.
ELL.3-5.L.2.PE-7 - (x0)	(x0) - identifying the base/roots and affixes (prefixes and suffixes) of known words with instructional support.
ELL.3-5.L.2.PE-8 - (x0)	(x0) - recognizing common abbreviations (e.g., Oct., Mr., Ave., etc.) with instructional support.
ELL.3-5.L.2.PE-9 - (x0)	(x0) - identifying word pairs as antonyms or synonyms using picture clues.
ELL.3-5.LS.1.B-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (e.g., minimal pairs, etc.).
ELL.3-5.LS.1.B-2 - (x1)	(x1) - responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.
ELL.3-5.LS.1.B-3 - (x0)	(x0) - using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.B-4 - (x0)	(x0) - retelling the main idea/concept and key points/details of a presentation using sentence frames.
ELL.3-5.LS.1.B-5 - (x11)	(x11) - responding to academic discussions by sharing one's view on facts , ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.B-6 - (x0)	(x0) - responding to comprehension questions by comparing concepts and related facts using academic vocabulary.
ELL.3-5.LS.1.B-7 - (x0)	(x0) - following multi-step directions/ instructions containing prepositions.
ELL.3-5.LS.1.B-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.B-9 - (x0)	(x0) - asking one-word and Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.E-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.3-5.LS.1.E-2 - (x0)	(x0) - responding to read-alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences with visual aids and sentence frames.
ELL.3-5.LS.1.E-3 - (x0)	(x0) - using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.E-4 - (x0)	(x0) - identifying the main idea/concept of a presentation.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.LS.1.E-5 - (x0)	(x0) - responding to comments and questions in academic discussions by using academic vocabulary.
ELL.3-5.LS.1.E-6 - (x0)	(x0) - responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.
ELL.3-5.LS.1.E-7 - (x0)	(x0) - following one- or two-step/ directions/ commands.
ELL.3-5.LS.1.E-8 - (x0)	(x0) - responding to comments and questions in social conversations.
ELL.3-5.LS.1.E-9 - (x0)	(x0) - N/A
ELL.3-5.LS.1.HI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.3-5.LS.1.HI-2 - (x0)	(x0) - summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.HI-3 - (x0)	(x0) - sequencing events from read-alouds, presentations and conversations in complete sentences.
ELL.3-5.LS.1.HI-4 - (x0)	(x0) - summarizing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.HI-5 - (x0)	(x0) - demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., problem/solution, cause/ effect, etc.)
ELL.3-5.LS.1.HI-6 - (x0)	(x0) - responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., problem/solution, cause/ effect, compare/contrast, etc.)
ELL.3-5.LS.1.HI-7 - (x0)	(x0) - following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.).
ELL.3-5.LS.1.HI-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.
ELL.3-5.LS.1.HI-9 - (x0)	(x0) - asking questions to clarify ideas and concepts.
ELL.3-5.LS.1.LI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support. (e.g., minimal phrases, sentences, etc.).
ELL.3-5.LS.1.LI-2 - (x1)	(x1) - paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.3-5.LS.1.LI-3 - (x0)	(x0) - sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.
ELL.3-5.LS.1.LI-4 - (x0)	(x0) - paraphrasing the main idea/concept and key points/details of a presentation using complete sentences.
ELL.3-5.LS.1.LI-5 - (x0)	(x0) - responding to academic discussions by asking questions and sharing one's view on facts, ideas and/or events using academic vocabulary.
ELL.3-5.LS.1.LI-6 - (x0)	(x0) - responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.)
ELL.3-5.LS.1.LI-7 - (x0)	(x0) - following multi-step directions/ instructions containing prepositions and "frequency" adverbs (e.g., Never use a pen.).
ELL.3-5.LS.1.LI-8 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.3-5.LS.1.LI-9 - (x0)	(x0) - asking Yes/No questions to clarify ideas and concepts.
ELL.3-5.LS.1.PE-1 - (x0)	(x0) - distinguishing between phonemes in the initial and/or final positions of words.
ELL.3-5.LS.1.PE-2 - (x0)	(x0) - repeating main ideas/concepts from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.3-5.LS.1.PE-3 - (x0)	(x0) - sequencing a series of pictures from information shared in read-alouds, presentations and conversations.
ELL.3-5.LS.1.PE-4 - (x0)	(x0) - repeating the main idea/concept of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.)
ELL.3-5.LS.1.PE-5 - (x0)	(x0) - responding to academic discussions using key words and phrases.
ELL.3-5.LS.1.PE-6 - (x0)	(x0) - responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., "Show me the square." Student then points to the square or draws a picture of square.)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.LS.1.PE-7 - (x0)	(x0) - following one-two step directions/commands accompanied by visual cues and gestures. (e.g., First, add _____ and _____, etc.)
ELL.3-5.LS.1.PE-8 - (x0)	(x0) - responding to social conversations using memorized responses. (e.g., introductions, requests, courtesies, etc.)
ELL.3-5.LS.1.PE-9 - (x0)	(x0) - N/A
ELL.3-5.LS.2.B-1 - (x11)	(x11) - producing beginning, middle and final sounds in a word (e.g., chair/share, sit/seat, walk/walked) (-ed: /t/, /d/, /ed/, etc.).
ELL.3-5.LS.2.B-2 - (x0)	(x0) - reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing.
ELL.3-5.LS.2.B-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.B-4 - (x0)	(x0) - participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.
ELL.3-5.LS.2.B-5 - (x0)	(x0) - asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., making comparisons and describing events, etc.) with instructional support.
ELL.3-5.LS.2.B-6 - (x0)	(x0) - stating two-step directions/ instructions using prepositions of location in complete sentences.
ELL.3-5.LS.2.B-7 - (x0)	(x0) - sharing personal experiences/stories supported by details and examples in complete sentences.
ELL.3-5.LS.2.B-8 - (x0)	(x0) - presenting with a group, a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing an introduction, body, conclusion and transitions, with instructional support.
ELL.3-5.LS.2.E-1 - (x0)	(x0) - producing the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.E-2 - (x0)	(x0) - reciting repeated-patterned speech (e.g., nursery rhymes, songs, chants, etc.) with instructional support.
ELL.3-5.LS.2.E-3 - (x0)	(x0) - expressing one's own needs and emotions in complete sentences.
ELL.3-5.LS.2.E-4 - (x0)	(x0) - responding to social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.
ELL.3-5.LS.2.E-5 - (x0)	(x0) - asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.
ELL.3-5.LS.2.E-6 - (x0)	(x0) - stating single step directions/ commands using words and phrases.
ELL.3-5.LS.2.E-7 - (x0)	(x0) - sharing personal experiences/stories using complete sentences with instructional support.
ELL.3-5.LS.2.E-8 - (x0)	(x0) - presenting with a group, a topic sentence and two to three details using notes as support.
ELL.3-5.LS.2.HI-1 - (x0)	(x0) - producing sentences with accurate pronunciation, intonation, and stress.
ELL.3-5.LS.2.HI-2 - (x0)	(x0) - presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression.
ELL.3-5.LS.2.HI-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.HI-4 - (x0)	(x0) - participating in socio-functional communication tasks using complete sentences.
ELL.3-5.LS.2.HI-5 - (x0)	(x0) - asking and responding to academic questions in complete sentences (e.g., expressing possibilities and probabilities, hypothetical questions, etc.).
ELL.3-5.LS.2.HI-6 - (x0)	(x0) - stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.
ELL.3-5.LS.2.HI-7 - (x0)	(x0) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.HI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids.
ELL.3-5.LS.2.LI-1 - (x0)	(x0) - producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.).
ELL.3-5.LS.2.LI-2 - (x0)	(x0) - reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.LS.2.LI-3 - (x0)	(x0) - expressing one's own and responding to others' needs and emotions in complete sentences.
ELL.3-5.LS.2.LI-4 - (x0)	(x0) - participating in formal and informal socio-functional communication tasks using complete sentences (e.g., comparing personal information and experiences; providing alternate solutions to a problem; and extending invitations to others, etc.) with instructional support.
ELL.3-5.LS.2.LI-5 - (x0)	(x0) - asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)
ELL.3-5.LS.2.LI-6 - (x0)	(x0) - stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.
ELL.3-5.LS.2.LI-7 - (x0)	(x0) - sharing personal experiences/stories with descriptive language supported by details and examples in complete sentences.
ELL.3-5.LS.2.LI-8 - (x0)	(x0) - presenting a variety of oral reports (e.g., expository, cause and effect, persuasive, etc.) containing specific and accurate academic vocabulary, an introduction, body, conclusion, transitions and visual aids, with instructional support.
ELL.3-5.LS.2.PE-1 - (x0)	(x0) - repeating the 44 phonemes with verbal modeling and visual cues.
ELL.3-5.LS.2.PE-2 - (x0)	(x0) - repeating patterned speech (e.g., alphabet and cardinal/ordinal numbers, names, etc.) with instructional support.
ELL.3-5.LS.2.PE-3 - (x0)	(x0) - expressing one's own needs and emotions in complete sentences with instructional support.
ELL.3-5.LS.2.PE-4 - (x0)	(x0) - repeating introductions and personal information questions using complete sentences.
ELL.3-5.LS.2.PE-5 - (x0)	(x0) - repeating academic questions and responses (who, what, where, when).
ELL.3-5.LS.2.PE-6 - (x0)	(x0) - repeating single step commands and/or directions.
ELL.3-5.LS.2.PE-7 - (x0)	(x0) - sharing a personal experience using sentence frames.
ELL.3-5.LS.2.PE-8 - (x0)	(x0) - repeating two to three facts or events.
ELL.3-5.R.1.B-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.B-2 - (x0)	(x0) - identifying paragraphs and their distinguishing features (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences, etc.).
ELL.3-5.R.1.B-3 - (x1)	(x1) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper (e.g., title, author, table of contents and glossary).
ELL.3-5.R.1.B-4 - (x0)	(x0) - alphabetizing a series of words to the third letter.
ELL.3-5.R.1.E-1 - (x0)	(x0) - tracking the one to one correlation between spoken and printed word.
ELL.3-5.R.1.E-2 - (x0)	(x0) - identifying letters, words and sentences and their distinguishing features (e.g. capitalization, ending punctuation, etc.).
ELL.3-5.R.1.E-3 - (x0)	(x0) - locating the organizational features of a book and a dictionary (e.g., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.1.E-4 - (x0)	(x0) - alphabetizing a series of words to the second letter.
ELL.3-5.R.1.HI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.HI-3 - (x0)	(x0) - evaluating the usefulness of various print sources based on the organizational features for a given task.
ELL.3-5.R.1.HI-4 - (x1)	(x1) - alphabetizing a series of words.
ELL.3-5.R.1.LI-1 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.1.LI-3 - (x0)	(x0) - comparing and contrasting two or more print sources based on their organizational features.
ELL.3-5.R.1.LI-4 - (x0)	(x0) - alphabetizing a series of words.
ELL.3-5.R.1.PE-1 - (x0)	(x0) - demonstrating the command of left to right, top to bottom directionality, and return sweep when handling reading materials.
ELL.3-5.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.3-5.R.1.PE-3 - (x0)	(x0) - recognizing organizational features of a book (e.g., title, author, and table of contents) with instructional support.
ELL.3-5.R.1.PE-4 - (x0)	(x0) - alphabetizing a series of words to the first letter.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.2.B-1 - (x0)	(x0) - identifying and manipulating initial and final sounds to make new words. (e.g., rat to fat, fit to fig, etc.)
ELL.3-5.R.2.B-10 - (x0)	(x0) - applying spelling rules for adding suffixes. (e.g., drop the final "e" and add endings; double the final consonant when adding an ending; change the final "y" to "i," etc.)
ELL.3-5.R.2.B-11 - (x0)	(x0) - reading high frequency words.
ELL.3-5.R.2.B-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.B-13 - (x0)	(x0) - recognizing and using word order (syntax).
ELL.3-5.R.2.B-2 - (x0)	(x0) - distinguishing between long and short vowel sounds in orally stated single-syllable words (e.g., bit-bite, etc.)
ELL.3-5.R.2.B-3 - (x0)	(x0) - segmenting one-syllable words into its phonemes. (dog = /d/.../o/.../g/)
ELL.3-5.R.2.B-4 - (x0)	(x0) - blending spoken phonemes to form a single-syllable word (/m/.../a/.../n/... makes man).
ELL.3-5.R.2.B-5 - (x0)	(x0) - selecting rhyming words in response to an oral prompt. (What rhymes with hat? –bat, sad, cat)
ELL.3-5.R.2.B-6 - (x0)	(x0) - producing new words when an initial letter is changed (e.g., word families).
ELL.3-5.R.2.B-7 - (x2)	(x2) - reading regularly spelled two-syllable words and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.3-5.R.2.B-8 - (x0)	(x0) - reading two- or three-syllable and compound words, using letter-sound knowledge and syllabication rules with instructional support.
ELL.3-5.R.2.B-9 - (x1)	(x1) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings (e.g., -s, -ed, -ing, etc.) with instructional support.
ELL.3-5.R.2.E-1 - (x0)	(x0) - orally producing the initial and final sounds (not the letter) of a spoken word.
ELL.3-5.R.2.E-10 - (x0)	(x0) - reading given words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.E-11 - (x0)	(x0) - reading high frequency words with instructional support.
ELL.3-5.R.2.E-12 - (x0)	(x0) - reading contractions. (e.g., haven't, aren't, it's, etc.)
ELL.3-5.R.2.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.E-2 - (x0)	(x0) - identifying long vowel sounds in orally stated single-syllable words. (e.g., kite, made, cake, etc.)
ELL.3-5.R.2.E-3 - (x0)	(x0) - segmenting multi-syllabic words into syllables. (/but/ter/fly/)
ELL.3-5.R.2.E-4 - (x0)	(x0) - blending spoken phonemes to form two letter words (/i/t/, /a/t/, /m/e/).
ELL.3-5.R.2.E-5 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words. (e.g., run, sun versus run, man, etc.)
ELL.3-5.R.2.E-6 - (x0)	(x0) - producing sounds represented by the single-lettered consonant and vowel graphemes.
ELL.3-5.R.2.E-7 - (x0)	(x0) - reading regularly spelled two-syllable and compound words including consonant blends. (bl, st, and tr)
ELL.3-5.R.2.E-8 - (x0)	(x0) - reading two-syllable and compound words, using letter-sound knowledge.
ELL.3-5.R.2.E-9 - (x0)	(x0) - identifying inflectional endings (e.g., -s, -ed, -ing, etc.) and their functions (i.e., tense, plurality, comparison and parts of speech).
ELL.3-5.R.2.HI-1 - (x0)	(x0) - orally producing new words by manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.HI-10 - (x0)	(x0) - applying knowledge of affixes to words in context.
ELL.3-5.R.2.HI-11 - (x2)	(x2) - reading high frequency words.
ELL.3-5.R.2.HI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.HI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.HI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.HI-3 - (x0)	(x0) - segmenting syllables in multi-syllabic words.
ELL.3-5.R.2.HI-4 - (x0)	(x0) - blending isolated phonemes to form multi-syllabic words, using r-controlled vowel sounds, digraphs, and diphthongs (/t/.../i/.../g/.../er/ makes tiger).
ELL.3-5.R.2.HI-5 - (x0)	(x0) - generating a series of rhyming words.
ELL.3-5.R.2.HI-6 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.3-5.R.2.HI-7 - (x0)	(x0) - applying knowledge of spelling pattern exceptions.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.2.HI-8 - (x0)	(x0) - applying knowledge of syllabication rules when decoding unfamiliar words in context.
ELL.3-5.R.2.HI-9 - (x0)	(x0) - applying knowledge of inflectional forms of words in context.
ELL.3-5.R.2.LI-1 - (x0)	(x0) - identifying and manipulating initial, final and medial sounds in single-syllable words.
ELL.3-5.R.2.LI-10 - (x1)	(x1) - applying knowledge of prefixes and suffixes (affixes) added to words in context with instructional support.
ELL.3-5.R.2.LI-11 - (x0)	(x0) - reading high frequency words.
ELL.3-5.R.2.LI-12 - (x0)	(x0) - reading contractions.
ELL.3-5.R.2.LI-13 - (x0)	(x0) - using word order (syntax).
ELL.3-5.R.2.LI-2 - (x0)	(x0) - N/A
ELL.3-5.R.2.LI-3 - (x0)	(x0) - segmenting phonemes contained in consonant blends. (splat=/s/p/l/a/t/)
ELL.3-5.R.2.LI-4 - (x0)	(x0) - blending spoken phonemes with more than three sounds into one-syllable words, including consonant blends and digraphs (/ff/i/n/d/=find; /fl/a/t/=flat).
ELL.3-5.R.2.LI-5 - (x0)	(x0) - orally producing rhyming words in response to given words. (Cat rhymes with... hat.)
ELL.3-5.R.2.LI-6 - (x0)	(x0) - reading complex word families (e.g., -ight, -ought, etc.)
ELL.3-5.R.2.LI-7 - (x0)	(x0) - reading regularly spelled multi-syllabic and compound words including consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.3-5.R.2.LI-8 - (x0)	(x0) - applying knowledge of syllabication rules when decoding multi-syllabic and compound words.
ELL.3-5.R.2.LI-9 - (x0)	(x0) - reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.
ELL.3-5.R.2.PE-1 - (x0)	(x0) - orally producing groups of words that begin with the same initial sound (alliteration).
ELL.3-5.R.2.PE-10 - (x0)	(x0) - repeating words with common prefixes, suffixes and roots including the endings -tion, -sion.
ELL.3-5.R.2.PE-11 - (x0)	(x0) - repeating high frequency words.
ELL.3-5.R.2.PE-12 - (x0)	(x0) - recognizing common contractions. (e.g., I'm, I'll, can't, etc.)
ELL.3-5.R.2.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.2.PE-2 - (x0)	(x0) - identifying short vowel sounds in orally stated single-syllable words. (e.g., hen, hat, mad, etc.)
ELL.3-5.R.2.PE-3 - (x0)	(x0) - segmenting sentences into words.
ELL.3-5.R.2.PE-4 - (x0)	(x0) - blending spoken simple onsets and rimes to form real words (onset /c/ and rime /at/).
ELL.3-5.R.2.PE-5 - (x0)	(x0) - recognizing the new spoken word when a specified phoneme is added, changed or removed.
ELL.3-5.R.2.PE-6 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet
ELL.3-5.R.2.PE-7 - (x0)	(x0) - reading regularly spelled one-syllable words represented by single letters.
ELL.3-5.R.2.PE-8 - (x0)	(x0) - reading one-syllable words, using letter-sound knowledge.
ELL.3-5.R.2.PE-9 - (x0)	(x0) - identifying base words (walk, clean, dress) that have been modified by inflectional endings.
ELL.3-5.R.3.B-1 - (x0)	(x0) - reading aloud passages from familiar or cumulative text (e.g. The House that Jack Built) with fluency. (i.e., accuracy, appropriate phrasing, attention to punctuation, and expression).
ELL.3-5.R.3.E-1 - (x0)	(x0) - reading aloud sight words, sentences and short passages from familiar patterned text (e.g. poems and chants, etc.) with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.HI-1 - (x2)	(x2) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.LI-1 - (x0)	(x0) - reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)
ELL.3-5.R.3.PE-1 - (x0)	(x0) - reading aloud sight words, sentences, and familiar patterned text with fluency. (i.e., accuracy and attention to punctuation)
ELL.3-5.R.4.B-1 - (x0)	(x0) - identifying differences between fiction and nonfiction.
ELL.3-5.R.4.B-10 - (x0)	(x0) - identifying signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.B-11 - (x0)	(x0) - identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.4.B-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.B-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.B-14 - (x0)	(x0) - identifying characters and their traits within a fictional text.
ELL.3-5.R.4.B-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.B-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text, with instructional support.
ELL.3-5.R.4.B-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.B-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.B-19 - (x0)	(x0) - comparing and contrasting two settings within fictional text.
ELL.3-5.R.4.B-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.B-20 - (x0)	(x0) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.B-21 - (x0)	(x0) - following two-to-three step written directions to complete task/procedure.
ELL.3-5.R.4.B-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.B-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.B-24 - (x0)	(x0) - locating specific information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.B-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.B-26 - (x0)	(x0) - locating organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.B-27 - (x0)	(x0) - identifying the purpose of each part of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.B-28 - (x1)	(x1) - locating the organizational features of a book and a dictionary. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.B-29 - (x0)	(x0) - selecting a functional document for a specific purpose. (e.g., "Which document will tell me _____?")
ELL.3-5.R.4.B-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) questions about text.
ELL.3-5.R.4.B-30 - (x0)	(x0) - comparing and contrasting two items within an expository text, with instructional support.
ELL.3-5.R.4.B-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.B-32 - (x0)	(x0) - identifying words (i.e., nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.B-33 - (x0)	(x0) - identifying words of rhyme, rhythm and repetition in literary selections.
ELL.3-5.R.4.B-34 - (x0)	(x0) - identifying repetition, rhyme, and rhythm in poetry.
ELL.3-5.R.4.B-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text, with instructional support
ELL.3-5.R.4.B-5 - (x0)	(x0) - retelling a story or event with a beginning, middle and end.
ELL.3-5.R.4.B-6 - (x0)	(x0) - making connections to text (i.e., text-to-self).
ELL.3-5.R.4.B-7 - (x0)	(x0) - identifying the main idea and two-to-three details from text.
ELL.3-5.R.4.B-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally, today, now) in text.
ELL.3-5.R.4.B-9 - (x0)	(x0) - identifying signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is fiction or nonfiction.
ELL.3-5.R.4.E-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-11 - (x0)	(x0) - identifying the author's purpose for writing a book (i.e., to entertain, to inform, to persuade) with instructional support.
ELL.3-5.R.4.E-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection with instructional support.
ELL.3-5.R.4.E-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-14 - (x0)	(x0) - identifying characters and their traits, with instructional support, within a fictional text heard or read.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.4.E-15 - (x0)	(x0) - describing the setting, with instructional support, using key words from a fictional text heard or read.
ELL.3-5.R.4.E-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.E-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.E-18 - (x0)	(x0) - comparing and contrasting two characters, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-19 - (x0)	(x0) - comparing and contrasting two settings, with instructional support, within a fictional text heard or read.
ELL.3-5.R.4.E-2 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.3-5.R.4.E-20 - (x0)	(x0) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.E-21 - (x0)	(x0) - following written directions with teacher modeling when necessary to complete classroom activities.
ELL.3-5.R.4.E-22 - (x0)	(x0) - locating information in reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.E-23 - (x0)	(x0) - recognizing signs, labels and symbols in the environment.
ELL.3-5.R.4.E-24 - (x0)	(x0) - identifying and selecting external text (e.g., illustrations, photographs, charts, maps, diagrams, graphs, tables, timelines, symbols, etc.) within nonfiction text for a specific purpose (e.g. "Which external text will tell me _____?").
ELL.3-5.R.4.E-25 - (x0)	(x0) - identifying print (font) features in nonfiction text. (e.g., bold face, italicized, underlined, etc.)
ELL.3-5.R.4.E-26 - (x0)	(x0) - identifying organizational features on a page in nonfiction text. (e.g., indentation, title, headings, sub-headings, boxed information, bulleted information, cutaways, captions, etc.)
ELL.3-5.R.4.E-27 - (x0)	(x0) - identifying parts of a book. (e.g., cover, index, glossary, table of contents, appendix, etc.)
ELL.3-5.R.4.E-28 - (x0)	(x0) - locating the organizational features of a book and a dictionary (i.e., title, author, table of contents and glossary) with instructional support.
ELL.3-5.R.4.E-29 - (x0)	(x0) - locating various facts in functional documents in response to questions. (e.g., menus, recipes, invitations, schedules, flyers, graphic organizers, etc.)
ELL.3-5.R.4.E-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, in complete sentences.
ELL.3-5.R.4.E-30 - (x0)	(x0) - comparing two items, with instructional support, within an expository text heard or read.
ELL.3-5.R.4.E-31 - (x0)	(x0) - identifying vocabulary used to influence reader's perspectives in persuasive text (e.g., emotional words, etc.), with instructional support.
ELL.3-5.R.4.E-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.E-33 - (x0)	(x0) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.3-5.R.4.E-34 - (x0)	(x0) - identifying repetition and rhyme in poetry.
ELL.3-5.R.4.E-4 - (x0)	(x0) - asking Yes/No questions about text in complete sentences, with instructional support.
ELL.3-5.R.4.E-5 - (x0)	(x0) - retelling a story or event using key words and pictures.
ELL.3-5.R.4.E-6 - (x0)	(x0) - making connections to text heard or read (i.e., text-to-self).
ELL.3-5.R.4.E-7 - (x0)	(x0) - identifying two-to-three details from text heard or read.
ELL.3-5.R.4.E-8 - (x0)	(x0) - identifying signal words that indicate sequential/ chronological order (i.e., first, next, finally).
ELL.3-5.R.4.E-9 - (x0)	(x0) - N/A
ELL.3-5.R.4.HI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction.
ELL.3-5.R.4.HI-10 - (x0)	(x0) - locating signal words that indicate cause and effect . (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.HI-11 - (x0)	(x0) - identifying the author's purpose for writing a book . (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.HI-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection .
ELL.3-5.R.4.HI-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.HI-14 - (x0)	(x0) - describing the characters' traits and their motivations within a fictional text .
ELL.3-5.R.4.HI-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.HI-16 - (x0)	(x0) - identifying and describing the plot (specific events, problems and solutions) from a fictional text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.4.HI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.HI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.
ELL.3-5.R.4.HI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.HI-2 - (x0)	(x0) - generating and confirming predictions about text for accuracy.
ELL.3-5.R.4.HI-20 - (x0)	(x0) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.HI-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.HI-22 - (x0)	(x0) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.HI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.HI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose.
ELL.3-5.R.4.HI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.HI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.HI-27 - (x0)	(x0) - locating information from a part of a book for a specific purpose.
ELL.3-5.R.4.HI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.HI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.HI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.HI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.HI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.HI-32 - (x0)	(x0) - identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.3-5.R.4.HI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, etc.) in a literary selection.
ELL.3-5.R.4.HI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.HI-4 - (x0)	(x0) - generating who, what, where, when, why, which and how questions to clarify text.
ELL.3-5.R.4.HI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end using transition words and complete sentences.
ELL.3-5.R.4.HI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.HI-7 - (x0)	(x0) - summarizing the main idea and supporting details from text using appropriate academic vocabulary.
ELL.3-5.R.4.HI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.HI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.L1-21 - (x0)	(x0) - following multi-step written directions to complete task/procedure.
ELL.3-5.R.4.LI-1 - (x0)	(x0) - comparing and contrasting fiction with nonfiction with instructional support.
ELL.3-5.R.4.LI-10 - (x0)	(x0) - locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)
ELL.3-5.R.4.LI-11 - (x0)	(x0) - identifying the author's purpose for writing a book. (i.e., to entertain, to inform, to persuade)
ELL.3-5.R.4.LI-12 - (x0)	(x0) - identifying the cause and effect relationship of two related events in a literary selection.
ELL.3-5.R.4.LI-13 - (x0)	(x0) - drawing conclusions from information implied or inferred in a literary selection.
ELL.3-5.R.4.LI-14 - (x0)	(x0) - describing the characters' traits and their motivations within a fictional text.
ELL.3-5.R.4.LI-15 - (x0)	(x0) - describing the setting using key words from a fictional text.
ELL.3-5.R.4.LI-16 - (x0)	(x0) - identifying the plot (specific events, problems and solutions) from a fictional text.
ELL.3-5.R.4.LI-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.LI-18 - (x0)	(x0) - comparing and contrasting two characters within a fictional text.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.4.LI-19 - (x0)	(x0) - comparing and contrasting two settings within a fictional text.
ELL.3-5.R.4.LI-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.3-5.R.4.LI-20 - (x0)	(x0) - applying understanding of content vocabulary within math, science and social studies texts.
ELL.3-5.R.4.LI-22 - (x1)	(x1) - locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)
ELL.3-5.R.4.LI-23 - (x0)	(x0) - interpreting signs, labels and symbols in the environment.
ELL.3-5.R.4.LI-24 - (x0)	(x0) - interpreting information from external text in nonfiction text for a specific purpose. (e.g., "According to the population map, most people live in the Northeast.")
ELL.3-5.R.4.LI-25 - (x0)	(x0) - explaining the purpose of print (font) features in nonfiction text.
ELL.3-5.R.4.LI-26 - (x0)	(x0) - explaining the purpose of organizational features on a page in nonfiction text.
ELL.3-5.R.4.LI-27 - (x0)	(x0) - selecting a part of a book for a specific purpose. (e.g., "Which part of a book will tell me _____?")
ELL.3-5.R.4.LI-28 - (x0)	(x0) - identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)
ELL.3-5.R.4.LI-29 - (x0)	(x0) - interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")
ELL.3-5.R.4.LI-3 - (x0)	(x0) - answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.
ELL.3-5.R.4.LI-30 - (x0)	(x0) - comparing and contrasting two items within an expository text.
ELL.3-5.R.4.LI-31 - (x0)	(x0) - distinguishing fact from opinion in persuasive text. (e.g., advertisements, product labels, written communications, etc.)
ELL.3-5.R.4.LI-32 - (x0)	(x0) - identifying words (i.e., nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.3-5.R.4.LI-33 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.3-5.R.4.LI-34 - (x0)	(x0) - identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)
ELL.3-5.R.4.LI-4 - (x0)	(x0) - asking who, what, where, when, why, which and how questions about text.
ELL.3-5.R.4.LI-5 - (x0)	(x0) - retelling a story or event with a beginning, middle, and end in complete sentences.
ELL.3-5.R.4.LI-6 - (x0)	(x0) - making connections to text (i.e., text-to-text and text-to-self).
ELL.3-5.R.4.LI-7 - (x0)	(x0) - summarizing the main idea and supporting details from text.
ELL.3-5.R.4.LI-8 - (x0)	(x0) - locating sequential/ chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.
ELL.3-5.R.4.LI-9 - (x0)	(x0) - locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)
ELL.3-5.R.4.PE-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is fiction or nonfiction with instructional support.
ELL.3-5.R.4.PE-10 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-11 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-12 - (x0)	(x0) - identifying two events which are related within a literary selection.
ELL.3-5.R.4.PE-13 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-14 - (x0)	(x0) - identifying characters within a fictional text heard or read.
ELL.3-5.R.4.PE-15 - (x0)	(x0) - identifying the setting using key words from a fictional text heard or read.
ELL.3-5.R.4.PE-16 - (x0)	(x0) - identifying the key events or ideas from a fictional text heard or read.
ELL.3-5.R.4.PE-17 - (x0)	(x0) - relating illustrations to fictional text.
ELL.3-5.R.4.PE-18 - (x0)	(x0) - identifying two characters within a fictional text heard or read.
ELL.3-5.R.4.PE-19 - (x0)	(x0) - identifying two settings within a fictional text heard or read.
ELL.3-5.R.4.PE-2 - (x0)	(x0) - making predictions based on cover, title and illustrations with instructional support.
ELL.3-5.R.4.PE-20 - (x0)	(x0) - identifying content vocabulary within math, science, and social studies texts.
ELL.3-5.R.4.PE-21 - (x0)	(x0) - following written directions with visual support to complete classroom activities.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.R.4.PE-22 - (x0)	(x0) - identifying a variety of reference materials. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)
ELL.3-5.R.4.PE-23 - (x0)	(x0) - recognizing signs, labels, and symbols in the environment with instructional support.
ELL.3-5.R.4.PE-24 - (x0)	(x0) - identifying external text within nonfiction text. (e.g., illustrations, photographs, charts, maps, diagrams, graphs, etc.)
ELL.3-5.R.4.PE-25 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-26 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-27 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-28 - (x0)	(x0) - recognizing organizational features of a book (i.e., title, author, and table of contents) with instructional support.
ELL.3-5.R.4.PE-29 - (x0)	(x0) - identifying functional documents by their organizational structure. (e.g., menus, invitations, flyers, graphic organizers, etc.)
ELL.3-5.R.4.PE-3 - (x0)	(x0) - answering Yes/No questions about text, heard or read, with instructional support.
ELL.3-5.R.4.PE-30 - (x0)	(x0) - identifying two items within an expository text heard or read.
ELL.3-5.R.4.PE-31 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-32 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-33 - (x0)	(x0) - participating in choral reading (e.g., clapping and chanting, etc.) in response to the rhythm of predictably patterned literary selections.
ELL.3-5.R.4.PE-34 - (x0)	(x0) - identifying repetition in poetry.
ELL.3-5.R.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-5 - (x0)	(x0) - sequencing pictures to retell text heard or read.
ELL.3-5.R.4.PE-6 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-7 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.3-5.R.4.PE-8 - (x0)	(x0) - N/A
ELL.3-5.R.4.PE-9 - (x0)	(x0) - N/A
ELL.3-5.W.1.B-1 - (x0)	(x0) - writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.
ELL.3-5.W.1.B-2 - (x0)	(x0) - writing simple poetry with rhythm and rhyme independently.
ELL.3-5.W.1.B-3 - (x0)	(x0) - taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.B-4 - (x0)	(x0) - writing an expository paragraph or a simple report containing a topic sentence, supporting details, and a concluding statement using a model.
ELL.3-5.W.1.B-5 - (x0)	(x0) - writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.
ELL.3-5.W.1.B-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.B-6.b - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.B-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.B-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.B-7 - (x1)	(x1) - writing a persuasive statement with instructional support (e.g., "Buy Charlie's Organic Chicken because it is the healthiest.").
ELL.3-5.W.1.E-1 - (x0)	(x0) - writing a narrative that includes a main idea, characters, and a sequence of events using appropriate transitional words (i.e., first, next, last), with instructional support.
ELL.3-5.W.1.E-2 - (x0)	(x0) - writing simple poetry, rhymes, songs, or chants collaboratively.
ELL.3-5.W.1.E-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.E-4 - (x0)	(x0) - writing an expository paragraph containing a topic sentence, supporting details, and a concluding statement using a paragraph frame with visual support.
ELL.3-5.W.1.E-5 - (x0)	(x0) - writing the topic and/or main idea of familiar text (e.g., sentence frame: This paragraph is about _____).
ELL.3-5.W.1.E-6.a - (x0)	(x0) - Thank-you notes
ELL.3-5.W.1.E-6.b - (x0)	(x0) - Friendly letters

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.W.1.E-6.c - (x0)	(x0) - Messages
ELL.3-5.W.1.E-6.d - (x0)	(x0) - Invitations.
ELL.3-5.W.1.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.1.HI-1 - (x0)	(x0) - writing one or more narrative paragraphs based on imagined or real events that includes characters, setting, sensory details, appropriate word choice and logical sequencing to develop the plot using transitional words and varied sentence structure.
ELL.3-5.W.1.HI-2 - (x0)	(x0) - writing simple poetry using a variety of poetic devices and figurative language including: personification, onomatopoeia, alliteration, simile and metaphor.
ELL.3-5.W.1.HI-3 - (x0)	(x0) - taking notes using self selected formats based upon knowledge of oral or written text structures with instructional support. (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.HI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and relevant supporting details, using appropriate transitions, varied sentence structure and precise academic vocabulary.
ELL.3-5.W.1.HI-5 - (x0)	(x0) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text and of varying length. (e.g., science text chapter, article, book, oral presentations, etc.).
ELL.3-5.W.1.HI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.HI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.HI-6.c - (x0)	(x0) - Procedures
ELL.3-5.W.1.HI-6.d - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.HI-6.e - (x0)	(x0) - Brochures.
ELL.3-5.W.1.HI-7 - (x1)	(x1) - writing a persuasive essay that states a clear position with supporting details using persuasive vocabulary/strategies to influence the reader (e.g., loaded/emotional words, exaggeration, euphemisms bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.LI-1 - (x0)	(x0) - writing on or more narrative paragraphs based on imagined or real events that includes characters, setting, and details to develop the plot using appropriate transitional words and varied sentence structure.
ELL.3-5.W.1.LI-2 - (x0)	(x0) - writing simple poetry, using rhythm, rhyme, similes and sensory details.
ELL.3-5.W.1.LI-3 - (x0)	(x0) - taking notes using teacher or student selected formats based upon knowledge of oral or written text structures with instructional support (e.g., Student selects Venn Diagram for comparing and contrasting text).
ELL.3-5.W.1.LI-4 - (x0)	(x0) - writing expository essays and informational reports that include topic sentences, main ideas, and supporting details using transitions, varied sentence structure and academic vocabulary.
ELL.3-5.W.1.LI-5 - (x0)	(x0) - writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support. (e.g., word bank, outline, etc.).
ELL.3-5.W.1.LI-6.a - (x0)	(x0) - Letters
ELL.3-5.W.1.LI-6.b - (x0)	(x0) - Directions
ELL.3-5.W.1.LI-6.c - (x0)	(x0) - Graphs/Tables
ELL.3-5.W.1.LI-6.d - (x0)	(x0) - Brochures.
ELL.3-5.W.1.LI-7 - (x0)	(x0) - writing one or more persuasive paragraphs, with instructional support, that state a clear position with supporting details using persuasive vocabulary/strategies (e.g., loaded/emotional words, exaggeration, euphemisms, bandwagon, peer pressure, repetition, etc.).
ELL.3-5.W.1.PE-1 - (x0)	(x0) - participating in a shared writing about events or characters from familiar stories.
ELL.3-5.W.1.PE-2 - (x0)	(x0) - copying/writing simple poetry or chants from a model.
ELL.3-5.W.1.PE-3 - (x0)	(x0) - taking notes using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (e.g., teacher modeling, visuals, word banks, etc.).
ELL.3-5.W.1.PE-4 - (x0)	(x0) - completing an expository cloze sentence or paragraph using a word bank with visual support. (e.g., The fox sleeps in the _____.)
ELL.3-5.W.1.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.1.PE-6.a - (x0)	(x0) - Friendly letters (with a frame)
ELL.3-5.W.1.PE-6.b - (x0)	(x0) - Address an envelope

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.W.1.PE-6.c - (x0)	(x0) - Thank you notes.
ELL.3-5.W.1.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.2.B-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.B-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.B-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.B-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.B-2 - (x1)	(x1) - spelling single-syllable words using learned spelling patterns.
ELL.3-5.W.2.B-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.B-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, days, months), titles (including book titles).
ELL.3-5.W.2.B-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.B-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words
ELL.3-5.W.2.B-5.c - (x0)	(x0) - apostrophes to punctuate contractions and singular possessives.
ELL.3-5.W.2.B-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.B-7 - (x0)	(x0) - using verb tenses (simple-past, present, future; present and past progressive) in a variety of writing applications.
ELL.3-5.W.2.B-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.B-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-0, S-V-O-P), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet.
ELL.3-5.W.2.E-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.E-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications, with instructional support.
ELL.3-5.W.2.E-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.E-2 - (x0)	(x0) - using knowledge of letter-sound relationships to spell simple words within word families.
ELL.3-5.W.2.E-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common and homonyms) with instructional support.
ELL.3-5.W.2.E-4 - (x0)	(x0) - using capitalization for the pronoun "I," sentence beginnings, and proper nouns (i.e., names, days, months).
ELL.3-5.W.2.E-5.a - (x0)	(x0) - endings of sentences (question mark, exclamation mark); with instructional support.
ELL.3-5.W.2.E-5.b - (x0)	(x0) - commas in greetings, closings of letters, and dates with instructional support.
ELL.3-5.W.2.E-5.c - (x0)	(x0) - apostrophes to punctuate contractions with instructional support.
ELL.3-5.W.2.E-6 - (x0)	(x0) - using various subjects (singular/plural common nouns, proper nouns, singular possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.3-5.W.2.E-7 - (x0)	(x0) - using verb tenses (simple-past, present, future; present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.E-9 - (x0)	(x0) - using declarative sentences (S-V), positive (She plays.) and negative (She does not play.) construction forms, in a variety of writing applications, with instructional support.
ELL.3-5.W.2.HI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.HI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.HI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.HI-2 - (x0)	(x0) - spelling multi-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.HI-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common, academic, homonyms and plurals).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.W.2.HI-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.HI-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.HI-5.b - (x0)	(x0) - semi-colons in a series, introductory clauses, dialogue and direct address
ELL.3-5.W.2.HI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.HI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.HI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.HI-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.HI-7 - (x0)	(x0) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.HI-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.HI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P, S-V-DO-IO), positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.LI-1 - (x0)	(x0) - legibly writing cursive upper and lower case letters of the alphabet.
ELL.3-5.W.2.LI-10 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-11 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.3-5.W.2.LI-12 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.3-5.W.2.LI-2 - (x1)	(x1) - spelling two-syllable words using knowledge of syllabication and spelling patterns.
ELL.3-5.W.2.LI-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency, common, homonyms, and plurals).
ELL.3-5.W.2.LI-4 - (x0)	(x0) - using capitalization for proper nouns (i.e., names, place names, dates, holidays, languages), titles (including book and poem titles), and abbreviations.
ELL.3-5.W.2.LI-5.a - (x0)	(x0) - sentence endings
ELL.3-5.W.2.LI-5.b - (x0)	(x0) - commas to punctuate items in a series and introductory words or phrases
ELL.3-5.W.2.LI-5.c - (x0)	(x0) - quotation marks for dialogue and titles
ELL.3-5.W.2.LI-5.d - (x0)	(x0) - colons to punctuate business letter salutations
ELL.3-5.W.2.LI-5.e - (x0)	(x0) - apostrophes to punctuate contractions and plural possessives.
ELL.3-5.W.2.LI-6 - (x0)	(x0) - using various subjects (common nouns, proper nouns, possessive nouns, pronouns, etc.) in sentences in a variety of writing applications.
ELL.3-5.W.2.LI-7 - (x0)	(x0) - using verb tenses (simple and progressive) in a variety of writing applications.
ELL.3-5.W.2.LI-8 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.LI-9 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O, S-V-O-P) positive (I am tall.) and negative (I am not tall.) construction forms, in a variety of writing applications.
ELL.3-5.W.2.PE-1 - (x0)	(x0) - legibly printing numerals and upper and lower case letters of the alphabet with a model.
ELL.3-5.W.2.PE-10 - (x0)	(x0) - using interrogative sentences in shared writing activities.
ELL.3-5.W.2.PE-11 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-12 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-2 - (x0)	(x0) - using basic phonetic spelling to write words.
ELL.3-5.W.2.PE-3 - (x0)	(x0) - spelling grade appropriate words (i.e., high frequency words) with instructional support.
ELL.3-5.W.2.PE-4 - (x0)	(x0) - using capitalization for the pronoun "I" and sentence beginnings.
ELL.3-5.W.2.PE-5.a - (x0)	(x0) - endings of sentences (period), with instructional support.
ELL.3-5.W.2.PE-5.b - (x0)	(x0) - colon to punctuate time with instructional support.
ELL.3-5.W.2.PE-5.c - (x0)	(x0) - commas in dates and closings of letters with instructional support.
ELL.3-5.W.2.PE-6 - (x0)	(x0) - using various subjects (singular/plural common nouns, proper nouns, and pronouns) in sentences in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-7 - (x0)	(x0) - using verb tenses (simple present and present progressive) in a variety of writing applications with instructional support.
ELL.3-5.W.2.PE-8 - (x0)	(x0) - N/A
ELL.3-5.W.2.PE-9 - (x0)	(x0) - using declarative sentences (S-V) in a variety of writing applications, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.W.3.B-1 - (x0)	(x0) - independently listing and webbing ideas to create a prewriting plan.
ELL.3-5.W.3.B-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece.
ELL.3-5.W.3.B-3 - (x0)	(x0) - using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion.
ELL.3-5.W.3.B-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.B-4.b - (x0)	(x0) - sequence of ideas (beginning, middle and end)
ELL.3-5.W.3.B-4.c - (x0)	(x0) - sentence structure (complete sentences)
ELL.3-5.W.3.B-4.d - (x0)	(x0) - using revision tools (checklists, rubrics, and reference materials).
ELL.3-5.W.3.B-5 - (x0)	(x0) - reviewing student drafts for errors in conventions as a class using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.B-6 - (x0)	(x0) - publishing products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.B-7 - (x0)	(x0) - using a teacher established timeline to publish products in a teacher selected format (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.E-1 - (x0)	(x0) - listing and webbing ideas as a class.
ELL.3-5.W.3.E-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.E-7 - (x0)	(x0) - N/A
ELL.3-5.W.3.HI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple self-selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.HI-2 - (x0)	(x0) - evaluating, organizing and selecting ideas that reflect the audience and purpose.
ELL.3-5.W.3.HI-3 - (x0)	(x0) - using a prewriting plan to draft an essay with an introductory paragraph, body, transitions and concluding paragraph.
ELL.3-5.W.3.HI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.HI-4.b - (x0)	(x0) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.HI-4.c - (x0)	(x0) - adding/deleting/ moving supporting details
ELL.3-5.W.3.HI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.HI-4.e - (x0)	(x0) - sentence structure (combining/adding/ deleting, complete and varied sentences)
ELL.3-5.W.3.HI-4.f - (x0)	(x0) - using revision tools. (checklists, rubrics, and reference materials)
ELL.3-5.W.3.HI-5 - (x0)	(x0) - reviewing student drafts for errors in conventions as a class, in small groups and independently using editing tools. (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.HI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.) and presenting within a set period of time (e.g., 15 minutes).
ELL.3-5.W.3.HI-7 - (x0)	(x0) - using time management strategies to publish products within a teacher specified period of time.
ELL.3-5.W.3.LI-1 - (x0)	(x0) - generating and organizing ideas to create a prewriting plan using multiple teacher selected methods (brainstorming, webbing, writer's notebook, journal, etc.).
ELL.3-5.W.3.LI-2 - (x0)	(x0) - organizing ideas to reflect the audience and intended purpose.
ELL.3-5.W.3.LI-3 - (x0)	(x0) - using a prewriting plan to draft a paragraph or essay with an introductory statement, body, transitions and concluding statement.
ELL.3-5.W.3.LI-4.a - (x0)	(x0) - word choice
ELL.3-5.W.3.LI-4.b - (x0)	(x0) - sequence of ideas (introduction, body, conclusion)
ELL.3-5.W.3.LI-4.c - (x0)	(x0) - adding/deleting supporting details
ELL.3-5.W.3.LI-4.d - (x0)	(x0) - effective transitions
ELL.3-5.W.3.LI-4.e - (x0)	(x0) - sentence structure (complete and varied sentences)
ELL.3-5.W.3.LI-4.f - (x0)	(x0) - using revision tools (checklists, rubrics, and reference materials).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.W.3.LI-5 - (x0)	(x0) - reviewing student drafts for errors in conventions as a class or in small groups using editing tools, (e.g., checklists, rubrics, computer spell check and other reference materials)
ELL.3-5.W.3.LI-6 - (x0)	(x0) - publishing products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.LI-7 - (x0)	(x0) - using a teacher established timeline to publish products in a variety of formats (e.g., oral presentation, manuscript, multimedia, etc.).
ELL.3-5.W.3.PE-1 - (x0)	(x0) - generating ideas through drawing and labeling with instructional support.
ELL.3-5.W.3.PE-2 - (x0)	(x0) - selecting ideas from class generated webbing for a given purpose.
ELL.3-5.W.3.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-5 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-6 - (x0)	(x0) - N/A
ELL.3-5.W.3.PE-7 - (x0)	(x0) - N/A
ELL.3-5.W.4.B-1 - (x0)	(x0) - producing a paragraph with an identifiable main idea and supporting details in a variety of genres, with instructional support.
ELL.3-5.W.4.B-2 - (x0)	(x0) - producing a paragraph containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions, with instructional support.
ELL.3-5.W.4.B-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.B-4 - (x0)	(x0) - substituting synonyms for known adjectives, verbs and nouns with instructional support or resources.
ELL.3-5.W.4.B-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.E-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and writing captions using a sentence/patterned text frame.
ELL.3-5.W.4.E-2 - (x0)	(x0) - ordering drawings and sentences/patterned text to represent a beginning, middle and end.
ELL.3-5.W.4.E-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.E-5 - (x0)	(x0) - N/A
ELL.3-5.W.4.HI-1 - (x0)	(x0) - producing two or more paragraphs with an identifiable main idea and supporting details that reflect the audience and purpose in a variety of genres.
ELL.3-5.W.4.HI-2 - (x0)	(x0) - producing two or more paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by transitional phrase and clauses.
ELL.3-5.W.4.HI-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics).
ELL.3-5.W.4.HI-4 - (x0)	(x0) - selecting accurate, specific words and figurative language to express ideas with instructional support or resources.
ELL.3-5.W.4.HI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.LI-1 - (x0)	(x0) - producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres.
ELL.3-5.W.4.LI-2 - (x0)	(x0) - producing one or two paragraphs containing an introductory statement, supporting details and a concluding statement which are connected by one-word transitions and transitional phrases.
ELL.3-5.W.4.LI-3 - (x0)	(x0) - choosing ideas, words, details and structure that reflect audience and purpose (pragmatics) with instructional support.
ELL.3-5.W.4.LI-4 - (x0)	(x0) - substituting accurate and specific synonyms for adjectives, verbs and nouns and attempting to use figurative language with instructional support or resources.
ELL.3-5.W.4.LI-5 - (x0)	(x0) - varying sentence beginnings, lengths and patterns.
ELL.3-5.W.4.PE-1 - (x0)	(x0) - drawing pictures that represent the main idea and details and labeling them using a word bank.
ELL.3-5.W.4.PE-2 - (x0)	(x0) - ordering drawings to represent a beginning, middle and end.
ELL.3-5.W.4.PE-3 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-4 - (x0)	(x0) - N/A
ELL.3-5.W.4.PE-5 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 40 References, Willson, A. (Continued)*

Stage III - 40 References (Continued)

ELL.3-5.W.5.B-1 - (x0)	(x0) - recording and organizing information, observations or questions on a familiar topic from one or two sources (experiment, textbook, guest speaker, video, Internet, etc.) for report/research purposes.
ELL.3-5.W.5.E-1 - (x0)	(x0) - recording information, observations or questions about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).
ELL.3-5.W.5.HI-1 - (x0)	(x0) - recording, evaluating and organizing information, observations or questions on a topic of student interest from two or more sources (experiment, article, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.LI-1 - (x0)	(x0) - recording and organizing information, observations or questions on a topic of student interest from one or two sources (experiment, textbook, guest speaker, video, Internet, interview, podcasts, etc.) for report/research purposes.
ELL.3-5.W.5.PE-1 - (x0)	(x0) - recording information, observations about familiar text using a teacher selected and teacher created graphic organizer or cloze notes with instructional support (teacher modeling, visuals, word banks, photographs, Internet, etc.).

AZCollege and Career Ready Standards2010, *English Language Arts - 95 References*

Grade 3 - (89 References)

LA.AZ.3.L.1.a - (x2)	(x2) - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.AZ.3.L.1.b - (x0)	(x0) - Form and use regular and irregular plural nouns.
LA.AZ.3.L.1.c - (x0)	(x0) - Use abstract nouns (e.g., childhood).
LA.AZ.3.L.1.d - (x0)	(x0) - Form and use regular and irregular verbs.
LA.AZ.3.L.1.e - (x0)	(x0) - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.AZ.3.L.1.f - (x0)	(x0) - Ensure subject-verb and pronoun-antecedent agreement.
LA.AZ.3.L.1.g - (x0)	(x0) - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.AZ.3.L.1.h - (x0)	(x0) - Use coordinating and subordinating conjunctions.
LA.AZ.3.L.1.i - (x0)	(x0) - Produce simple, compound, and complex sentences.
LA.AZ.3.L.1.j - (x0)	(x0) - Write multiple sentences in an order that supports a main idea or story .
LA.AZ.3.L.2.a - (x0)	(x0) - Capitalize appropriate words in titles.
LA.AZ.3.L.2.b - (x0)	(x0) - Use commas in addresses.
LA.AZ.3.L.2.c - (x0)	(x0) - Use commas and quotation marks in dialogue.
LA.AZ.3.L.2.d - (x0)	(x0) - Form and use possessives.
LA.AZ.3.L.2.e - (x2)	(x2) - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.AZ.3.L.2.f - (x3)	(x3) - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.AZ.3.L.2.g - (x0)	(x0) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.AZ.3.L.3.a - (x0)	(x0) - Choose words and phrases for effect.
LA.AZ.3.L.3.b - (x1)	(x1) - Recognize and observe differences between the conventions of spoken and written standard English.
LA.AZ.3.L.4.a - (x0)	(x0) - Use sentence-level context as a clue to the meaning of a word or phrase.
LA.AZ.3.L.4.b - (x2)	(x2) - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.AZ.3.L.4.c - (x0)	(x0) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.AZ.3.L.4.d - (x2)	(x2) - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.AZ.3.L.5.a - (x1)	(x1) - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 95 References, Willson, A. (Continued)*

Grade 3 - 89 References (Continued)

LA.AZ.3.L.5.b - (x0)	(x0) - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.AZ.3.L.5.c - (x0)	(x0) - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.AZ.3.L.6 - (x0)	(x0) - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.AZ.3.RF.1 - (x0)	(x0) - No standards for grade 3.
LA.AZ.3.RF.2 - (x0)	(x0) - No standards for grade 3.
LA.AZ.3.RF.3.a - (x2)	(x2) - Identify and know the meaning of the most common prefixes and derivational suffixes .
LA.AZ.3.RF.3.b - (x0)	(x0) - Decode words with common Latin suffixes.
LA.AZ.3.RF.3.c - (x0)	(x0) - Decode multisyllable words.
LA.AZ.3.RF.3.d - (x0)	(x0) - Read grade-appropriate irregularly spelled words.
LA.AZ.3.RF.4.a - (x2)	(x2) - Read on-level text with purpose and understanding.
LA.AZ.3.RF.4.b - (x0)	(x0) - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.AZ.3.RF.4.c - (x0)	(x0) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.AZ.3.RI.1 - (x0)	(x0) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.AZ.3.RI.10.a - (x0)	(x0) - By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
LA.AZ.3.RI.2 - (x0)	(x0) - Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.AZ.3.RI.3 - (x0)	(x0) - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.AZ.3.RI.4 - (x1)	(x1) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.AZ.3.RI.5 - (x11)	(x11) - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LA.AZ.3.RI.6 - (x0)	(x0) - Distinguish their own point of view from that of the author of a text.
LA.AZ.3.RI.7 - (x1)	(x1) - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.AZ.3.RI.8 - (x0)	(x0) - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LA.AZ.3.RI.9 - (x0)	(x0) - Compare and contrast the most important points and key details presented in two texts on the same topic.
LA.AZ.3.RL.1 - (x4)	(x4) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.AZ.3.RL.10 - (x0)	(x0) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
LA.AZ.3.RL.2 - (x3)	(x3) - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
LA.AZ.3.RL.3 - (x12)	(x12) - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LA.AZ.3.RL.4 - (x2)	(x2) - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.AZ.3.RL.5 - (x3)	(x3) - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.AZ.3.RL.6 - (x0)	(x0) - Distinguish their own point of view from that of the narrator or those of the characters.
LA.AZ.3.RL.7 - (x1)	(x1) - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 95 References, Willson, A. (Continued)*

Grade 3 - 89 References (Continued)

LA.AZ.3.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.3.RL.9 - (x2)	(x2) - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.AZ.3.SL.1.a - (x16)	(x16) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.AZ.3.SL.1.b - (x0)	(x0) - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.AZ.3.SL.1.c - (x2)	(x2) - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.AZ.3.SL.1.d - (x3)	(x3) - Explain their own ideas and understanding in light of the discussion.
LA.AZ.3.SL.2 - (x0)	(x0) - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.AZ.3.SL.3 - (x0)	(x0) - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.AZ.3.SL.4 - (x0)	(x0) - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
LA.AZ.3.SL.5 - (x0)	(x0) - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.AZ.3.SL.6 - (x0)	(x0) - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.AZ.3.W.1.a - (x2)	(x2) - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
LA.AZ.3.W.1.b - (x2)	(x2) - Provide reasons that support the opinion.
LA.AZ.3.W.1.c - (x2)	(x2) - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
LA.AZ.3.W.1.d - (x2)	(x2) - Provide a concluding statement or section.
LA.AZ.3.W.10 - (x1)	(x1) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.AZ.3.W.2.a - (x0)	(x0) - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
LA.AZ.3.W.2.b - (x0)	(x0) - Develop the topic with facts, definitions, and details.
LA.AZ.3.W.2.c - (x0)	(x0) - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LA.AZ.3.W.2.d - (x0)	(x0) - Provide a concluding statement or section.
LA.AZ.3.W.3.a - (x0)	(x0) - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.AZ.3.W.3.b - (x0)	(x0) - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.AZ.3.W.3.c - (x0)	(x0) - Use temporal words and phrases to signal event order.
LA.AZ.3.W.3.d - (x0)	(x0) - Provide a sense of closure.
LA.AZ.3.W.4.a - (x0)	(x0) - With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graph/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
LA.AZ.3.W.5 - (x1)	(x1) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.AZ.3.W.6 - (x0)	(x0) - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
LA.AZ.3.W.7 - (x0)	(x0) - Conduct short research projects that build knowledge about a topic.
LA.AZ.3.W.8 - (x1)	(x1) - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 95 References, Willson, A. (Continued)*

Grade 3 - 89 References (Continued)

LA.AZ.3.W.9 - (x0) (x0) - (Begins in grade 4)

Grade 5 - (6 References)

LA.AZ.5.RI.10.a - (x0)	(x0) - By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
LA.AZ.5.L.1.a - (x0)	(x0) - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.AZ.5.L.1.b - (x0)	(x0) - Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.AZ.5.L.1.c - (x0)	(x0) - Use verb tense to convey various times, sequences, states, and conditions.
LA.AZ.5.L.1.d - (x0)	(x0) - Recognize and correct inappropriate shifts in verb tense.
LA.AZ.5.L.1.e - (x0)	(x0) - Use correlative conjunctions (e.g., either/or, neither/nor).
LA.AZ.5.L.1.f.1 - (x0)	(x0) - a topic sentence,
LA.AZ.5.L.1.f.2 - (x0)	(x0) - supporting details,
LA.AZ.5.L.1.f.3 - (x0)	(x0) - relevant information, and
LA.AZ.5.L.1.f.4 - (x0)	(x0) - concluding sentences.
LA.AZ.5.L.2.a - (x0)	(x0) - Use punctuation to separate items in a series.
LA.AZ.5.L.2.b - (x0)	(x0) - Use a comma to separate an introductory element from the rest of the sentence.
LA.AZ.5.L.2.c - (x0)	(x0) - Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.AZ.5.L.2.d - (x0)	(x0) - Use underlining, quotation marks, or italics to indicate titles of works.
LA.AZ.5.L.2.e - (x0)	(x0) - Spell grade-appropriate words correctly, consulting references as needed.
LA.AZ.5.L.3.a - (x0)	(x0) - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.AZ.5.L.3.b - (x0)	(x0) - Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LA.AZ.5.L.4.a - (x0)	(x0) - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.AZ.5.L.4.b - (x0)	(x0) - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.AZ.5.L.4.c - (x0)	(x0) - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.AZ.5.L.5.a - (x0)	(x0) - Interpret figurative language, including similes and metaphors, in context.
LA.AZ.5.L.5.b - (x0)	(x0) - Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.AZ.5.L.5.c - (x0)	(x0) - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.AZ.5.L.6 - (x0)	(x0) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LA.AZ.5.RF.1 - (x0)	(x0) - No standards for grade 5.
LA.AZ.5.RF.2 - (x0)	(x0) - No standards for grade 5.
LA.AZ.5.RF.3.a - (x0)	(x0) - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.AZ.5.RF.4.a - (x1)	(x1) - Read on-level text with purpose and understanding.
LA.AZ.5.RF.4.b - (x0)	(x0) - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
LA.AZ.5.RF.4.c - (x0)	(x0) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.AZ.5.RI.1 - (x0)	(x0) - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 95 References, Willson, A. (Continued)*

Grade 5 - 6 References (Continued)

LA.AZ.5.RI.2 - (x0)	(x0) - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.AZ.5.RI.3 - (x0)	(x0) - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.AZ.5.RI.4 - (x0)	(x0) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.AZ.5.RI.5 - (x0)	(x0) - Compare and contrast the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
LA.AZ.5.RI.6 - (x0)	(x0) - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent .
LA.AZ.5.RI.7 - (x0)	(x0) - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently .
LA.AZ.5.RI.8 - (x1)	(x1) - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.AZ.5.RI.9 - (x0)	(x0) - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.AZ.5.RL.1 - (x0)	(x0) - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LA.AZ.5.RL.10 - (x0)	(x0) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
LA.AZ.5.RL.2 - (x0)	(x0) - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LA.AZ.5.RL.3 - (x0)	(x0) - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
LA.AZ.5.RL.4 - (x0)	(x0) - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.AZ.5.RL.5 - (x0)	(x0) - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.AZ.5.RL.6 - (x0)	(x0) - Describe how a narrator’s or speaker’s point of view influences how events are described.
LA.AZ.5.RL.7 - (x0)	(x0) - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.AZ.5.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.AZ.5.RL.9 - (x1)	(x1) - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.AZ.5.SL.1.a - (x0)	(x0) - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
LA.AZ.5.SL.1.b - (x0)	(x0) - Follow agreed-upon rules for discussions and carry out assigned roles.
LA.AZ.5.SL.1.c - (x0)	(x0) - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.AZ.5.SL.1.d - (x0)	(x0) - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.AZ.5.SL.2 - (x0)	(x0) - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.AZ.5.SL.3 - (x0)	(x0) - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.AZ.5.SL.4 - (x0)	(x0) - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.AZ.5.SL.5 - (x0)	(x0) - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.AZ.5.SL.6 - (x0)	(x0) - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.AZ.5.W.1.a - (x0)	(x0) - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose .
LA.AZ.5.W.1.b - (x2)	(x2) - Provide logically ordered reasons that are supported by facts and details.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 95 References, Willson, A. (Continued)*

Grade 5 - 6 References (Continued)

LA.AZ.5.W.1.c - (x0)	(x0) - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.AZ.5.W.1.d - (x0)	(x0) - Provide a concluding statement or section related to the opinion presented.
LA.AZ.5.W.10 - (x0)	(x0) - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.AZ.5.W.2.a - (x0)	(x0) - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.AZ.5.W.2.b - (x0)	(x0) - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.AZ.5.W.2.c - (x0)	(x0) - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.AZ.5.W.2.d - (x0)	(x0) - Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.AZ.5.W.2.e - (x0)	(x0) - Provide a concluding statement or section related to the information or explanation presented.
LA.AZ.5.W.3.a - (x0)	(x0) - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.AZ.5.W.3.b - (x0)	(x0) - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.AZ.5.W.3.c - (x0)	(x0) - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.AZ.5.W.3.d - (x0)	(x0) - Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.AZ.5.W.3.e - (x0)	(x0) - Provide a conclusion that follows from the narrated experiences or events.
LA.AZ.5.W.4.a - (x1)	(x1) - Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.
LA.AZ.5.W.5 - (x0)	(x0) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.AZ.5.W.6 - (x0)	(x0) - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting .
LA.AZ.5.W.7 - (x0)	(x0) - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
LA.AZ.5.W.8 - (x0)	(x0) - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.AZ.5.W.9.a - (x0)	(x0) - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
LA.AZ.5.W.9.b - (x0)	(x0) - Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Grade 5 - (1 References)

MA.5.5.G.A.1 - (x0)	(x0) - Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and y -coordinate, x -axis and y -coordinate).
MA.5.5.G.A.2 - (x0)	(x0) - Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
MA.5.5.G.B.3 - (x0)	(x0) - Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 1 References, Willson, A. (Continued)***Grade 5 - 1 References (Continued)**

MA.5.5.G.B.4 - (x0)	(x0) - Classify two-dimensional figures in a hierarchy based on properties.
MA.5.5.MD.A.1 - (x0)	(x0) - Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
MA.5.5.MD.B.2 - (x0)	(x0) - Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
MA.5.5.MD.C.3.a - (x0)	(x0) - A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.
MA.5.5.MD.C.3.b - (x0)	(x0) - A solid figure which can be packed without gaps or overlaps using \square unit cubes is said to have a volume of \square cubic units.
MA.5.5.MD.C.4 - (x0)	(x0) - Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
MA.5.5.MD.C.5.a - (x0)	(x0) - Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.
MA.5.5.MD.C.5.b - (x0)	(x0) - Apply the formulas $\square = \square \times \square \times \square$ and $\square = \square \times \square$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
MA.5.5.MD.C.5.c - (x0)	(x0) - Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
MA.5.5.NBT.A.1 - (x0)	(x0) - Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
MA.5.5.NBT.A.2 - (x0)	(x0) - Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
MA.5.5.NBT.A.3.a - (x0)	(x0) - Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$.
MA.5.5.NBT.A.3.b - (x0)	(x0) - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
MA.5.5.NBT.A.4 - (x0)	(x0) - Use place value understanding to round decimals to any place.
MA.5.5.NBT.B.5 - (x0)	(x0) - Fluently multiply multi-digit whole numbers using the standard algorithm.
MA.5.5.NBT.B.6 - (x0)	(x0) - Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
MA.5.5.NBT.B.7 - (x1)	(x1) - Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.5.5.NF.A.1 - (x0)	(x0) - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.
MA.5.5.NF.A.2 - (x0)	(x0) - Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
MA.5.5.NF.B.3 - (x0)	(x0) - Interpret a fraction as division of the numerator by the denominator ($\frac{\square}{\square} = \square \div \square$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.5.NF.B.5.a - (x0)	(x0) - Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 1 References, Willson, A. (Continued)*

Grade 5 - 1 References (Continued)

MA.5.5.NF.B.5.b - (x0)	(x0) - Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{a \times c}{b \times c}$ to the effect of multiplying $\frac{a}{b}$ by 1.
MA.5.5.NF.B.6 - (x0)	(x0) - Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
MA.5.5.NF.B.7.a - (x0)	(x0) - Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.
MA.5.5.NF.B.7.b - (x0)	(x0) - Interpret division of a whole number by a unit fraction, and compute such quotients.
MA.5.5.NF.B.7.c - (x0)	(x0) - Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.
MA.5.5.NFB.4.a - (x0)	(x0) - Interpret the product $(\frac{a}{b}) \times c$ as a parts of a partition of c into b equal parts; equivalently, as the result of a sequence of operations $a \times c \div b$.
MA.5.5.NFB.4.b - (x0)	(x0) - Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
MA.5.5.OA.A.1 - (x0)	(x0) - Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
MA.5.5.OA.A.2 - (x0)	(x0) - Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
MA.5.5.OA.B.3 - (x0)	(x0) - Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

AZHigh Academic Standards for Students2016, *English Language Arts - 16 References*

Second Grade - (16 References)

LA.2.L.1.a - (x0)	(x0) - Use collective nouns (e.g., group).
LA.2.L.1.b - (x0)	(x0) - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA.2.L.1.c - (x0)	(x0) - Use reflexive pronouns (e.g., myself, ourselves).
LA.2.L.1.d - (x0)	(x0) - Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).
LA.2.L.1.e - (x0)	(x0) - Use adjectives and adverbs, and choose between them depending on what is to be modified.
LA.2.L.1.f - (x0)	(x0) - Use interjections (e.g., Yes! That is mine; Yes, that is mine!)
LA.2.L.1.g - (x0)	(x0) - Produce, expand, and rearrange complete simple and compound sentences using frequently occurring conjunctions (e.g., and, but, or, yet, so).
LA.2.L.1.h - (x0)	(x0) - Identify and use declarative, interrogative, imperative, and exclamatory sentences.
LA.2.L.1.i - (x0)	(x0) - With assistance, link sentences into a simple, cohesive paragraph that contains: a main idea, supporting details, and a conclusion.
LA.2.L.2.a - (x0)	(x0) - Capitalize holidays, product names, and geographic names.
LA.2.L.2.b - (x0)	(x0) - Use commas in greetings and closings of letters.
LA.2.L.2.c - (x0)	(x0) - Use an apostrophe to form contractions and frequently occurring possessives.
LA.2.L.2.d - (x0)	(x0) - Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.2.L.2.e - (x0)	(x0) - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.2.L.3.a - (x0)	(x0) - Compare formal and informal uses of English.
LA.2.L.4.a - (x0)	(x0) - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 16 References, Willson, A. (Continued)*

Second Grade - 16 References (Continued)

LA.2.L.4.b - (x0)	(x0) - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.2.L.4.c - (x0)	(x0) - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.L.4.d - (x0)	(x0) - Use sentence-level context as a clue to the meaning of a word or phrase.
LA.2.L.4.e - (x0)	(x0) - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.L.5.a - (x0)	(x0) - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.L.5.b - (x0)	(x0) - Identify synonyms and antonyms to distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.2.L.6 - (x0)	(x0) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
LA.2.RF.3.a - (x1)	(x1) - Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.2.RF.3.b - (x0)	(x0) - Know spelling-sound correspondences for additional common vowel teams.
LA.2.RF.3.c - (x0)	(x0) - Identify and apply all six syllable types to decode appropriate grade-level text.
LA.2.RF.3.d - (x1)	(x1) - Decode words with common prefixes and suffixes.
LA.2.RF.3.e - (x0)	(x0) - Identify words with inconsistent but common spelling-sound correspondences.
LA.2.RF.3.f - (x4)	(x4) - Recognize and read grade-appropriate irregularly spelled words.
LA.2.RF.4.a - (x4)	(x4) - Read on-level text with purpose and understanding.
LA.2.RF.4.b - (x3)	(x3) - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LA.2.RF.4.c - (x2)	(x2) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.2.RI.1 - (x0)	(x0) - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RI.10 - (x0)	(x0) - By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two.
LA.2.RI.2 - (x0)	(x0) - Identify and explain the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
LA.2.RI.3 - (x0)	(x0) - With prompting and support, describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.2.RI.4 - (x0)	(x0) - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.2.RI.5 - (x0)	(x0) - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.2.RI.6 - (x0)	(x0) - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.2.RI.7 - (x0)	(x0) - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.2.RI.8 - (x0)	(x0) - Describe how reasons support specific points the author makes in a text.
LA.2.RI.9 - (x0)	(x0) - Compare and contrast the most important points presented by two texts on the same topic.
LA.2.RL.1 - (x0)	(x0) - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LA.2.RL.10 - (x1)	(x1) - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.
LA.2.RL.2 - (x0)	(x0) - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
LA.2.RL.3 - (x0)	(x0) - Describe how characters in a story respond to major events and challenges.

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 16 References, Willson, A. (Continued)*

Second Grade - 16 References (Continued)

LA.2.RL.4 - (x0)	(x0) - Describe how words and phrases supply rhythm (e.g., regular beats, alliteration, rhymes, repeated lines) and meaning in a story, poem, or song.
LA.2.RL.5 - (x0)	(x0) - Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.
LA.2.RL.6 - (x0)	(x0) - Acknowledge differences in the points of view of characters , including by speaking in a different voice for each character when reading dialogue aloud .
LA.2.RL.7 - (x0)	(x0) - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
LA.2.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.2.RL.9 - (x0)	(x0) - Compare and contrast the characters and settings from two or more versions of the same story by different authors or from different cultures.
LA.2.SL.1.a - (x0)	(x0) - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.2.SL.1.b - (x0)	(x0) - Build on others' talk in conversations by linking their comments to the remarks of others .
LA.2.SL.1.c - (x0)	(x0) - Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.2.SL.2 - (x0)	(x0) - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.2.SL.3 - (x0)	(x0) - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.2.SL.4 - (x0)	(x0) - Tell a story or recount an experience with appropriate facts and relevant , descriptive details, speaking audibly in coherent sentences.
LA.2.SL.5 - (x0)	(x0) - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.2.SL.6 - (x0)	(x0) - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.2.W.1 - (x0)	(x0) - Write opinion pieces in which they introduce the topic or book they are writing about , state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
LA.2.W.10 - (x0)	(x0) - (Begins in grade 3)
LA.2.W.2 - (x0)	(x0) - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LA.2.W.3 - (x0)	(x0) - Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
LA.2.W.4 - (x0)	(x0) - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
LA.2.W.5 - (x0)	(x0) - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
LA.2.W.6 - (x0)	(x0) - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.2.W.7 - (x0)	(x0) - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.2.W.8 - (x0)	(x0) - Recall information from experiences or gather information from provided sources to answer a question.
LA.2.W.9 - (x0)	(x0) - (Begins in grade 4)
LA.2.WF.1.a - (x0)	(x0) - Write legibly in manuscript using correct letter formation .
LA.2.WF.1.b - (x0)	(x0) - Transcribe ideas in manuscript with automaticity and proper spacing .
LA.2.WF.2.a.1 - (x0)	(x0) - Consonants: /s/= s, ss, ce, ci, cy; /f/= f, ff, ph; /k/= c, k, ck
LA.2.WF.2.a.2 - (x0)	(x0) - Vowels: /o/= o, o_e, oa, ow (long o); /a/= a, a_e, ai, ay, eigh (long a)
LA.2.WF.3.a.1 - (x0)	(x0) - Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge).
LA.2.WF.3.a.2 - (x0)	(x0) - Complex consonant blends (e.g., scr, str, squ).
LA.2.WF.3.a.3 - (x0)	(x0) - Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue).
LA.2.WF.3.a.4 - (x0)	(x0) - Vowel-r combinations (e.g., turn, star, third, four, for).

Concordia Charter School

AZHigh Academic Standards for Students2016, *English Language Arts - 16 References, Willson, A. (Continued)*

Second Grade - 16 References (Continued)

LA.2.WF.3.a.5 - (x0)	(x0) - Contractions (e.g., we'll, I'm, they've, don't).
LA.2.WF.3.a.6 - (x0)	(x0) - Homophones (e.g., bear, bare; past, passed).
LA.2.WF.3.a.7 - (x0)	(x0) - Plurals and possessives (e.g., its, it's).
LA.2.WF.3.b.1 - (x0)	(x0) - Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand).
LA.2.WF.3.b.2 - (x0)	(x0) - Include familiar compound words (e.g., houseboat, yellowtail).
LA.2.WF.3.b.3 - (x0)	(x0) - Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less).
LA.2.WF.3.c.1 - (x0)	(x0) - Consonant doubling (e.g., running, slipped).
LA.2.WF.3.c.2 - (x0)	(x0) - Dropping silent e (e.g., smiled, paving).
LA.2.WF.3.c.3 - (x0)	(x0) - Changing y to i (e.g., cried, babies).
LA.2.WF.3.d.1 - (x0)	(x0) - Irregular words (e.g., against, many, enough, does).
LA.2.WF.3.d.2 - (x0)	(x0) - Pattern-based words (e.g., which, kind, have).

Woody, Sharon

Standards Linked: 1174

Last Login: 11/21/2019

AZAcademic Standards2011, *English Language Proficiency - 359 References*

Stage II - (359 References)

ELL.1-2.B-3: - (x0)	(x0) - N/A
ELL.1-2.E-3: - (x0)	(x0) - N/A
ELL.1-2.HI-3: - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.B-1 - (x0)	(x0) - selecting adjectives to complete a given sentence.
ELL.1-2.L.1.ADJ.B-2 - (x0)	(x0) - selecting a noun as a modifier to complete a given sentence.
ELL.1-2.L.1.ADJ.B-3 - (x0)	(x0) - selecting a sensory/personality adjective (sticky, proud) to complete a given sentence.
ELL.1-2.L.1.ADJ.B-4 - (x0)	(x0) - using singular possessive adjectives (my, your, his, her, its) with a noun.
ELL.1-2.L.1.ADJ.B-5 - (x0)	(x0) - repeating a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).
ELL.1-2.L.1.ADJ.E-1 - (x0)	(x0) - naming and sorting adjectives (three, beautiful, big, red, square) with nouns.
ELL.1-2.L.1.ADJ.E-2 - (x0)	(x0) - using a noun as a modifier with instructional support.
ELL.1-2.L.1.ADJ.E-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.E-4 - (x0)	(x0) - using singular possessive adjectives (my, your) with a noun.
ELL.1-2.L.1.ADJ.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADJ.HI-1 - (x0)	(x0) - producing a series of adjectives in the correct order.
ELL.1-2.L.1.ADJ.HI-2 - (x0)	(x0) - using nouns as modifiers.
ELL.1-2.L.1.ADJ.HI-3 - (x0)	(x0) - using sensory/personality adjectives.
ELL.1-2.L.1.ADJ.HI-4 - (x0)	(x0) - using singular and plural possessive adjectives (my, your, his, her, its, our, their).
ELL.1-2.L.1.ADJ.HI-5 - (x0)	(x0) - using demonstrative adjectives.
ELL.1-2.L.1.ADJ.LI-1 - (x0)	(x0) - producing a series of adjectives in the correct order (quantity/opinion/ size/shape/color) with instructional support.
ELL.1-2.L.1.ADJ.LI-2 - (x0)	(x0) - using nouns as modifiers with instructional support.
ELL.1-2.L.1.ADJ.LI-3 - (x0)	(x0) - using sensory/personality adjectives with instructional support.
ELL.1-2.L.1.ADJ.LI-4 - (x0)	(x0) - using singular and plural possessive adjectives (my, your, his, her, its, our).
ELL.1-2.L.1.ADJ.LI-5 - (x0)	(x0) - listing and using demonstrative adjectives (this, that, these, those) with instructional support.
ELL.1-2.L.1.ADJ.PE-1 - (x0)	(x0) - repeating adjectives (quantity/ size/shape/color) with nouns.
ELL.1-2.L.1.ADJ.PE-2 - (x0)	(x0) - repeating a noun as a modifier (e.g., shoe store, kitchen table, etc.).
ELL.1-2.L.1.ADJ.PE-3 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.ADJ.PE-4 - (x0)	(x0) - repeating a singular possessive adjective with a noun.
ELL.1-2.L.1.ADJ.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.B-1 - (x1)	(x1) - using "when" (first, then, next, after, before, finally) with instructional support.
ELL.1-2.L.1.ADV.B-2 - (x0)	(x0) - using "frequency" adverbs (always, never, sometimes) with instructional support.
ELL.1-2.L.1.ADV.B-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there) with instructional support.
ELL.1-2.L.1.ADV.B-4 - (x0)	(x0) - selecting and listing "how/degree" adverbs (i.e., sadly, proudly) with instructional support.
ELL.1-2.L.1.ADV.B-5 - (x0)	(x0) - selecting and listing adjectival adverbs (beautiful, beautifully) with instructional support.
ELL.1-2.L.1.ADV.E-1 - (x0)	(x0) - using the "when" adverb (first, then, next, after, before, finally) with instructional support.
ELL.1-2.L.1.ADV.E-2 - (x0)	(x0) - repeating classroom/school rules with "frequency" adverbs (always, never, sometimes).
ELL.1-2.L.1.ADV.E-3 - (x0)	(x0) - following oral directions that use "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.HI-1 - (x0)	(x0) - using "when".
ELL.1-2.L.1.ADV.HI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.1-2.L.1.ADV.HI-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.HI-4 - (x0)	(x0) - using "how/degree" adverbs.
ELL.1-2.L.1.ADV.HI-5 - (x0)	(x0) - using adjectival adverbs.
ELL.1-2.L.1.ADV.LI-1 - (x0)	(x0) - using "when".
ELL.1-2.L.1.ADV.LI-2 - (x0)	(x0) - using "frequency" adverbs.
ELL.1-2.L.1.ADV.LI-3 - (x0)	(x0) - using "where" adverbs (i.e., here, there).
ELL.1-2.L.1.ADV.LI-4 - (x0)	(x0) - using "how/degree" adverbs (quickly ran, too cold, very quickly) with instructional support.
ELL.1-2.L.1.ADV.LI-5 - (x0)	(x0) - using adjectival adverbs with instructional support.
ELL.1-2.L.1.ADV.PE-1 - (x0)	(x0) - following oral directions that use first, then, next.
ELL.1-2.L.1.ADV.PE-2 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.ADV.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.C.B-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.
ELL.1-2.L.1.C.E-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or) to complete a given sentence.
ELL.1-2.L.1.C.HI-1 - (x0)	(x0) - using coordinating conjunctions.
ELL.1-2.L.1.C.LI-1 - (x0)	(x0) - selecting coordinating conjunctions (i.e., and, or, for, but) which combine nouns, verbs, adjectives, phrases or clauses to complete a given sentence.
ELL.1-2.L.1.C.PE-1 - (x0)	(x0) - repeating coordinating conjunctions (i.e., and, or) which show relationships (milk and cookies, coffee or tea).
ELL.1-2.L.1.I.B-1 - (x1)	(x1) - using interjections that relate to a given situation.
ELL.1-2.L.1.I.E-1 - (x0)	(x0) - selecting interjections that relate to a given situation.
ELL.1-2.L.1.I.HI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.1-2.L.1.I.LI-1 - (x0)	(x0) - using interjections in appropriate context.
ELL.1-2.L.1.I.PE-1 - (x0)	(x0) - repeating interjections.
ELL.1-2.L.1.N.B-1 - (x7)	(x7) - selecting articles (a, an, the) for singular and plural nouns with instructional support.
ELL.1-2.L.1.N.B-2 - (x15)	(x15) - orally listing common nouns (singular and plural) and singular proper nouns.
ELL.1-2.L.1.N.B-3 - (x0)	(x0) - listing irregular nouns.
ELL.1-2.L.1.N.B-4 - (x3)	(x3) - defining possessive nouns; repeating phrases with singular possessive nouns.
ELL.1-2.L.1.N.B-5 - (x1)	(x1) - defining possessive nouns; repeating phrases with plural possessive nouns.
ELL.1-2.L.1.N.E-1 - (x0)	(x0) - selecting articles (a, an, the) for singular nouns with instructional support.
ELL.1-2.L.1.N.E-2 - (x0)	(x0) - naming singular common nouns.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.N.E-3 - (x0)	(x0) - repeating irregular nouns.
ELL.1-2.L.1.N.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.HI-1 - (x0)	(x0) - selecting articles (a, an, the) for singular and plural nouns.
ELL.1-2.L.1.N.HI-2 - (x0)	(x0) - explaining differences between common and proper nouns in context (singular and plural).
ELL.1-2.L.1.N.HI-3 - (x0)	(x0) - converting a given singular noun into plural noun, including irregular.
ELL.1-2.L.1.N.HI-4 - (x0)	(x0) - using singular possessive nouns.
ELL.1-2.L.1.N.HI-5 - (x0)	(x0) - using plural possessive nouns.
ELL.1-2.L.1.N.LI-1 - (x0)	(x0) - selecting articles (a, an, the) for singular and plural nouns.
ELL.1-2.L.1.N.LI-2 - (x0)	(x0) - sorting common nouns (singular and plural) and singular proper nouns.
ELL.1-2.L.1.N.LI-3 - (x0)	(x0) - converting a given singular noun into plural noun, including irregular.
ELL.1-2.L.1.N.LI-4 - (x0)	(x0) - producing a response using a singular possessive noun. (i.e., It is Mary's book.)
ELL.1-2.L.1.N.LI-5 - (x0)	(x0) - producing a response using a plural possessive noun. (i.e., That is the Jones' house.)
ELL.1-2.L.1.N.PE-1 - (x0)	(x0) - reciting articles with singular nouns.
ELL.1-2.L.1.N.PE-2 - (x0)	(x0) - repeating singular common nouns.
ELL.1-2.L.1.N.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.N.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.B-1 - (x10)	(x10) - using noun phrases to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-2 - (x0)	(x0) - using a joined noun phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-3 - (x1)	(x1) - repeating a phrase with a demonstrative adjective (this, that) and a noun (demonstrative adjective + noun).
ELL.1-2.L.1.PH/CL.B-4 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-5 - (x0)	(x0) - using a verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-6 - (x0)	(x0) - using a prepositional phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-7 - (x0)	(x0) - repeating infinitive verb phrases with visual support. (to buy a bicycle)
ELL.1-2.L.1.PH/CL.B-8 - (x0)	(x0) - using adverbial phrases (including when, frequency, where) to complete sentence frames.
ELL.1-2.L.1.PH/CL.B-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases (i.e., "did go," "may go," "will have gone") to complete sentence frames.
ELL.1-2.L.1.PH/CL.E-1 - (x0)	(x0) - producing noun phrases (including nouns as modifiers, e.g., kitchen table) from a visual prompt.
ELL.1-2.L.1.PH/CL.E-2 - (x0)	(x0) - producing joined noun phrases from a visual prompt.
ELL.1-2.L.1.PH/CL.E-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.E-4 - (x0)	(x0) - using a verb phrase to a complete sentence frame with instructional support.
ELL.1-2.L.1.PH/CL.E-5 - (x0)	(x0) - using a joined verb phrase to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.E-6 - (x0)	(x0) - using a prepositional phrase to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.E-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.E-8 - (x0)	(x0) - using "when" adverbial phrases to complete sentence frames with instructional support. (after opening the door...).
ELL.1-2.L.1.PH/CL.E-9 - (x0)	(x0) - using auxiliary verb phrases (auxiliary + verb: did go) to complete sentence frames with instructional support.
ELL.1-2.L.1.PH/CL.HI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-3 - (x0)	(x0) - using a demonstrative adjective and a noun in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.PH/CL.HI-7 - (x0)	(x0) - using an infinitive verb phrase to complete sentence frames.
ELL.1-2.L.1.PH/CL.HI-8 - (x0)	(x0) - using adverbial phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.HI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-1 - (x0)	(x0) - using noun phrases in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-2 - (x0)	(x0) - using a joined noun phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-3 - (x0)	(x0) - using a demonstrative adjective (this, that, these, those) and a noun in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.LI-4 - (x0)	(x0) - using a verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-5 - (x0)	(x0) - using a joined verb phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-6 - (x0)	(x0) - using a prepositional phrase in a complete sentence.
ELL.1-2.L.1.PH/CL.LI-7 - (x0)	(x0) - using an infinitive verb phrase to complete a sentence frame with instructional support.
ELL.1-2.L.1.PH/CL.LI-8 - (x0)	(x0) - using adverbial phrases in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.LI-9 - (x0)	(x0) - using auxiliary and/or modal auxiliary verb phrases in a complete sentence with instructional support.
ELL.1-2.L.1.PH/CL.PE-1 - (x0)	(x0) - repeating noun phrases (adjective + noun) with visual support.
ELL.1-2.L.1.PH/CL.PE-2 - (x0)	(x0) - repeating joined noun phrases (noun + coordinating conjunction + noun) with visual support.
ELL.1-2.L.1.PH/CL.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-4 - (x0)	(x0) - repeating and physically demonstrating verb phrases with visual support. (verb + adverb, adverb + verb) (ran quickly, quickly ran)
ELL.1-2.L.1.PH/CL.PE-5 - (x0)	(x0) - repeating joined verb phrases with visual support. (verb + coordinating conjunction + verb, i.e., walks and talks).
ELL.1-2.L.1.PH/CL.PE-6 - (x0)	(x0) - repeating prepositional phrases with visual support. (e.g., on the table).
ELL.1-2.L.1.PH/CL.PE-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.PH/CL.PE-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.B-1 - (x0)	(x0) - selecting prepositions of location to complete a given sentence.
ELL.1-2.L.1.PREP.B-2 - (x0)	(x0) - selecting prepositions of direction to complete a given sentence.
ELL.1-2.L.1.PREP.B-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence.
ELL.1-2.L.1.PREP.B-4 - (x0)	(x0) - selecting a preposition of action and movement to complete a sentence with instructional support.
ELL.1-2.L.1.PREP.B-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence (before/after, off/on, with/without) with instructional support.
ELL.1-2.L.1.PREP.B-6 - (x0)	(x0) - defining a preposition.
ELL.1-2.L.1.PREP.E-1 - (x0)	(x0) - naming prepositions of location from a given prompt.
ELL.1-2.L.1.PREP.E-2 - (x0)	(x0) - naming prepositions of direction from a given prompt.
ELL.1-2.L.1.PREP.E-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence with instructional support.
ELL.1-2.L.1.PREP.E-4 - (x0)	(x0) - repeating and physically demonstrating prepositions of action and movement (to, from, off, out of).
ELL.1-2.L.1.PREP.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.HI-1 - (x0)	(x0) - using prepositions of location.
ELL.1-2.L.1.PREP.HI-2 - (x0)	(x0) - using prepositions of direction.
ELL.1-2.L.1.PREP.HI-3 - (x0)	(x0) - using prepositions of time.
ELL.1-2.L.1.PREP.HI-4 - (x0)	(x0) - using prepositions of action and movement.
ELL.1-2.L.1.PREP.HI-5 - (x0)	(x0) - using prepositions of opposition.
ELL.1-2.L.1.PREP.HI-6 - (x0)	(x0) - differentiating among prepositions of location, direction and time.
ELL.1-2.L.1.PREP.LI-1 - (x0)	(x0) - using prepositions of location with instructional support.
ELL.1-2.L.1.PREP.LI-2 - (x0)	(x0) - using prepositions of direction with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.PREP.LI-3 - (x0)	(x0) - selecting prepositions of time to complete a given sentence and justifying selection.
ELL.1-2.L.1.PREP.LI-4 - (x0)	(x0) - selecting a preposition of action and movement to complete a given sentence.
ELL.1-2.L.1.PREP.LI-5 - (x0)	(x0) - selecting a preposition of opposition to complete a given sentence.
ELL.1-2.L.1.PREP.LI-6 - (x0)	(x0) - differentiating among prepositions of location , direction and time with instructional support.
ELL.1-2.L.1.PREP.PE-1 - (x0)	(x0) - repeating and physically demonstrating prepositions of location (on, in, near, behind).
ELL.1-2.L.1.PREP.PE-2 - (x0)	(x0) - repeating and physically showing prepositions of direction (up, down, over).
ELL.1-2.L.1.PREP.PE-3 - (x0)	(x0) - repeating prepositions of time from a given prompt (during, past, since).
ELL.1-2.L.1.PREP.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PREP.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.B-1 - (x0)	(x0) - defining a pronoun and using personal singular subjective pronouns (I, you, he, she, it) with instructional support.
ELL.1-2.L.1.PRO.B-2 - (x0)	(x0) - using singular personal objective pronouns (me, you, him, her, it) with instructional support.
ELL.1-2.L.1.PRO.B-3 - (x0)	(x0) - using singular personal possessive pronouns (mine, yours, his, hers, its) with instructional support.
ELL.1-2.L.1.PRO.B-4 - (x0)	(x0) - categorizing subjective, objective and possessive pronouns.
ELL.1-2.L.1.PRO.B-5 - (x0)	(x0) - using interrogative pronouns (i.e., who, what) with instructional support.
ELL.1-2.L.1.PRO.B-6 - (x0)	(x0) - repeating demonstrative pronouns (i.e., this, that).
ELL.1-2.L.1.PRO.E-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you) with instructional support.
ELL.1-2.L.1.PRO.E-2 - (x0)	(x0) - using singular personal objective pronouns (me, you) with instructional support.
ELL.1-2.L.1.PRO.E-3 - (x0)	(x0) - using singular personal possessive pronouns (mine, yours) with instructional support.
ELL.1-2.L.1.PRO.E-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.E-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.HI-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronouns (we, they).
ELL.1-2.L.1.PRO.HI-2 - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us, them).
ELL.1-2.L.1.PRO.HI-3 - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours, theirs).
ELL.1-2.L.1.PRO.HI-4 - (x0)	(x0) - differentiating between subjective, objective, possessive pronouns, and their placement in sentences.
ELL.1-2.L.1.PRO.HI-5 - (x0)	(x0) - using interrogative pronouns (i.e., who, what, which).
ELL.1-2.L.1.PRO.HI-6 - (x0)	(x0) - using demonstrative pronouns (i.e., this, that).
ELL.1-2.L.1.PRO.LI-1 - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we) in oral communication.
ELL.1-2.L.1.PRO.LI-2 - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us) in oral communication.
ELL.1-2.L.1.PRO.LI-3 - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours) in oral communication.
ELL.1-2.L.1.PRO.LI-4 - (x0)	(x0) - selecting the appropriate subjective, objective, and possessive pronouns to complete a given sentence.
ELL.1-2.L.1.PRO.LI-5 - (x0)	(x0) - listing and using interrogative pronouns (i.e., who, what, which) with instructional support.
ELL.1-2.L.1.PRO.LI-6 - (x0)	(x0) - listing and using demonstrative pronouns (i.e., this, that) with instructional support.
ELL.1-2.L.1.PRO.PE-1 - (x0)	(x0) - repeating personal singular subjective pronoun (I).
ELL.1-2.L.1.PRO.PE-2 - (x0)	(x0) - repeating singular personal objective pronouns (me), in context.
ELL.1-2.L.1.PRO.PE-3 - (x0)	(x0) - repeating singular personal possessive pronouns (mine) in context.
ELL.1-2.L.1.PRO.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.PRO.PE-6 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.Q.B-1 - (x17)	(x17) - forming questions, using inflection when produced orally, using sentence frames.
ELL.1-2.L.1.Q.B-10 - (x0)	(x0) - completing interrogative sentence frames beginning with "When."
ELL.1-2.L.1.Q.B-11 - (x0)	(x0) - completing interrogative sentence frames beginning with "Why."
ELL.1-2.L.1.Q.B-12 - (x0)	(x0) - completing interrogative sentence frames beginning with "How."
ELL.1-2.L.1.Q.B-13 - (x0)	(x0) - completing interrogative sentence frames beginning with "Which."
ELL.1-2.L.1.Q.B-2 - (x0)	(x0) - forming a Yes/No question in the simple present tense with a given form of "to do" + subject + verb.
ELL.1-2.L.1.Q.B-3 - (x0)	(x0) - forming a Yes/No question with a given form of "to be" + subject + complement.
ELL.1-2.L.1.Q.B-4 - (x0)	(x0) - completing Yes/No questions in the present progressive tense using sentence frames. ("to be" + subject + verb + -ing).
ELL.1-2.L.1.Q.B-5 - (x0)	(x0) - completing Yes/No questions in the simple past tense using sentence frames "to do" + subject + verb.
ELL.1-2.L.1.Q.B-6 - (x0)	(x0) - completing Yes/No questions in the simple future tense using sentence frames "Will" + subject + verb.
ELL.1-2.L.1.Q.B-7 - (x0)	(x0) - completing interrogative sentence frames beginning with "What."
ELL.1-2.L.1.Q.B-8 - (x0)	(x0) - completing interrogative sentence frames beginning with "Where."
ELL.1-2.L.1.Q.B-9 - (x0)	(x0) - completing interrogative sentence frames beginning with "Who."
ELL.1-2.L.1.Q.E-1 - (x0)	(x0) - completing simple question sentence frames using picture prompts.
ELL.1-2.L.1.Q.E-10 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-2 - (x0)	(x0) - completing Yes/No questions in the simple present tense using sentence frames.
ELL.1-2.L.1.Q.E-3 - (x0)	(x0) - completing Yes/No questions using "to be" sentence frames in a variety of verb tenses.
ELL.1-2.L.1.Q.E-4 - (x0)	(x0) - repeating Yes/No questions in the present progressive tense ("to be" + subject + verb + -ing).
ELL.1-2.L.1.Q.E-5 - (x0)	(x0) - repeating Yes/No questions in the simple past tense of "to do."
ELL.1-2.L.1.Q.E-6 - (x0)	(x0) - repeating Yes/No questions in the simple future tense. ("Will" + subject + verb?).
ELL.1-2.L.1.Q.E-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.E-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.HI-1 - (x0)	(x0) - producing questions, using inflection when produced orally.
ELL.1-2.L.1.Q.HI-10 - (x0)	(x0) - producing interrogative sentences beginning with "When."
ELL.1-2.L.1.Q.HI-11 - (x0)	(x0) - producing interrogative sentences beginning with "Why."
ELL.1-2.L.1.Q.HI-12 - (x0)	(x0) - producing interrogative sentences beginning with "How."
ELL.1-2.L.1.Q.HI-13 - (x0)	(x0) - producing interrogative sentences beginning with "Which."
ELL.1-2.L.1.Q.HI-2 - (x0)	(x0) - producing Yes/No questions in the simple present tense using "to do."
ELL.1-2.L.1.Q.HI-3 - (x0)	(x0) - producing Yes/No questions beginning with "to be" and containing a complement in a variety of verb tenses.
ELL.1-2.L.1.Q.HI-4 - (x0)	(x0) - producing Yes/No questions in the present progressive tense.
ELL.1-2.L.1.Q.HI-5 - (x0)	(x0) - producing Yes/No questions in the simple past tense.
ELL.1-2.L.1.Q.HI-6 - (x0)	(x0) - producing Yes/No questions in the simple future tense.
ELL.1-2.L.1.Q.HI-7 - (x0)	(x0) - producing interrogative sentences beginning with "What."
ELL.1-2.L.1.Q.HI-8 - (x0)	(x0) - producing interrogative sentences beginning with "Where."
ELL.1-2.L.1.Q.HI-9 - (x0)	(x0) - producing interrogative sentences beginning with "Who."
ELL.1-2.L.1.Q.LI-1 - (x0)	(x0) - producing questions, using inflection when produced orally.
ELL.1-2.L.1.Q.LI-10 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "When."
ELL.1-2.L.1.Q.LI-11 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Why."

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.Q.LI-12 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "How."
ELL.1-2.L.1.Q.LI-13 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Which."
ELL.1-2.L.1.Q.LI-2 - (x0)	(x0) - forming Yes/No questions in the simple present tense with given forms of "to do" + subjects + verbs.
ELL.1-2.L.1.Q.LI-3 - (x0)	(x0) - forming Yes/No questions with given forms of "to be" + subjects + complements.
ELL.1-2.L.1.Q.LI-4 - (x0)	(x0) - forming Yes/No questions in the present progressive tense with given forms of "to be" + subjects + verbs + -ing.
ELL.1-2.L.1.Q.LI-5 - (x0)	(x0) - forming Yes/No questions in the simple past tense with given forms of "to do" + subject + verb.
ELL.1-2.L.1.Q.LI-6 - (x0)	(x0) - forming Yes/No questions in the simple future tense with given subjects + verbs.
ELL.1-2.L.1.Q.LI-7 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "What."
ELL.1-2.L.1.Q.LI-8 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Where."
ELL.1-2.L.1.Q.LI-9 - (x0)	(x0) - converting given declarative sentences into interrogative sentences beginning with "Who."
ELL.1-2.L.1.Q.PE-1 - (x0)	(x0) - repeating single word questions with inflection.
ELL.1-2.L.1.Q.PE-10 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-2 - (x0)	(x0) - repeating Yes/No questions in the simple present tense. ("to do" + subject + verb?).
ELL.1-2.L.1.Q.PE-3 - (x0)	(x0) - repeating Yes/No questions using "to be" in a variety of verb tenses ("to be" + subject + complement?).
ELL.1-2.L.1.Q.PE-4 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-5 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-7 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.Q.PE-9 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.B-1 - (x6)	(x6) - selecting a subject (singular or plural) from a picture.
ELL.1-2.L.1.SC.B-10 - (x0)	(x0) - forming a sentence using a given subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.1-2.L.1.SC.B-11 - (x0)	(x0) - forming a sentence using "There" + a given form of "to be," subject, and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.B-12 - (x0)	(x0) - forming a sentence using a given subject, verb, and direct object (noun) with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.B-13 - (x0)	(x0) - forming a sentence using a given subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.B-14 - (x0)	(x0) - forming a sentence with a given subject, verb, and adverb to modify the verb.
ELL.1-2.L.1.SC.B-15 - (x0)	(x0) - forming an imperative sentence with a given verb. (e.g., Close the door. Open the door.)
ELL.1-2.L.1.SC.B-2 - (x4)	(x4) - producing a sentence using a given subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.B-3 - (x0)	(x0) - completing a given sentence in the negative S-V construction by providing a subject, auxiliary verb, "not," and main verb.
ELL.1-2.L.1.SC.B-4 - (x0)	(x0) - forming a sentence with S-V-C construction with a given pronoun (as the subject), forms of "to be", and noun, with subject-verb agreement.
ELL.1-2.L.1.SC.B-5 - (x0)	(x0) - forming a sentence with S-V-C construction with a given noun (as the subject), form of "to be", and noun as the complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-6 - (x0)	(x0) - forming a sentence with S-V-C construction with a given plural noun (as the subject), "to be", and a plural noun as the complement with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.SC.B-7 - (x0)	(x0) - forming a sentence with S-V-C construction with a given subject, form of "to be" and adjective as a complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-8 - (x0)	(x0) - forming a sentence in the negative S-V-C construction with a given subject, form of "to be", and an adjective as complement, with subject-verb agreement.
ELL.1-2.L.1.SC.B-9 - (x0)	(x0) - forming a sentence using a given subject, "to be", and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.E-1 - (x0)	(x0) - selecting a subject (singular or plural) from a picture with instructional support.
ELL.1-2.L.1.SC.E-10 - (x0)	(x0) - completing a sentence frame by using a subject + verb + prepositional phrase. (S-V-P)
ELL.1-2.L.1.SC.E-11 - (x0)	(x0) - completing a sentence frame using "There" + "to be" + subject + prepositional phrase.
ELL.1-2.L.1.SC.E-12 - (x0)	(x0) - completing sentence frames using subject + verb + direct object (noun) construction. (S-V-O)
ELL.1-2.L.1.SC.E-13 - (x0)	(x0) - completing sentence frames using subject + verb + object pronoun construction. (S-V-O)
ELL.1-2.L.1.SC.E-14 - (x0)	(x0) - selecting an adverb to modify a verb to complete a sentence frame.
ELL.1-2.L.1.SC.E-15 - (x0)	(x0) - completing an imperative sentence frame. (e.g., Walk. Stop. Line up.)
ELL.1-2.L.1.SC.E-2 - (x0)	(x0) - completing a given sentence by providing a subject or verb. (S-V)
ELL.1-2.L.1.SC.E-3 - (x0)	(x0) - repeating a sentence in the negative S-V construction. (subject + auxiliary verb + "not" + main verb)
ELL.1-2.L.1.SC.E-4 - (x0)	(x0) - completing a given S-V-C constructed sentence with a pronoun as the subject.
ELL.1-2.L.1.SC.E-5 - (x0)	(x0) - completing a given S-V-C constructed sentence with a noun as the subject.
ELL.1-2.L.1.SC.E-6 - (x0)	(x0) - completing a given S-V-C constructed sentence with a plural noun as the subject.
ELL.1-2.L.1.SC.E-7 - (x0)	(x0) - completing a given S-V-C constructed sentence with an adjective as the complement.
ELL.1-2.L.1.SC.E-8 - (x0)	(x0) - completing a sentence frame using a subject + "to be" + "not" + adjective as a complement to form sentences in the negative S-V-C construction.
ELL.1-2.L.1.SC.E-9 - (x0)	(x0) - completing a sentence frame using a subject + "to be" + prepositional phrase.
ELL.1-2.L.1.SC.HI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence.
ELL.1-2.L.1.SC.HI-10 - (x0)	(x0) - producing sentences using a subject, verb, and prepositional phrase, with subject-verb agreement. (S-V-P)
ELL.1-2.L.1.SC.HI-11 - (x0)	(x0) - producing sentences using "There", "to be," subject, and prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-12 - (x0)	(x0) - producing sentences using subject, verb, and direct object (noun), with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.HI-13 - (x0)	(x0) - producing sentences using subject, verb, and object pronoun, with subject-verb agreement. (S-V-O)
ELL.1-2.L.1.SC.HI-14 - (x0)	(x0) - producing sentences using adverbs to modify verbs.
ELL.1-2.L.1.SC.HI-15 - (x0)	(x0) - producing imperative sentences.
ELL.1-2.L.1.SC.HI-2 - (x0)	(x0) - producing sentences using a subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.HI-3 - (x0)	(x0) - producing sentences with negative S-V construction, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-4 - (x0)	(x0) - producing sentences with S-V-C construction, using a pronoun as the subject, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-5 - (x0)	(x0) - producing sentences with S-V-C construction with a noun as the subject, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-6 - (x0)	(x0) - producing sentences with S-V-C construction, with plural nouns as the subject, using with subject-verb agreement.
ELL.1-2.L.1.SC.HI-7 - (x0)	(x0) - producing sentences with S-V-C construction with an adjective as the complement, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-8 - (x0)	(x0) - producing sentences in the negative (S-V-C) construction, with a subject, "to be" and adjective as a complement, with subject-verb agreement.
ELL.1-2.L.1.SC.HI-9 - (x0)	(x0) - producing sentences using a subject + "to be" + prepositional phrase, with subject-verb agreement.
ELL.1-2.L.1.SC.LI-1 - (x0)	(x0) - selecting a subject (singular or plural) to complete a given sentence with instructional support.
ELL.1-2.L.1.SC.LI-10 - (x0)	(x0) - producing sentences using given subjects, verbs, and prepositional phrases, with instructional support. (S-V-P)

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.SC.LI-11 - (x0)	(x0) - producing sentences using "There", given forms of "to be," subjects, and prepositional phrases, with instructional support.
ELL.1-2.L.1.SC.LI-12 - (x0)	(x0) - producing sentences using given subjects, verbs, and direct object (noun), with instructional support. (S-V-O)
ELL.1-2.L.1.SC.LI-13 - (x0)	(x0) - producing sentences using given subjects, verbs, and object pronouns, with instructional support. (S-V-O)
ELL.1-2.L.1.SC.LI-14 - (x0)	(x0) - producing sentences with given subjects, verbs, and adverbs to modify verbs, with instructional support.
ELL.1-2.L.1.SC.LI-15 - (x0)	(x0) - producing imperative sentences with given verbs, with instructional support. (e.g., Put the markers in the box.)
ELL.1-2.L.1.SC.LI-2 - (x0)	(x0) - producing sentences using a subject and a verb, with subject-verb agreement. (S-V)
ELL.1-2.L.1.SC.LI-3 - (x0)	(x0) - producing sentences in the negative S-V construction, with instructional support.
ELL.1-2.L.1.SC.LI-4 - (x0)	(x0) - producing sentences with S-V-C construction given pronouns (as the subject), forms of "to be", and nouns.
ELL.1-2.L.1.SC.LI-5 - (x0)	(x0) - producing sentences with S-V-C construction, given nouns (as the subject), forms of "to be," and nouns as the complement with subject-verb agreement.
ELL.1-2.L.1.SC.LI-6 - (x0)	(x0) - producing sentences with S-V-C construction, given plural nouns (as the subject), forms of "to be," and plural nouns as the complement, with instructional support.
ELL.1-2.L.1.SC.LI-7 - (x0)	(x0) - producing sentences with S-V-C construction with an adjective as the complement, with instructional support.
ELL.1-2.L.1.SC.LI-8 - (x0)	(x0) - producing sentences in the negative (S-V-C) construction, with given subjects, forms of "to be," and adjectives as a complement, with instructional support.
ELL.1-2.L.1.SC.LI-9 - (x0)	(x0) - producing sentences using given subjects, forms of "to be," and prepositional phrases, with instructional support.
ELL.1-2.L.1.SC.PE-1 - (x0)	(x0) - repeating a sentence and identifying the subject with instructional support.
ELL.1-2.L.1.SC.PE-10 - (x0)	(x0) - repeating a sentence containing a subject + verb+ prepositional phrase. (S-V-P)
ELL.1-2.L.1.SC.PE-11 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-15 - (x0)	(x0) - repeating imperative sentences. (e.g., Walk. Stop.)
ELL.1-2.L.1.SC.PE-2 - (x0)	(x0) - repeating a sentence containing a subject and a verb. (S-V)
ELL.1-2.L.1.SC.PE-3 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-4 - (x0)	(x0) - repeating a sentence using pronoun + forms of "to be" + noun. (S-V-C)
ELL.1-2.L.1.SC.PE-5 - (x0)	(x0) - repeating a sentence using noun + "to be" + noun. (S-V-C)
ELL.1-2.L.1.SC.PE-6 - (x0)	(x0) - repeating a sentence using a plural noun + "to be" + a plural noun. (S-V-C)
ELL.1-2.L.1.SC.PE-7 - (x0)	(x0) - repeating a sentence using subject + "to be" + adjective. (S-V-C)
ELL.1-2.L.1.SC.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.1.SC.PE-9 - (x0)	(x0) - repeating a sentence using subject + "to be" + prepositional phrase.
ELL.1-2.L.1.V.B-1 - (x4)	(x4) - identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.
ELL.1-2.L.1.V.B-10 - (x0)	(x0) - choosing simple future tense verb (will, going to) to complete declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.1-2.L.1.V.B-11 - (x0)	(x0) - choosing linking verbs of sensation to complete a declarative, negative, and interrogative sentence (subject-verb agreement).
ELL.1-2.L.1.V.B-12 - (x0)	(x0) - choosing linking verbs of being to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-13 - (x0)	(x0) - choosing past progressive tense verbs to complete declarative, negative, and interrogative sentence frames (subject-verb agreement).
ELL.1-2.L.1.V.B-14 - (x0)	(x0) - defining auxiliary (helping) verbs (to be, to have, to do).
ELL.1-2.L.1.V.B-15 - (x0)	(x0) - choosing modal auxiliary verbs (will, can, could) to complete declarative, negative, and interrogative sentences (subject-verb agreement).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.V.B-2 - (x2)	(x2) - differentiating between past, present, present progressive, and future verb tenses by selecting the appropriate verb in a given sentence frame.
ELL.1-2.L.1.V.B-3 - (x0)	(x0) - using imperative verbs with instructional support.
ELL.1-2.L.1.V.B-4 - (x0)	(x0) - choosing the correct simple present tense irregular verb: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-5 - (x0)	(x0) - choosing a simple present tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-6 - (x0)	(x0) - choosing a present progressive tense verb to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-7 - (x0)	(x0) - choosing simple past tense regular verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-8 - (x0)	(x0) - choosing simple past tense irregular verbs: to be, to have, to do, and to go to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.B-9 - (x0)	(x0) - choosing irregular simple past tense verbs to complete declarative, negative, and interrogative sentences (subject-verb agreement).
ELL.1-2.L.1.V.E-1 - (x0)	(x0) - identifying physical action, mental action, and state of being (to be) as verbs with instructional support.
ELL.1-2.L.1.V.E-10 - (x0)	(x0) - selecting simple future tense (will) with instructional support.
ELL.1-2.L.1.V.E-11 - (x0)	(x0) - selecting linking verbs of sensation with instructional support.
ELL.1-2.L.1.V.E-12 - (x0)	(x0) - selecting linking verbs of being with instructional support.
ELL.1-2.L.1.V.E-13 - (x0)	(x0) - selecting past progressive tense verbs with instructional support.
ELL.1-2.L.1.V.E-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.E-15 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.E-2 - (x0)	(x0) - defining the concept of time.
ELL.1-2.L.1.V.E-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk, Stop, Line up, etc.).
ELL.1-2.L.1.V.E-4 - (x0)	(x0) - conjugating simple present tense irregular verbs: to be, to have, to do, and to go, with instructional support.
ELL.1-2.L.1.V.E-5 - (x0)	(x0) - selecting simple present tense regular verbs (jump, jumps) with instructional support.
ELL.1-2.L.1.V.E-6 - (x0)	(x0) - identifying the present participle; selecting present progressive tense regular verbs with instructional support.
ELL.1-2.L.1.V.E-7 - (x0)	(x0) - selecting simple past tense regular verbs with instructional support.
ELL.1-2.L.1.V.E-8 - (x0)	(x0) - conjugating simple past tense of the irregular verbs: to be, to have, to do, and to go with instructional support.
ELL.1-2.L.1.V.E-9 - (x0)	(x0) - selecting irregular simple past tense verbs with instructional support.
ELL.1-2.L.1.V.HI-1 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.HI-10 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the simple future tense (will, going to) with subject-verb agreement.
ELL.1-2.L.1.V.HI-11 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using linking verbs of sensation with subject-verb agreement.
ELL.1-2.L.1.V.HI-12 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using linking verbs of being with subject-verb agreement.
ELL.1-2.L.1.V.HI-13 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using the past progressive tense with subject-verb agreement.
ELL.1-2.L.1.V.HI-14 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.1-2.L.1.V.HI-15 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using modal auxiliaries (will, can, could, may, might, must, should, would) with subject-verb agreement.
ELL.1-2.L.1.V.HI-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses.
ELL.1-2.L.1.V.HI-3 - (x0)	(x0) - using imperative verbs.
ELL.1-2.L.1.V.HI-4 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences.
ELL.1-2.L.1.V.HI-5 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple present tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-6 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using present progressive tense verbs with subject-verb agreement.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.1.V.HI-7 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using simple past tense regular verbs with subject-verb agreement.
ELL.1-2.L.1.V.HI-8 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement).
ELL.1-2.L.1.V.HI-9 - (x0)	(x0) - producing declarative, negative, and interrogative sentences using irregular simple past tense verbs with subject-verb agreement.
ELL.1-2.L.1.V.LI-1 - (x0)	(x0) - identifying the infinitive form of physical action, mental action, and state of being (to be) verbs.
ELL.1-2.L.1.V.LI-10 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the simple future tense (will, going to) (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-11 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using linking verbs of sensation (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-12 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using linking verbs of being (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-13 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using the past progressive tense (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-14 - (x0)	(x0) - distinguishing between the auxiliary (helping) verb and the main verb.
ELL.1-2.L.1.V.LI-15 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using modal auxiliary verbs (will, can, could, may, might, must) (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-2 - (x0)	(x0) - differentiating between past, present, present progressive, and future verb tenses by responding to a prompt.
ELL.1-2.L.1.V.LI-3 - (x0)	(x0) - using imperative verbs.
ELL.1-2.L.1.V.LI-4 - (x0)	(x0) - using simple present tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences with instructional support.
ELL.1-2.L.1.V.LI-5 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple present tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-6 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using present progressive tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-7 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using simple past tense regular verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-8 - (x0)	(x0) - using simple past tense irregular verbs: to be, to have, to do, and to go to produce declarative, negative, and interrogative simple sentences (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.LI-9 - (x0)	(x0) - producing declarative, negative, and interrogative simple sentences using irregular simple past tense verbs (subject-verb agreement) with instructional support.
ELL.1-2.L.1.V.PE-1 - (x0)	(x0) - identifying physical action as a verb with instructional support.
ELL.1-2.L.1.V.PE-10 - (x0)	(x0) - repeating simple future tense (will, going to) with instructional support.
ELL.1-2.L.1.V.PE-11 - (x0)	(x0) - repeating linking verbs of sensation (smell, sound, taste, feel) with instructional support.
ELL.1-2.L.1.V.PE-12 - (x0)	(x0) - repeating linking verbs of being (act, seem, appear, look, become) with instructional support.
ELL.1-2.L.1.V.PE-13 - (x0)	(x0) - repeating past progressive tense verbs with instructional support.
ELL.1-2.L.1.V.PE-14 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.PE-15 - (x0)	(x0) - N/A
ELL.1-2.L.1.V.PE-2 - (x0)	(x0) - defining the concept of time (past, present and future) with instructional support.
ELL.1-2.L.1.V.PE-3 - (x0)	(x0) - repeating and acting out imperative verbs (e.g., Walk. Stop, etc.).
ELL.1-2.L.1.V.PE-4 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple present tense.
ELL.1-2.L.1.V.PE-5 - (x0)	(x0) - repeating simple present tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-6 - (x0)	(x0) - repeating present progressive tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-7 - (x0)	(x0) - repeating simple past tense regular verbs with instructional support.
ELL.1-2.L.1.V.PE-8 - (x0)	(x0) - repeating the forms of the irregular verbs: to be, to have, to do, and to go in the simple past tense.
ELL.1-2.L.1.V.PE-9 - (x0)	(x0) - repeating irregular simple past tense verbs with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.2.B-1 - (x1)	(x1) - naming and grouping common objects and pictures with self-selected categories and providing rationale.
ELL.1-2.L.2.B-10 - (x0)	(x0) - recognizing the words represented by common abbreviations.
ELL.1-2.L.2.B-11 - (x0)	(x0) - recognizing common synonyms and antonyms.
ELL.1-2.L.2.B-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.B-13 - (x0)	(x0) - locating a given word in a resource with instructional support.
ELL.1-2.L.2.B-2 - (x12)	(x12) - recognizing sight words.
ELL.1-2.L.2.B-3 - (x8)	(x8) - recognizing and identifying the meaning of high frequency words with instructional support.
ELL.1-2.L.2.B-4 - (x25)	(x25) - selecting grade specific academic vocabulary and symbols within a given context.
ELL.1-2.L.2.B-5 - (x21)	(x21) - determining the meaning of grade-level content area words with instructional support.
ELL.1-2.L.2.B-6 - (x0)	(x0) - recognizing, with visual cues, that two words can make a compound word.
ELL.1-2.L.2.B-7 - (x0)	(x0) - reading common contractions.
ELL.1-2.L.2.B-8 - (x0)	(x0) - identifying the meaning of common prefixes.
ELL.1-2.L.2.B-9 - (x0)	(x0) - recognizing how base words are changed by the addition of suffixes .
ELL.1-2.L.2.E-1 - (x0)	(x0) - naming and grouping common objects and pictures into given categories with instructional support.
ELL.1-2.L.2.E-10 - (x0)	(x0) - repeating common abbreviations from text.
ELL.1-2.L.2.E-11 - (x0)	(x0) - repeating common synonyms and antonyms.
ELL.1-2.L.2.E-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-13 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-2 - (x0)	(x0) - recognizing sight words with instructional support.
ELL.1-2.L.2.E-3 - (x0)	(x0) - recognizing high frequency words with instructional support.
ELL.1-2.L.2.E-4 - (x0)	(x0) - recognizing grade specific academic vocabulary and symbols.
ELL.1-2.L.2.E-5 - (x0)	(x0) - recognizing content area words with visual support.
ELL.1-2.L.2.E-6 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-7 - (x0)	(x0) - identifying words that comprise common contractions with instructional support.
ELL.1-2.L.2.E-8 - (x0)	(x0) - N/A
ELL.1-2.L.2.E-9 - (x0)	(x0) - N/A
ELL.1-2.L.2.HI-1 - (x0)	(x0) - classifying words into conceptual categories and providing rationale.
ELL.1-2.L.2.HI-10 - (x0)	(x0) - associating common abbreviations with words.
ELL.1-2.L.2.HI-11 - (x0)	(x0) - clarifying word meaning by applying knowledge of synonyms and antonyms to enhance vocabulary.
ELL.1-2.L.2.HI-12 - (x0)	(x0) - applying knowledge of homophones within text.
ELL.1-2.L.2.HI-13 - (x0)	(x0) - determining the meaning of a word by using resources.
ELL.1-2.L.2.HI-2 - (x1)	(x1) - identifying the meaning of and using sight words.
ELL.1-2.L.2.HI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.1-2.L.2.HI-4 - (x0)	(x0) - using grade specific academic vocabulary and symbols within context.
ELL.1-2.L.2.HI-5 - (x2)	(x2) - applying knowledge of grade-level vocabulary (including content area words) in text.
ELL.1-2.L.2.HI-6 - (x0)	(x0) - determining the meaning of compound words using knowledge of individual words.
ELL.1-2.L.2.HI-7 - (x0)	(x0) - reading contractions.
ELL.1-2.L.2.HI-8 - (x0)	(x0) - constructing meaning by applying knowledge of prefixes.
ELL.1-2.L.2.HI-9 - (x0)	(x0) - constructing meaning by applying knowledge of suffixes .
ELL.1-2.L.2.LI-1 - (x0)	(x0) - classifying common words into basic conceptual categories (colors, shapes, foods) and providing rationale.
ELL.1-2.L.2.LI-10 - (x0)	(x0) - stating the words represented by common abbreviations.
ELL.1-2.L.2.LI-11 - (x0)	(x0) - completing synonym and antonym word pairs.
ELL.1-2.L.2.LI-12 - (x0)	(x0) - identifying homophones and their meaning (their-there-they're).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.L.2.LI-13 - (x0)	(x0) - determining the meaning of a word by using resources with instructional support.
ELL.1-2.L.2.LI-2 - (x0)	(x0) - identifying the meaning of and using sight words.
ELL.1-2.L.2.LI-3 - (x0)	(x0) - identifying the meaning of and using high frequency words.
ELL.1-2.L.2.LI-4 - (x0)	(x0) - using grade specific academic vocabulary and symbols with instructional support.
ELL.1-2.L.2.LI-5 - (x0)	(x0) - determining the meaning of grade-level content area words.
ELL.1-2.L.2.LI-6 - (x0)	(x0) - recognizing that two words can make a compound word.
ELL.1-2.L.2.LI-7 - (x0)	(x0) - identifying words that comprise complex contractions with instructional support.
ELL.1-2.L.2.LI-8 - (x0)	(x0) - differentiating the meaning of words by applying knowledge of prefixes .
ELL.1-2.L.2.LI-9 - (x0)	(x0) - differentiating the meaning of words by applying knowledge of suffixes .
ELL.1-2.L.2.PE-1 - (x0)	(x0) - repeating and grouping the names of common objects or pictures into basic given categories with instructional support.
ELL.1-2.L.2.PE-10 - (x0)	(x0) - repeating common abbreviations from text.
ELL.1-2.L.2.PE-11 - (x0)	(x0) - repeating common synonyms and antonyms.
ELL.1-2.L.2.PE-12 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-13 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-2 - (x0)	(x0) - repeating sight words.
ELL.1-2.L.2.PE-3 - (x0)	(x0) - repeating high frequency words.
ELL.1-2.L.2.PE-4 - (x0)	(x0) - repeating grade specific academic vocabulary, including key words, symbols, and operations, with visual support.
ELL.1-2.L.2.PE-5 - (x0)	(x0) - repeating content area words with visual support.
ELL.1-2.L.2.PE-6 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-7 - (x0)	(x0) - repeating common contractions from text.
ELL.1-2.L.2.PE-8 - (x0)	(x0) - N/A
ELL.1-2.L.2.PE-9 - (x0)	(x0) - N/A
ELL.1-2.LI-1: - (x0)	(x0) - using personal singular subjective pronouns (I, you, he, she, it) and plural subjective pronoun (we).
ELL.1-2.LI-2: - (x0)	(x0) - using singular and plural personal objective pronouns (me, you, him, her, it, us).
ELL.1-2.LI-3: - (x0)	(x0) - N/A
ELL.1-2.LI-3: - (x0)	(x0) - using singular and plural personal possessive pronouns (mine, yours, his, hers, its, ours).
ELL.1-2.LS.1.B-1 - (x19)	(x19) - distinguishing between phonemes in the initial, medial, and final positions of words and phrases (minimal pairs, minimal phrases).
ELL.1-2.LS.1.B-2 - (x13)	(x13) - responding to read-alouds (fiction and nonfiction) by identifying main ideas and supporting details in complete sentences.
ELL.1-2.LS.1.B-3 - (x7)	(x7) - sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.
ELL.1-2.LS.1.B-4 - (x8)	(x8) - retelling the main idea and key points/details of a presentation using sentence frames.
ELL.1-2.LS.1.B-5 - (x1)	(x1) - responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.
ELL.1-2.LS.1.B-6 - (x0)	(x0) - following multiple-step directions for classroom and other activities.
ELL.1-2.LS.1.B-7 - (x0)	(x0) - responding to academic questions using key words and phrases.
ELL.1-2.LS.1.E-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words.
ELL.1-2.LS.1.E-2 - (x0)	(x0) - responding to main ideas from read-alouds (fiction and nonfiction) using key words and phrases with instructional support.
ELL.1-2.LS.1.E-3 - (x0)	(x0) - sequencing a series of events from information shared in read-alouds, presentations, and conversations, using pictures and key words.
ELL.1-2.LS.1.E-4 - (x0)	(x0) - identifying the main idea of a presentation.
ELL.1-2.LS.1.E-5 - (x0)	(x0) - responding to comments and questions in social conversations.
ELL.1-2.LS.1.E-6 - (x0)	(x0) - following two- to three-step directions for classroom activities that are accompanied by visual cues.
ELL.1-2.LS.1.E-7 - (x0)	(x0) - responding to academic discussions using key words and phrases with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.LS.1.HI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
ELL.1-2.LS.1.HI-2 - (x0)	(x0) - summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences.
ELL.1-2.LS.1.HI-3 - (x0)	(x0) - sequencing a series of events from read-alouds, presentations, and conversations using transition words/ phrases in complete sentences.
ELL.1-2.LS.1.HI-4 - (x0)	(x0) - summarizing the main idea and key points/details of a presentation using complete sentences.
ELL.1-2.LS.1.HI-5 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.1-2.LS.1.HI-6 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.1-2.LS.1.HI-7 - (x0)	(x0) - responding to academic discussions by sharing one's view on facts , ideas, and/or events using academic vocabulary.
ELL.1-2.LS.1.LI-1 - (x0)	(x0) - distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support (minimal phrases, minimal sentences).
ELL.1-2.LS.1.LI-2 - (x0)	(x0) - summarizing main ideas and supporting details from read-alouds (fiction and nonfiction) in complete sentences with instructional support.
ELL.1-2.LS.1.LI-3 - (x0)	(x0) - sequencing a series of events from read-alouds, presentations, and conversations using sentence frames.
ELL.1-2.LS.1.LI-4 - (x0)	(x0) - paraphrasing the main idea and key points/details of a presentation using complete sentences.
ELL.1-2.LS.1.LI-5 - (x0)	(x0) - responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.
ELL.1-2.LS.1.LI-6 - (x0)	(x0) - following multiple-step directions which include prepositions.
ELL.1-2.LS.1.LI-7 - (x0)	(x0) - responding to academic discussions by sharing one's view on facts , ideas, and/or events using academic vocabulary.
ELL.1-2.LS.1.PE-1 - (x0)	(x0) - identifying phonemes in the initial and/or final positions of words.
ELL.1-2.LS.1.PE-2 - (x0)	(x0) - repeating main ideas from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.
ELL.1-2.LS.1.PE-3 - (x0)	(x0) - sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.
ELL.1-2.LS.1.PE-4 - (x0)	(x0) - repeating the main idea of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.).
ELL.1-2.LS.1.PE-5 - (x0)	(x0) - responding to social conversation using memorized responses. (e.g., introductions, requests, courtesies, etc.).
ELL.1-2.LS.1.PE-6 - (x0)	(x0) - following one- or two-step directions for classroom activities that are accompanied by visual cues and gestures.
ELL.1-2.LS.1.PE-7 - (x0)	(x0) - repeating key words in academic discussion.
ELL.1-2.LS.2.B-1 - (x4)	(x4) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.B-2 - (x1)	(x1) - chorally reciting familiar rhymes, songs, chants, and text with accurate pronunciation and prosody (rhythm, pacing, and intonation).
ELL.1-2.LS.2.B-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.B-4 - (x0)	(x0) - participating in conversations and differentiating between formal and informal greetings , courtesies and farewells using complete sentences.
ELL.1-2.LS.2.B-5 - (x19)	(x19) - asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when, why, how) (e.g., making comparisons and describing events, etc.).
ELL.1-2.LS.2.B-6 - (x0)	(x0) - asking and responding to social questions using complete sentences with instructional support.
ELL.1-2.LS.2.B-7 - (x0)	(x0) - stating single-step directions or commands that the listener can follow.
ELL.1-2.LS.2.E-1 - (x0)	(x0) - articulating the 44 phonemes accurately with instructional support.
ELL.1-2.LS.2.E-2 - (x0)	(x0) - repeating familiar rhymes, songs, chants, and text.
ELL.1-2.LS.2.E-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.LS.2.E-4 - (x0)	(x0) - expressing and responding to greetings, courtesies, and farewells with short phrases and complete sentences, with instructional support.
ELL.1-2.LS.2.E-5 - (x0)	(x0) - asking and responding to academic questions using complete sentences, with instructional support. (i.e., who, what, where, when)
ELL.1-2.LS.2.E-6 - (x0)	(x0) - asking and responding to social questions using complete sentences with instructional support.
ELL.1-2.LS.2.E-7 - (x0)	(x0) - stating two- to three-word directions or commands that the listener can follow, with instructional support.
ELL.1-2.LS.2.HI-1 - (x0)	(x0) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.HI-2 - (x0)	(x0) - independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, voice projection and expression.
ELL.1-2.LS.2.HI-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.HI-4 - (x0)	(x0) - initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., greetings, courtesies, farewells, apologies, and invitations, etc.).
ELL.1-2.LS.2.HI-5 - (x0)	(x0) - asking and responding to academic questions using complete sentences. (e.g., expressing probabilities, and hypothetical questions, etc.).
ELL.1-2.LS.2.HI-6 - (x0)	(x0) - asking and responding to social questions using complete sentences.
ELL.1-2.LS.2.HI-7 - (x0)	(x0) - stating multi-step directions or commands that the listener can follow.
ELL.1-2.LS.2.LI-1 - (x0)	(x0) - articulating the 44 phonemes accurately.
ELL.1-2.LS.2.LI-2 - (x0)	(x0) - independently reciting familiar rhymes, songs, chants and text with accurate pronunciation, prosody, and voice projection.
ELL.1-2.LS.2.LI-3 - (x0)	(x0) - expressing personal/survival needs and emotions in complete sentences.
ELL.1-2.LS.2.LI-4 - (x0)	(x0) - initiating conversations using formal and informal socio-functional communication in complete sentences. (e.g., formal and informal greetings, courtesies, and farewells, etc.).
ELL.1-2.LS.2.LI-5 - (x0)	(x0) - asking and responding to academic questions using complete sentences. (i.e., who, what, where, when, why, how, which, whose) (e.g., making comparisons, describing events, agreeing/ disagreeing with others, etc.).
ELL.1-2.LS.2.LI-6 - (x0)	(x0) - asking and responding to social questions using complete sentences.
ELL.1-2.LS.2.LI-7 - (x0)	(x0) - stating multi-step directions or commands that the listener can follow.
ELL.1-2.LS.2.PE-1 - (x0)	(x0) - articulating the 44 phonemes accurately with instructional support.
ELL.1-2.LS.2.PE-2 - (x0)	(x0) - repeating words and phrases from familiar rhymes, songs, chants and text.
ELL.1-2.LS.2.PE-3 - (x0)	(x0) - repeating personal/survival needs and emotions, using key words.
ELL.1-2.LS.2.PE-4 - (x0)	(x0) - expressing and responding to greetings and farewells with key words with instructional support.
ELL.1-2.LS.2.PE-5 - (x0)	(x0) - repeating academic questions and responses. (i.e., who, what, where, when).
ELL.1-2.LS.2.PE-6 - (x0)	(x0) - responding to social questions with instructional support.
ELL.1-2.LS.2.PE-7 - (x0)	(x0) - repeating oral commands while performing the corresponding action.
ELL.1-2.R.1.B-1 - (x11)	(x11) - tracking written words read aloud with one-to-one correlation.
ELL.1-2.R.1.B-2 - (x1)	(x1) - distinguishing between printed letters, words, sentences, and paragraphs.
ELL.1-2.R.1.B-3 - (x2)	(x2) - identifying features of a sentence (initial capitalization and ending punctuation).
ELL.1-2.R.1.B-4 - (x2)	(x2) - locating and identifying the title, author, illustrator, title page, and table of contents of a book.
ELL.1-2.R.1.B-5 - (x0)	(x0) - alphabetizing a series of words to the first letter with instructional support.
ELL.1-2.R.1.E-1 - (x1)	(x1) - tracking text left to right and top to bottom, with return sweep.
ELL.1-2.R.1.E-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case), words, and sentences.
ELL.1-2.R.1.E-3 - (x0)	(x0) - locating features of a sentence (initial capitalization and periods).
ELL.1-2.R.1.E-4 - (x0)	(x0) - locating and identifying the title, author, and illustrator of a book.
ELL.1-2.R.1.E-5 - (x0)	(x0) - organizing the letters of the alphabet in order with a visual model.
ELL.1-2.R.1.HI-1 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-2 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-3 - (x0)	(x0) - identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.R.1.HI-4 - (x0)	(x0) - N/A
ELL.1-2.R.1.HI-5 - (x0)	(x0) - alphabetizing a series of words to the second letter with instructional support.
ELL.1-2.R.1.LI-1 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-2 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-3 - (x0)	(x0) - identifying features of a sentence (capitalization, commas, quotation marks, and ending punctuation).
ELL.1-2.R.1.LI-4 - (x0)	(x0) - N/A
ELL.1-2.R.1.LI-5 - (x0)	(x0) - alphabetizing a series of words to the first letter.
ELL.1-2.R.1.PE-1 - (x0)	(x0) - tracking text left to right and top to bottom, with return sweep.
ELL.1-2.R.1.PE-2 - (x0)	(x0) - distinguishing between printed letters (upper and lower case) and words.
ELL.1-2.R.1.PE-3 - (x0)	(x0) - recognizing common print conventions with support (initial capitalization and periods).
ELL.1-2.R.1.PE-4 - (x0)	(x0) - locating the front and back cover of a book.
ELL.1-2.R.1.PE-5 - (x0)	(x0) - repeating the letters of the alphabet in order with a visual model.
ELL.1-2.R.2.B-1 - (x22)	(x22) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.B-10 - (x1)	(x1) - recognizing that a new word is created when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.B-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.B-12 - (x0)	(x0) - repeating base words that have been modified by inflectional endings.
ELL.1-2.R.2.B-13 - (x4)	(x4) - reading high frequency words and irregular sight words with instructional support.
ELL.1-2.R.2.B-14 - (x0)	(x0) - repeating common contractions.
ELL.1-2.R.2.B-15 - (x0)	(x0) - using context to confirm decoding in a sentence.
ELL.1-2.R.2.B-2 - (x0)	(x0) - sorting groups of pictures that begin with initial sounds.
ELL.1-2.R.2.B-3 - (x0)	(x0) - distinguishing between long and short vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.B-4 - (x1)	(x1) - segmenting one-syllable words with more than three sounds into phonemes.
ELL.1-2.R.2.B-5 - (x3)	(x3) - blending spoken phonemes with more than three sounds into one-syllable words.
ELL.1-2.R.2.B-6 - (x0)	(x0) - identifying rhyming words in response to oral prompt. (What rhymes with hat?).
ELL.1-2.R.2.B-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.B-8 - (x0)	(x0) - matching and naming upper case and lower case letters with different fonts .
ELL.1-2.R.2.B-9 - (x2)	(x2) - reading regularly spelled one-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters with instructional support.
ELL.1-2.R.2.E-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.E-10 - (x0)	(x0) - producing new words when an initial grapheme is changed (word families) with instructional support.
ELL.1-2.R.2.E-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-12 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-13 - (x0)	(x0) - reading high frequency words with instructional support.
ELL.1-2.R.2.E-14 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-15 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-2 - (x0)	(x0) - comparing two to three pictures and identifying those with the same initial sound.
ELL.1-2.R.2.E-3 - (x0)	(x0) - identifying short and long vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.E-4 - (x0)	(x0) - orally segmenting one-syllable words into its phonemes.
ELL.1-2.R.2.E-5 - (x0)	(x0) - blending spoken phonemes to form a single-syllable word.
ELL.1-2.R.2.E-6 - (x0)	(x0) - distinguishing spoken rhyming words from non-rhyming words.
ELL.1-2.R.2.E-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.E-8 - (x0)	(x0) - matching and naming upper case letters to lower case letters.
ELL.1-2.R.2.E-9 - (x0)	(x0) - producing letter sounds represented by the single-letter consonants and vowel graphemes.
ELL.1-2.R.2.HI-1 - (x1)	(x1) - distinguishing between initial, medial, and final spoken sounds to produce words.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.R.2.HI-10 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.HI-11 - (x0)	(x0) - reading multi-syllabic words, using syllabication rules.
ELL.1-2.R.2.HI-12 - (x0)	(x0) - identifying inflectional endings (-s, -ed, -ing) and their functions (tense, plurality, comparison and part of speech).
ELL.1-2.R.2.HI-13 - (x0)	(x0) - reading high frequency words and irregular sight words fluently.
ELL.1-2.R.2.HI-14 - (x0)	(x0) - reading contractions fluently.
ELL.1-2.R.2.HI-15 - (x0)	(x0) - using knowledge of word order (syntax) and context to confirm decoding of text.
ELL.1-2.R.2.HI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration).
ELL.1-2.R.2.HI-3 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-4 - (x0)	(x0) - segmenting multi-syllable words into syllables.
ELL.1-2.R.2.HI-5 - (x0)	(x0) - blending syllables to form multi-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs.
ELL.1-2.R.2.HI-6 - (x0)	(x0) - forming words by blending spoken simple onsets (/c/) and rimes (/at/).
ELL.1-2.R.2.HI-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-8 - (x0)	(x0) - N/A
ELL.1-2.R.2.HI-9 - (x0)	(x0) - reading regularly spelled multi-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck) and diphthongs (ea, ie, ee) and r-controlled vowels.
ELL.1-2.R.2.LI-1 - (x0)	(x0) - distinguishing between initial, medial, and final spoken sounds to produce words.
ELL.1-2.R.2.LI-10 - (x0)	(x0) - producing a new word when a specific grapheme is changed, added, or removed.
ELL.1-2.R.2.LI-11 - (x0)	(x0) - reading two-syllable words, using syllabication rules.
ELL.1-2.R.2.LI-12 - (x0)	(x0) - identifying base words that have been modified by inflectional endings.
ELL.1-2.R.2.LI-13 - (x0)	(x0) - reading high frequency words and irregular sight words.
ELL.1-2.R.2.LI-14 - (x0)	(x0) - recognizing common contractions.
ELL.1-2.R.2.LI-15 - (x0)	(x0) - using knowledge of word order (syntax) and context to confirm decoding.
ELL.1-2.R.2.LI-2 - (x0)	(x0) - orally producing groups of words that begin with the same initial sounds (alliteration) with linguistic support.
ELL.1-2.R.2.LI-3 - (x0)	(x0) - N/A
ELL.1-2.R.2.LI-4 - (x0)	(x0) - segmenting two-syllable words into syllables.
ELL.1-2.R.2.LI-5 - (x0)	(x0) - blending two syllables to form words, using r-controlled vowel sounds, digraphs, and diphthongs.
ELL.1-2.R.2.LI-6 - (x0)	(x0) - orally producing rhyming words in response to spoken words.
ELL.1-2.R.2.LI-7 - (x0)	(x0) - N/A
ELL.1-2.R.2.LI-8 - (x0)	(x0) - naming all upper and lower case letters of the alphabet with different fonts out of sequence.
ELL.1-2.R.2.LI-9 - (x0)	(x0) - reading regularly spelled two-syllable words by applying the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant/vowel digraphs (th, sh, ck).
ELL.1-2.R.2.PE-1 - (x0)	(x0) - identifying the initial and final sound (not letters) of a spoken word.
ELL.1-2.R.2.PE-10 - (x0)	(x0) - recognizing that a new word is created when an initial grapheme is changed. (word families)
ELL.1-2.R.2.PE-11 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-12 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-13 - (x0)	(x0) - repeating high frequency words.
ELL.1-2.R.2.PE-14 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-15 - (x0)	(x0) - N/A
ELL.1-2.R.2.PE-2 - (x0)	(x0) - identifying pictures that begin with the same given initial sound.
ELL.1-2.R.2.PE-3 - (x0)	(x0) - identifying short vowel sounds in orally stated single-syllable words.
ELL.1-2.R.2.PE-4 - (x0)	(x0) - orally segmenting one-syllable words into its phonemes with instructional support.
ELL.1-2.R.2.PE-5 - (x0)	(x0) - blending spoken phonemes to form two-letter words with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.R.2.PE-6 - (x0)	(x0) - repeat rhyming words.
ELL.1-2.R.2.PE-7 - (x0)	(x0) - distinguishing letters from numbers and symbols.
ELL.1-2.R.2.PE-8 - (x0)	(x0) - recognizing and naming upper and lower case letters of the alphabet.
ELL.1-2.R.2.PE-9 - (x0)	(x0) - repeating letter sounds represented by the single-letter consonants and vowels.
ELL.1-2.R.3.B-1 - (x9)	(x9) - reading aloud (including high frequency/sight words) with fluency and instructional support.
ELL.1-2.R.3.B-2 - (x0)	(x0) - using punctuation, including periods, question marks, and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.E-1 - (x0)	(x0) - echo reading (including high frequency/sight words) with fluency.
ELL.1-2.R.3.E-2 - (x0)	(x0) - using punctuation including periods, question marks, and exclamation marks to guide echo reading.
ELL.1-2.R.3.HI-1 - (x0)	(x0) - reading aloud (including high frequency/sight words) with fluency demonstrating automaticity.
ELL.1-2.R.3.HI-2 - (x0)	(x0) - using punctuation, including commas, periods, question marks, and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.LI-1 - (x0)	(x0) - reading aloud (including high frequency/sight words) with fluency.
ELL.1-2.R.3.LI-2 - (x0)	(x0) - using punctuation, including commas, periods, question marks and exclamation marks to guide reading for fluency.
ELL.1-2.R.3.PE-1 - (x0)	(x0) - echo reading short phrases (including high frequency/sight words) with fluency.
ELL.1-2.R.3.PE-2 - (x0)	(x0) - using punctuation to guide echo reading.
ELL.1-2.R.4.B-1 - (x1)	(x1) - identifying literary selections, heard or read, as realistic or fantasy based on characteristics of the selection.
ELL.1-2.R.4.B-10 - (x0)	(x0) - responding to stories by answering questions about cause and effect with instructional support.
ELL.1-2.R.4.B-11 - (x1)	(x1) - identifying characters from a literary selection heard or read.
ELL.1-2.R.4.B-12 - (x0)	(x0) - identifying the setting from a literary selection.
ELL.1-2.R.4.B-13 - (x1)	(x1) - identifying the key events or ideas from a literary selection with sentence frames.
ELL.1-2.R.4.B-14 - (x1)	(x1) - identifying conflict/resolution (plot) from a literary selection with instructional support.
ELL.1-2.R.4.B-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.B-16 - (x0)	(x0) - following multiple-step written directions for classroom routines and academic activities.
ELL.1-2.R.4.B-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.B-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.B-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.B-2 - (x0)	(x0) - making predictions based on cover, title, illustrations and text.
ELL.1-2.R.4.B-20 - (x0)	(x0) - identifying words (nouns) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.1-2.R.4.B-21 - (x1)	(x1) - identifying words of rhyme, rhythm and repetition in literary selections with instructional support.
ELL.1-2.R.4.B-3 - (x1)	(x1) - answering questions (yes/no, who, what, when, which, where, why) about text with instructional support.
ELL.1-2.R.4.B-4 - (x0)	(x0) - asking questions (who, what, when, which, where, why) to clarify text with instructional support.
ELL.1-2.R.4.B-5 - (x1)	(x1) - sequencing a story or event with a beginning, middle and end, using pictures and key words.
ELL.1-2.R.4.B-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.B-7 - (x1)	(x1) - identifying the topic/main idea and key details from text heard or read, using sentence frames.
ELL.1-2.R.4.B-8 - (x1)	(x1) - identifying external text features (e.g., charts, maps, diagrams, illustrations, tables, and timelines) of text.
ELL.1-2.R.4.B-9 - (x0)	(x0) - identifying the purpose for reading specific books.
ELL.1-2.R.4.E-1 - (x0)	(x0) - determining whether a literary selection, heard or read, is real or fantasy, with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.R.4.E-10 - (x0)	(x0) - responding to stories by answering yes-no questions about cause and effect with instructional support.
ELL.1-2.R.4.E-11 - (x0)	(x0) - identifying main characters from a literary selection heard or read.
ELL.1-2.R.4.E-12 - (x0)	(x0) - identifying the setting from a literary selection heard or read.
ELL.1-2.R.4.E-13 - (x0)	(x0) - identifying the key events or ideas, with given sentence frames, from a literary selection heard or read.
ELL.1-2.R.4.E-14 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-15 - (x0)	(x0) - responding to teacher guided prompts about information from a completed graphic organizer.
ELL.1-2.R.4.E-16 - (x0)	(x0) - following two- or three-step written directions accompanied by visual cues to complete classroom routines.
ELL.1-2.R.4.E-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-18 - (x0)	(x0) - identifying signs, symbols, labels, and captions within the environment.
ELL.1-2.R.4.E-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-2 - (x0)	(x0) - making predictions based on cover, title and illustrations.
ELL.1-2.R.4.E-20 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-21 - (x0)	(x0) - participating in choral reading by verbally stating the words of predictably patterned literary selections.
ELL.1-2.R.4.E-3 - (x0)	(x0) - answering yes/no questions about text heard or read.
ELL.1-2.R.4.E-4 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-5 - (x1)	(x1) - sequencing a story or event using key words and pictures.
ELL.1-2.R.4.E-6 - (x0)	(x0) - making connections to text while reading (text-to-self).
ELL.1-2.R.4.E-7 - (x0)	(x0) - identifying the topic from text heard or read.
ELL.1-2.R.4.E-8 - (x0)	(x0) - N/A
ELL.1-2.R.4.E-9 - (x0)	(x0) - identifying the purpose for reading specific books. (e.g., to be entertained, to be informed)
ELL.1-2.R.4.HI-1 - (x0)	(x0) - identifying the differences between fiction and nonfiction.
ELL.1-2.R.4.HI-10 - (x0)	(x0) - identifying cause and effect of specific events in a literary selection.
ELL.1-2.R.4.HI-11 - (x0)	(x0) - describing characters from a literary selection.
ELL.1-2.R.4.HI-12 - (x0)	(x0) - describing the setting from a literary selection.
ELL.1-2.R.4.HI-13 - (x0)	(x0) - summarizing the key events from a literary selection.
ELL.1-2.R.4.HI-14 - (x0)	(x0) - identifying and describing the plot in a literary selection.
ELL.1-2.R.4.HI-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.HI-16 - (x0)	(x0) - following multiple-step positive and negative written directions which include prepositions.
ELL.1-2.R.4.HI-17 - (x0)	(x0) - identifying a variety of sources (e.g., trade books, encyclopedias, magazine, electronic sources, and textbooks) that may be used to answer specific questions and/or gather information.
ELL.1-2.R.4.HI-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.HI-19 - (x0)	(x0) - locating specific information by using organizational features (e.g., titles, table of contents, heading captions, bold print, glossary, indices) in expository text.
ELL.1-2.R.4.HI-2 - (x1)	(x1) - comparing a prediction about an action or event to what actually occurred within a text.
ELL.1-2.R.4.HI-20 - (x0)	(x0) - identifying words (nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.
ELL.1-2.R.4.HI-21 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience (alliteration, onomatopoeia) in a literary selection.
ELL.1-2.R.4.HI-3 - (x0)	(x0) - locating facts and answering questions about text.
ELL.1-2.R.4.HI-4 - (x0)	(x0) - asking questions to clarify text.
ELL.1-2.R.4.HI-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end with transition words/phrases in complete sentences.
ELL.1-2.R.4.HI-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.HI-7 - (x0)	(x0) - summarizing the main idea and details from text, using complete sentences.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.R.4.HI-8 - (x0)	(x0) - extracting and interpreting specific information from external text features of text.
ELL.1-2.R.4.HI-9 - (x0)	(x0) - identifying the author's purpose for writing a book .
ELL.1-2.R.4.LI-1 - (x0)	(x0) - identifying characteristics of literary selections that designate the text as fiction or nonfiction.
ELL.1-2.R.4.LI-10 - (x0)	(x0) - identifying cause and effect of specific events in a literary selection using sentence frames.
ELL.1-2.R.4.LI-11 - (x0)	(x0) - describing characters from a literary selection.
ELL.1-2.R.4.LI-12 - (x0)	(x0) - describing the setting from a literary selection.
ELL.1-2.R.4.LI-13 - (x0)	(x0) - paraphrasing the key events or ideas from a literary selection.
ELL.1-2.R.4.LI-14 - (x0)	(x0) - identifying the plot (specific events, problem and solution) in a literary selection.
ELL.1-2.R.4.LI-15 - (x0)	(x0) - locating information from a completed graphic organizer.
ELL.1-2.R.4.LI-16 - (x0)	(x0) - following multiple-step positive and negative written directions which include prepositions.
ELL.1-2.R.4.LI-17 - (x0)	(x0) - identifying a variety of sources (e.g., trade books, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or to gather information with instructional support.
ELL.1-2.R.4.LI-18 - (x0)	(x0) - interpreting signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.LI-19 - (x0)	(x0) - identifying organizational features (e.g., titles, table of contents, heading bold print) of expository text.
ELL.1-2.R.4.LI-2 - (x0)	(x0) - predicting what might happen next in a reading selection.
ELL.1-2.R.4.LI-20 - (x0)	(x0) - identifying words (nouns and adjectives) that the author selects in a literary selection to create a graphic visual image with instructional support.
ELL.1-2.R.4.LI-21 - (x0)	(x0) - identifying words that the author selects to create a rich auditory experience in a literary selection with instructional support.
ELL.1-2.R.4.LI-3 - (x0)	(x0) - answering questions about text.
ELL.1-2.R.4.LI-4 - (x0)	(x0) - asking questions to clarify text.
ELL.1-2.R.4.LI-5 - (x0)	(x0) - sequencing a story or event with a beginning, middle and end in complete sentences.
ELL.1-2.R.4.LI-6 - (x0)	(x0) - making connections to text while reading (text-to-text and text-to-self).
ELL.1-2.R.4.LI-7 - (x0)	(x0) - paraphrasing the main idea and details from text, using complete sentences.
ELL.1-2.R.4.LI-8 - (x0)	(x0) - locating specific information from external text features of text.
ELL.1-2.R.4.LI-9 - (x0)	(x0) - identifying the purpose for reading specific books.
ELL.1-2.R.4.PE-1 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-10 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-11 - (x0)	(x0) - identifying main characters by pointing, naming or labeling from a literary selection read aloud.
ELL.1-2.R.4.PE-12 - (x0)	(x0) - identifying the setting from a selection read aloud.
ELL.1-2.R.4.PE-13 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-14 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-15 - (x0)	(x0) - participating in teacher guided discussions about information from a completed graphic organizer.
ELL.1-2.R.4.PE-16 - (x0)	(x0) - following one- or two-step written directions accompanied by visual cues to complete classroom routines.
ELL.1-2.R.4.PE-17 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-18 - (x0)	(x0) - recognizing signs, labels, symbols and captions within the environment.
ELL.1-2.R.4.PE-19 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-2 - (x0)	(x0) - making predictions based on cover, title and illustrations with instructional support.
ELL.1-2.R.4.PE-20 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-21 - (x0)	(x0) - participating in choral reading (clapping and chanting) in response to the rhyme and rhythm of predictably patterned literary selections.
ELL.1-2.R.4.PE-3 - (x0)	(x0) - answering yes/no questions about text heard or read, with instructional support.
ELL.1-2.R.4.PE-4 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.R.4.PE-5 - (x0)	(x0) - sequencing pictures to retell text heard or read.
ELL.1-2.R.4.PE-6 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-7 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-8 - (x0)	(x0) - N/A
ELL.1-2.R.4.PE-9 - (x0)	(x0) - N/A
ELL.1-2.W.1.B-1 - (x6)	(x6) - writing a short text about events or characters from familiar stories with instructional support.
ELL.1-2.W.1.B-2 - (x0)	(x0) - participating in guided writing of simple rhymes, chants or poetry.
ELL.1-2.W.1.B-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using key words and phrases with instructional support.
ELL.1-2.W.1.B-4 - (x4)	(x4) - creating expository text (e.g., labels, lists observations, and journals) using key words and phrases based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.B-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using key words and phrases with instructional support.
ELL.1-2.W.1.B-6 - (x0)	(x0) - writing a short friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, and closing, etc.) with instructional support.
ELL.1-2.W.1.B-7 - (x20)	(x20) - writing a response to a literary selection that identifies the characters, setting, sequence of events and main idea with instructional support.
ELL.1-2.W.1.B-8 - (x6)	(x6) - participating in the guided writing of a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.
ELL.1-2.W.1.E-1 - (x0)	(x0) - writing key words and simple phrases about an event or character from a story using key words commonly used in the classroom.
ELL.1-2.W.1.E-2 - (x0)	(x0) - participating in guided writing of simple rhymes or chants.
ELL.1-2.W.1.E-3 - (x0)	(x0) - summarizing the key events or ideas of informational text by drawing and labeling pictures with instructional support.
ELL.1-2.W.1.E-4 - (x0)	(x0) - creating expository text through drawing and labeling pictures based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.E-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using labels and drawings with instructional support.
ELL.1-2.W.1.E-6 - (x0)	(x0) - writing a short friendly letter or thank-you note by completing a template (e.g., heading, greeting, body, closing, etc.) with instructional support.
ELL.1-2.W.1.E-7 - (x0)	(x0) - creating a response to a literary selection using pictures and labels that identify the characters, setting and sequence of events with instructional support.
ELL.1-2.W.1.E-8 - (x0)	(x0) - creating a response to a literary selection using pictures with/without labels that connects text to self with instructional support.
ELL.1-2.W.1.HI-1 - (x0)	(x0) - writing a narrative or short story that includes a main idea, character, setting and a sequence of events.
ELL.1-2.W.1.HI-2 - (x0)	(x0) - writing simple rhymes, chants and poetry.
ELL.1-2.W.1.HI-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using simple sentences.
ELL.1-2.W.1.HI-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience.
ELL.1-2.W.1.HI-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences.
ELL.1-2.W.1.HI-6 - (x0)	(x0) - writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.)
ELL.1-2.W.1.HI-7 - (x0)	(x0) - writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution.
ELL.1-2.W.1.HI-8 - (x0)	(x0) - writing a short response to a literary selection that connects text to self, text to world, or text to other text.
ELL.1-2.W.1.LI-1 - (x0)	(x0) - writing a narrative or short story that includes a main idea, character, setting and a sequence of events with instructional support.
ELL.1-2.W.1.LI-2 - (x0)	(x0) - writing simple patterned chants, rhymes or poetry with instructional support.
ELL.1-2.W.1.LI-3 - (x0)	(x0) - completing a written summary of the key events or ideas of informational text using simple sentences with instructional support.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.W.1.LI-4 - (x0)	(x0) - creating expository text (e.g., labels, lists observations, and journals) using simple sentences based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.LI-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using complete sentences with instructional support.
ELL.1-2.W.1.LI-6 - (x0)	(x0) - writing a friendly letter or thank-you note that is organized and uses a proper format (e.g., heading, greeting, body, closing, etc.) with instructional support.
ELL.1-2.W.1.LI-7 - (x0)	(x0) - writing a response to a literary selection that identifies the characters, setting, and sequence of events, main idea, problem and solution with instructional support.
ELL.1-2.W.1.LI-8 - (x0)	(x0) - writing a short response to a literary selection that connects text to self, text to world, or text to other text with instructional support.
ELL.1-2.W.1.PE-1 - (x0)	(x0) - drawing pictures of an event or character from a story.
ELL.1-2.W.1.PE-2 - (x0)	(x0) - participating in guided writing of simple chants.
ELL.1-2.W.1.PE-3 - (x0)	(x0) - summarizing the key events or ideas of informational text by drawing pictures with instructional support.
ELL.1-2.W.1.PE-4 - (x0)	(x0) - creating expository text through drawing and/or pictures based on research, observation, and/or experience with instructional support.
ELL.1-2.W.1.PE-5 - (x0)	(x0) - creating a variety of functional texts (e.g., classroom rules, letters, notes, messages, directions, etc.) using drawings with instructional support.
ELL.1-2.W.1.PE-6 - (x0)	(x0) - participating in the guided writing of a short friendly letter or thank-you note (e.g., heading, greeting, body, and closing, etc.) with the teacher as a scribe.
ELL.1-2.W.1.PE-7 - (x0)	(x0) - creating a response to a literary selection using pictures that identify the characters, setting and sequence of events with instructional support.
ELL.1-2.W.1.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.2.B-1 - (x2)	(x2) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.B-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.B-11 - (x0)	(x0) - using noun and/or prepositional phrases in sentences.
ELL.1-2.W.2.B-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O) in a variety of writing applications.
ELL.1-2.W.2.B-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.B-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.B-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.B-2 - (x0)	(x0) - using mechanics of writing to organize writing (left to right and top to bottom with spacing between words and lines).
ELL.1-2.W.2.B-3 - (x13)	(x13) - using common spelling patterns (i.e., onset and rimes, word families, and CVC words) to spell words.
ELL.1-2.W.2.B-4 - (x3)	(x3) - using resources to spell words (word walls, environmental print, picture dictionaries).
ELL.1-2.W.2.B-5 - (x0)	(x0) - spelling high frequency words using resources.
ELL.1-2.W.2.B-6 - (x0)	(x0) - capitalizing the pronoun "I", names, and the first word of a sentence.
ELL.1-2.W.2.B-7 - (x0)	(x0) - using periods, question marks and exclamation points with instructional support.
ELL.1-2.W.2.B-8 - (x8)	(x8) - using various subjects (singular/plural common nouns, singular proper nouns, pronouns, and possessive pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.B-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present progressive) in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-1 - (x3)	(x3) - legibly writing the upper and lower case letters of the alphabet and numerals with modeled directionality.
ELL.1-2.W.2.E-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-11 - (x0)	(x0) - using noun phrases in sentences with instructional support.
ELL.1-2.W.2.E-12 - (x0)	(x0) - participating in shared writing that includes declarative sentences in a variety of writing applications.
ELL.1-2.W.2.E-13 - (x0)	(x0) - participating in shared writing that includes interrogative sentences in a variety of writing applications.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.W.2.E-14 - (x0)	(x0) - participating in shared writing that includes exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.E-15 - (x0)	(x0) - participating in shared writing that includes imperative sentences in a variety of writing applications.
ELL.1-2.W.2.E-2 - (x0)	(x0) - using instructional model for mechanics of writing (left to right and top to bottom with spacing between words).
ELL.1-2.W.2.E-3 - (x0)	(x0) - applying knowledge of letter-sound relationships to spell simple words with consonants and vowels (CVC patterns) with instructional support.
ELL.1-2.W.2.E-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print) with instructional support.
ELL.1-2.W.2.E-5 - (x0)	(x0) - copying high frequency words.
ELL.1-2.W.2.E-6 - (x0)	(x0) - using a capital letter for the pronoun "I" and names.
ELL.1-2.W.2.E-7 - (x0)	(x0) - adding periods, question marks and exclamation points to denote the end of simple sentences with prompting.
ELL.1-2.W.2.E-8 - (x0)	(x0) - using various subjects (singular common nouns, pronouns, singular proper nouns, and possessive pronouns) in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.E-9 - (x0)	(x0) - using verb tenses (i.e., simple-present and present progressive) in a variety of writing applications with instructional support.
ELL.1-2.W.2.HI-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.HI-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.HI-11 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.1-2.W.2.HI-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.1-2.W.2.HI-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications.
ELL.1-2.W.2.HI-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.HI-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications.
ELL.1-2.W.2.HI-2 - (x0)	(x0) - using mechanics of writing to organize writing.
ELL.1-2.W.2.HI-3 - (x0)	(x0) - using common spelling patterns, simple prefixes (re-, un-), suffixes and regular inflectional endings (-ed) to spell words.
ELL.1-2.W.2.HI-4 - (x0)	(x0) - using resources to spell words.
ELL.1-2.W.2.HI-5 - (x0)	(x0) - spelling high frequency words.
ELL.1-2.W.2.HI-6 - (x0)	(x0) - capitalizing the pronoun "I," the first word of a sentence, proper nouns (names, days, months, and titles).
ELL.1-2.W.2.HI-7 - (x0)	(x0) - using periods, question marks, exclamation points, commas for items in a series (e.g., eggs, milk, bread, bananas etc.), and apostrophes (possessives, contractions).
ELL.1-2.W.2.HI-8 - (x0)	(x0) - using various subjects (common nouns, singular and plural proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.HI-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing.
ELL.1-2.W.2.LI-1 - (x0)	(x0) - legibly writing all upper and lower case letters and numerals attending to form and spatial alignment.
ELL.1-2.W.2.LI-10 - (x0)	(x0) - using subject-verb agreement in sentences in a variety of writing applications with instructional support.
ELL.1-2.W.2.LI-11 - (x0)	(x0) - using noun, adverbial and/or prepositional phrases in sentences.
ELL.1-2.W.2.LI-12 - (x0)	(x0) - using declarative sentences (S-V, S-V-C, S-V-O), positive (I am tall.) and negative (I am not tall.) sentence construction forms, in a variety of writing applications.
ELL.1-2.W.2.LI-13 - (x0)	(x0) - using interrogative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.LI-14 - (x0)	(x0) - using exclamatory sentences in a variety of writing applications.
ELL.1-2.W.2.LI-15 - (x0)	(x0) - using imperative sentences in a variety of writing applications, with instructional support.
ELL.1-2.W.2.LI-2 - (x0)	(x0) - using mechanics of writing to organize writing.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.W.2.LI-3 - (x0)	(x0) - using common spelling patterns (i.e., onset and rimes, word families, and CVC words) regular plurals and simple suffixes (-ing, -s/es, -ly), to spell words.
ELL.1-2.W.2.LI-4 - (x0)	(x0) - using resources to spell words (word walls, environmental print, picture dictionaries, and dictionaries).
ELL.1-2.W.2.LI-5 - (x0)	(x0) - spelling high frequency words.
ELL.1-2.W.2.LI-6 - (x0)	(x0) - capitalizing the pronoun "I," the first word of a sentence and proper nouns (names).
ELL.1-2.W.2.LI-7 - (x0)	(x0) - using periods, question marks, exclamation points and commas for items in a series (e.g., eggs, milk, bread, bananas, etc.) with instructional support.
ELL.1-2.W.2.LI-8 - (x0)	(x0) - using various subjects (common nouns, singular proper nouns, pronouns, possessive nouns and pronouns) in sentences in a variety of writing applications.
ELL.1-2.W.2.LI-9 - (x0)	(x0) - using verb tenses (i.e., simple-present, past, future; present and past progressive) in a variety of writing, with instructional support.
ELL.1-2.W.2.PE-1 - (x0)	(x0) - copying the upper and lower case letters of the alphabet and numerals with modeled directionality.
ELL.1-2.W.2.PE-10 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-11 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-12 - (x0)	(x0) - participating in shared writing that includes declarative sentences in a variety of writing applications.
ELL.1-2.W.2.PE-13 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-14 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-15 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-2 - (x0)	(x0) - copying modeled writing left to right and top to bottom with spacing between words.
ELL.1-2.W.2.PE-3 - (x0)	(x0) - applying knowledge of letter-sound relationships to represent initial or final consonant sounds in a word.
ELL.1-2.W.2.PE-4 - (x0)	(x0) - using resources to spell words (word walls and environmental print) with instructional support.
ELL.1-2.W.2.PE-5 - (x0)	(x0) - copying high frequency words.
ELL.1-2.W.2.PE-6 - (x0)	(x0) - correctly printing first name with a capital letter.
ELL.1-2.W.2.PE-7 - (x0)	(x0) - adding periods to denote the end of simple sentences with prompting.
ELL.1-2.W.2.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.2.PE-9 - (x0)	(x0) - N/A
ELL.1-2.W.3.B-1 - (x2)	(x2) - generating ideas through class discussion and guided writing to record ideas (e.g., graphic organizers, etc.) with instructional support.
ELL.1-2.W.3.B-2 - (x2)	(x2) - participating in a discussion of the purpose for a writing piece and who the intended audience will be.
ELL.1-2.W.3.B-3 - (x1)	(x1) - contributing to the writing of a draft of an idea or story based on a class/small group generated pre-writing plan with teacher/peer as scribe.
ELL.1-2.W.3.B-4 - (x0)	(x0) - re-reading a class/small group draft for clarity and changing or adding relevant details as needed as modeled by teacher.
ELL.1-2.W.3.B-5 - (x0)	(x0) - participating in the evaluation of a class/small group draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.
ELL.1-2.W.3.B-6 - (x1)	(x1) - participating in the editing of class/small group draft for conventions with teacher modeling the use of simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.).
ELL.1-2.W.3.B-7 - (x1)	(x1) - finalizing a class/small group generated piece for sharing with an intended audience as modeled by the teacher.
ELL.1-2.W.3.E-1 - (x0)	(x0) - generating ideas through class discussion and drawing a picture or storyboard of the ideas generated (e.g., brainstorming, webbing, and drawings, etc.) with instructional support.
ELL.1-2.W.3.E-2 - (x0)	(x0) - participating in a discussion of the purpose for a writing piece (e.g., sentence frames, echoing, pictures, etc.) with instructional support.
ELL.1-2.W.3.E-3 - (x0)	(x0) - creating a pictorial draft with labels (words and phrases) of an idea or story.
ELL.1-2.W.3.E-4 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-5 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.W.3.E-6 - (x0)	(x0) - N/A
ELL.1-2.W.3.E-7 - (x0)	(x0) - N/A
ELL.1-2.W.3.HI-1 - (x0)	(x0) - generating ideas through student-led prewriting activities (e.g., advanced graphic organizers, etc.) and student recording of the ideas.
ELL.1-2.W.3.HI-2 - (x0)	(x0) - determining the purpose and intended audience of a writing piece.
ELL.1-2.W.3.HI-3 - (x0)	(x0) - writing a student generated draft with a main idea and supporting details in a logical sequence.
ELL.1-2.W.3.HI-4 - (x0)	(x0) - re-reading a student generated draft orally for clarity and changing or adding relevant details as needed.
ELL.1-2.W.3.HI-5 - (x0)	(x0) - evaluating a student generated draft for the use of word choice and organization with the assistance of teacher, peer, a checklist, or a rubric.
ELL.1-2.W.3.HI-6 - (x0)	(x0) - using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft.
ELL.1-2.W.3.HI-7 - (x0)	(x0) - finalizing a student generated piece legibly and accurately for sharing with an intended audience.
ELL.1-2.W.3.LI-1 - (x0)	(x0) - generating ideas through teacher-led prewriting activities (e.g., graphic organizers, etc.) and student recording of the ideas.
ELL.1-2.W.3.LI-2 - (x0)	(x0) - determining the purpose (e.g., to entertain, to inform, to communicate, etc.) and intended audience of a writing piece with instructional support.
ELL.1-2.W.3.LI-3 - (x0)	(x0) - writing a student generated draft that includes a main idea and supporting details based on a prewriting plan with instructional support.
ELL.1-2.W.3.LI-4 - (x0)	(x0) - re-reading a student generated draft orally for clarity and changing or adding relevant details as needed with instructional support.
ELL.1-2.W.3.LI-5 - (x0)	(x0) - evaluating a student generated draft for the use of word choice and organization with the teacher modeling the use of a checklist or a rubric.
ELL.1-2.W.3.LI-6 - (x0)	(x0) - using simple resources (e.g., word walls, primary dictionaries, conventions checklists, etc.) for reviewing and correcting conventions in a student generated draft with instructional support.
ELL.1-2.W.3.LI-7 - (x0)	(x0) - finalizing a student generated piece legibly and accurately for sharing with an intended audience with instructional support.
ELL.1-2.W.3.PE-1 - (x0)	(x0) - generating ideas through class discussion and drawing a picture of the ideas generated (e.g., brainstorming, webbing, and drawings, etc.) with instructional support.
ELL.1-2.W.3.PE-2 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-3 - (x0)	(x0) - creating a pictorial draft of an idea or story.
ELL.1-2.W.3.PE-4 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-5 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-6 - (x0)	(x0) - N/A
ELL.1-2.W.3.PE-7 - (x0)	(x0) - N/A
ELL.1-2.W.4.B-1 - (x1)	(x1) - participating in writing a class/small group generated text that expresses a main idea as modeled by the teacher.
ELL.1-2.W.4.B-2 - (x1)	(x1) - participating in writing relevant details that support the main idea in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.B-3 - (x0)	(x0) - organizing class/small group generated text to include a clear beginning, middle, and end as modeled by the teacher.
ELL.1-2.W.4.B-4 - (x0)	(x0) - organizing a class/small group generated text using transitional words to indicate a beginning, middle, and end as modeled by the teacher.
ELL.1-2.W.4.B-5 - (x0)	(x0) - organizing a class/small group generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.) as modeled by the teacher.
ELL.1-2.W.4.B-6 - (x0)	(x0) - selecting words to use in a class/small group generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) as modeled by the teacher.
ELL.1-2.W.4.B-7 - (x0)	(x0) - selecting expressive or descriptive phrases/short sentences to use in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.B-8 - (x0)	(x0) - selecting the appropriate interjections to use in class/small group generated text as modeled by the teacher.

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.W.4.E-1 - (x0)	(x0) - drawing and labeling pictures that relate to one main idea.
ELL.1-2.W.4.E-2 - (x0)	(x0) - drawing and labeling pictures of relevant details that support the main idea.
ELL.1-2.W.4.E-3 - (x0)	(x0) - organizing text with a given pattern to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.E-4 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-5 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-6 - (x0)	(x0) - N/A
ELL.1-2.W.4.E-7 - (x0)	(x0) - selecting key words to use in a class/small group generated text as modeled by the teacher.
ELL.1-2.W.4.E-8 - (x0)	(x0) - N/A
ELL.1-2.W.4.HI-1 - (x0)	(x0) - writing student generated text that expresses a main idea.
ELL.1-2.W.4.HI-2 - (x0)	(x0) - writing relevant details that support the main idea in a student generated text.
ELL.1-2.W.4.HI-3 - (x0)	(x0) - organizing student generated text to include a clear beginning, middle, and end.
ELL.1-2.W.4.HI-4 - (x0)	(x0) - organizing a student generated text using transitional words to indicate a beginning, middle, and end.
ELL.1-2.W.4.HI-5 - (x0)	(x0) - organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.).
ELL.1-2.W.4.HI-6 - (x0)	(x0) - using a variety of words in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.).
ELL.1-2.W.4.HI-7 - (x0)	(x0) - using expressive or descriptive phrases/sentences in student generated text.
ELL.1-2.W.4.HI-8 - (x0)	(x0) - using the appropriate interjections in student generated text.
ELL.1-2.W.4.LI-1 - (x0)	(x0) - writing student generated text that expresses a main idea with instructional support.
ELL.1-2.W.4.LI-2 - (x0)	(x0) - writing relevant details that support the main idea in a student generated text with instructional support.
ELL.1-2.W.4.LI-3 - (x0)	(x0) - organizing student generated text to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.LI-4 - (x0)	(x0) - organizing a student generated text using transitional words to indicate a beginning, middle, and end with instructional support.
ELL.1-2.W.4.LI-5 - (x0)	(x0) - organizing a student generated text in a selected format (e.g., friendly letter, narrative, expository text, etc.) with instructional support.
ELL.1-2.W.4.LI-6 - (x0)	(x0) - selecting words to use in a student generated text to create a picture in the reader's mind and to convey the intended meaning (e.g., shades of meaning/big, large, enormous, etc.) with instructional support.
ELL.1-2.W.4.LI-7 - (x0)	(x0) - selecting expressive or descriptive phrases/short sentences to use in student generated text with instructional support.
ELL.1-2.W.4.LI-8 - (x0)	(x0) - selecting the appropriate interjections to use in student generated text with instructional support.
ELL.1-2.W.4.PE-1 - (x0)	(x0) - drawing pictures that relate to one main idea.
ELL.1-2.W.4.PE-2 - (x0)	(x0) - drawing pictures of relevant details that support the main idea.
ELL.1-2.W.4.PE-3 - (x0)	(x0) - organizing drawings or pictures to include a clear beginning, middle, and end with instructional support.
ELL.1-2.W.4.PE-4 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-5 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-6 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-7 - (x0)	(x0) - N/A
ELL.1-2.W.4.PE-8 - (x0)	(x0) - N/A
ELL.1-2.W.5.B-1 - (x0)	(x0) - completing question frames/templates about a topic or event in order to gather research for a report.
ELL.1-2.W.5.B-2 - (x0)	(x0) - gathering information to answer questions for a report using given frames/ templates.
ELL.1-2.W.5.B-3 - (x0)	(x0) - listing information based on collected data about objects, people or events for a class/small group report.
ELL.1-2.W.5.E-1 - (x0)	(x0) - N/A

Concordia Charter School

AZAcademic Standards2011, *English Language Proficiency - 359 References, Woody, S. (Continued)*

Stage II - 359 References (Continued)

ELL.1-2.W.5.E-2 - (x0)	(x0) - N/A
ELL.1-2.W.5.E-3 - (x0)	(x0) - recording and labeling observations of objects, people or events for a class report (diagrams, pictures, charts) with instructional support.
ELL.1-2.W.5.HI-1 - (x0)	(x0) - formulating and writing questions about a topic or event in order to gather research for a report.
ELL.1-2.W.5.HI-2 - (x0)	(x0) - gathering information to answer questions about a topic or event for a report.
ELL.1-2.W.5.HI-3 - (x0)	(x0) - writing a three paragraph report including a title and three facts based on collected data about objects, people or events.
ELL.1-2.W.5.LI-1 - (x0)	(x0) - formulating and writing questions about a topic or event in order to gather research for a report with instructional support.
ELL.1-2.W.5.LI-2 - (x0)	(x0) - gathering information to answer questions about a topic or event for a report, with instructional support.
ELL.1-2.W.5.LI-3 - (x0)	(x0) - writing phrases and simple sentences in a one paragraph report based on collected data about objects, people or events with instructional support.
ELL.1-2.W.5.PE-1 - (x0)	(x0) - N/A
ELL.1-2.W.5.PE-2 - (x0)	(x0) - N/A
ELL.1-2.W.5.PE-3 - (x0)	(x0) - recording observations by drawing pictures/ representations of objects, people or events for a class report with teacher support.

AZCollege and Career Ready Standards2010, *English Language Arts - 743 References*

Grade 1 - (743 References)

LA.1.AZ.1.L.1.a - (x6)	(x6) - Print all upper- and lowercase letters.
LA.1.AZ.1.L.1.b - (x15)	(x15) - Use common, proper, and possessive nouns.
LA.1.AZ.1.L.1.c - (x0)	(x0) - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
LA.1.AZ.1.L.1.d - (x0)	(x0) - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
LA.1.AZ.1.L.1.e - (x5)	(x5) - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
LA.1.AZ.1.L.1.f - (x5)	(x5) - Use frequently occurring adjectives.
LA.1.AZ.1.L.1.g - (x1)	(x1) - Use frequently occurring conjunctions (e.g., and, but, or, so, because).
LA.1.AZ.1.L.1.h - (x1)	(x1) - Use determiners (e.g., articles, demonstratives).
LA.1.AZ.1.L.1.i - (x1)	(x1) - Use frequently occurring prepositions (e.g., during, beyond, toward).
LA.1.AZ.1.L.1.j - (x16)	(x16) - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
LA.1.AZ.1.L.1.k - (x0)	(x0) - Write multiple sentences in an order that supports a main idea or story .
LA.1.AZ.1.L.2.a - (x0)	(x0) - Capitalize dates and names of people.
LA.1.AZ.1.L.2.b - (x23)	(x23) - Use end punctuation for sentences.
LA.1.AZ.1.L.2.c - (x0)	(x0) - Use commas in dates and to separate single words in a series.
LA.1.AZ.1.L.2.d - (x9)	(x9) - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.1.AZ.1.L.2.e - (x16)	(x16) - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.1.AZ.1.L.3 - (x0)	(x0) - (Begins in grade 2)
LA.1.AZ.1.L.4.a - (x0)	(x0) - Use sentence-level context as a clue to the meaning of a word or phrase.
LA.1.AZ.1.L.4.b - (x0)	(x0) - Use frequently occurring affixes as a clue to the meaning of a word .
LA.1.AZ.1.L.4.c - (x0)	(x0) - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.1.AZ.1.L.5.a - (x8)	(x8) - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.1.AZ.1.L.5.b - (x0)	(x0) - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 743 References, Woody, S. (Continued)*

Grade 1 - 743 References (Continued)

LA.1.AZ.1.L.5.c - (x0)	(x0) - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.1.AZ.1.L.5.d - (x0)	(x0) - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LA.1.AZ.1.L.6 - (x8)	(x8) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
LA.1.AZ.1.RF.1.a - (x6)	(x6) - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.1.AZ.1.RF.2.a - (x2)	(x2) - Distinguish long from short vowel sounds in spoken single-syllable words.
LA.1.AZ.1.RF.2.b - (x26)	(x26) - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.1.AZ.1.RF.2.c - (x31)	(x31) - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.1.AZ.1.RF.2.d - (x43)	(x43) - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.1.AZ.1.RF.3.a - (x5)	(x5) - Know the spelling-sound correspondences for common consonant digraphs.
LA.1.AZ.1.RF.3.b - (x42)	(x42) - Decode regularly spelled one-syllable words.
LA.1.AZ.1.RF.3.c - (x10)	(x10) - Know final -e and common vowel team conventions for representing long vowel sounds.
LA.1.AZ.1.RF.3.d - (x0)	(x0) - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.1.AZ.1.RF.3.e - (x0)	(x0) - Decode two-syllable words following basic patterns by breaking the words into syllables.
LA.1.AZ.1.RF.3.f - (x0)	(x0) - Read words with inflectional endings.
LA.1.AZ.1.RF.3.g - (x32)	(x32) - Recognize and read grade-appropriate irregularly spelled words.
LA.1.AZ.1.RF.4.a - (x29)	(x29) - Read on-level text with purpose and understanding.
LA.1.AZ.1.RF.4.b - (x12)	(x12) - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LA.1.AZ.1.RF.4.c - (x12)	(x12) - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.1.AZ.1.RI.1 - (x0)	(x0) - Ask and answer questions about key details in a text.
LA.1.AZ.1.RI.10.a - (x0)	(x0) - With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.
LA.1.AZ.1.RI.2 - (x1)	(x1) - Identify the main topic and retell key details of a text.
LA.1.AZ.1.RI.3 - (x21)	(x21) - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.1.AZ.1.RI.4 - (x0)	(x0) - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.1.AZ.1.RI.5 - (x0)	(x0) - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.1.AZ.1.RI.6 - (x0)	(x0) - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.1.AZ.1.RI.7 - (x17)	(x17) - Use the illustrations and details in a text to describe its key ideas.
LA.1.AZ.1.RI.8 - (x0)	(x0) - Identify the reasons an author gives to support points in a text.
LA.1.AZ.1.RI.9 - (x12)	(x12) - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.1.AZ.1.RL.1 - (x33)	(x33) - Ask and answer questions about key details in a text.
LA.1.AZ.1.RL.10 - (x38)	(x38) - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
LA.1.AZ.1.RL.2 - (x15)	(x15) - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.1.AZ.1.RL.3 - (x43)	(x43) - Describe characters, settings, and major events in a story, using key details.
LA.1.AZ.1.RL.4 - (x7)	(x7) - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Concordia Charter School

AZCollege and Career Ready Standards2010, *English Language Arts - 743 References, Woody, S. (Continued)*

Grade 1 - 743 References (Continued)

LA.1.AZ.1.RL.5 - (x9)	(x9) - Explain major differences between books that tell stories and books that give information , drawing on a wide reading of a range of text types.
LA.1.AZ.1.RL.6 - (x1)	(x1) - Identify who is telling the story at various points in a text.
LA.1.AZ.1.RL.7 - (x35)	(x35) - Use illustrations and details in a story to describe its characters, setting, or events.
LA.1.AZ.1.RL.8 - (x0)	(x0) - (Not applicable to literature)
LA.1.AZ.1.RL.9 - (x7)	(x7) - Compare and contrast the adventures and experiences of characters in stories.
LA.1.AZ.1.SL.1.a - (x0)	(x0) - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.1.AZ.1.SL.1.b - (x0)	(x0) - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.1.AZ.1.SL.1.c - (x7)	(x7) - Ask questions to clear up any confusion about the topics and texts under discussion.
LA.1.AZ.1.SL.2 - (x13)	(x13) - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.1.AZ.1.SL.3 - (x5)	(x5) - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.1.AZ.1.SL.4 - (x22)	(x22) - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.1.AZ.1.SL.5 - (x23)	(x23) - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.1.AZ.1.SL.6 - (x14)	(x14) - Produce complete sentences when appropriate to task and situation.
LA.1.AZ.1.W.1 - (x4)	(x4) - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.1.AZ.1.W.10 - (x0)	(x0) - (Begins in grade 3)
LA.1.AZ.1.W.2 - (x5)	(x5) - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.1.AZ.1.W.3 - (x10)	(x10) - Write narratives in which they recount two or more appropriately sequenced events , include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.1.AZ.1.W.4.a - (x0)	(x0) - With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
LA.1.AZ.1.W.5 - (x3)	(x3) - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
LA.1.AZ.1.W.6 - (x1)	(x1) - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.1.AZ.1.W.7 - (x0)	(x0) - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
LA.1.AZ.1.W.8 - (x33)	(x33) - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.1.AZ.1.W.9 - (x0)	(x0) - (Begins in grade 4)

Grade 1 - (72 References)

MA.1.1.G.A.1 - (x8)	(x8) - Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
MA.1.1.G.A.2 - (x4)	(x4) - Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
MA.1.1.G.A.3 - (x6)	(x6) - Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MA.1.1.MD.A.1 - (x7)	(x7) - Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Concordia Charter School

AZCollege and Career Ready Standards2010, *Mathematics - 72 References, Woody, S. (Continued)*

Grade 1 - 72 References (Continued)

MA.1.1.MD.A.2 - (x3)	(x3) - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
MA.1.1.MD.B.3 - (x3)	(x3) - Tell and write time in hours and half-hours using analog and digital clocks.
MA.1.1.MD.C.4 - (x5)	(x5) - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
MA.1.1.NBT.A.1 - (x3)	(x3) - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
MA.1.1.NBT.B.2.a - (x5)	(x5) - 10 can be thought of as a bundle of ten ones - called a "ten."
MA.1.1.NBT.B.2.b - (x1)	(x1) - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
MA.1.1.NBT.B.2.c - (x5)	(x5) - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
MA.1.1.NBT.B.3 - (x1)	(x1) - Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
MA.1.1.NBT.C.4 - (x5)	(x5) - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
MA.1.1.NBT.C.5 - (x2)	(x2) - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
MA.1.1.NBT.C.6 - (x0)	(x0) - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.1.1.OA.A.1 - (x5)	(x5) - Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.1.1.OA.A.2 - (x4)	(x4) - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
MA.1.1.OA.B.3 - (x0)	(x0) - Apply properties of operations as strategies to add and subtract.
MA.1.1.OA.B.4 - (x0)	(x0) - Understand subtraction as an unknown-addend problem.
MA.1.1.OA.C.5 - (x3)	(x3) - Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
MA.1.1.OA.C.6 - (x2)	(x2) - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
MA.1.1.OA.D.7 - (x0)	(x0) - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
MA.1.1.OA.D.8 - (x0)	(x0) - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Total Standards Linked: 9,790

Alignment Chart for Unit 1

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 1		Lessons									
		1	2	3	4	5	6	7	8	9	10
Reading Standards for Foundational Skills: Kindergarten											
Print Concepts											
STD RF.K.1a	Follow words from left to right, top to bottom, and page by page.										
CKLA Goal(s)	Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back)	<input checked="" type="checkbox"/>									
	Establish bodily and spatial awareness	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							
Phonological Awareness											
STD RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).										
CKLA Goal(s)	Identify environmental sounds				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
	Count the number of environmental sounds heard (e.g., clapping, rhythm band instruments)	<input checked="" type="checkbox"/>									
	Identify whether environmental sounds are the same or different	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
	Segment spoken sentences into words	<input checked="" type="checkbox"/>									
Presentation of Knowledge and Ideas											
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.										
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly	<input checked="" type="checkbox"/>									

Alignment Chart for Nursery Rhymes and Fables

The following chart contains both core content and language arts objectives. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Nursery Rhymes and Fables	Lesson											
	1	2	3	4	5	6	7	8	9	10	11	12
Core Content Objectives												
Demonstrate familiarity with particular nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Describe the characters and/or events in nursery rhymes and fables	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recite certain nursery rhymes	✓	✓	✓		✓	✓		✓	✓			
Identify rhyming words in nursery rhymes		✓			✓	✓		✓	✓			
Identify lines that repeat in nursery rhymes							✓					
Identify dialogue in nursery rhymes and fables									✓	✓		
Explain that fables teach a lesson that is stated as the moral of the story										✓	✓	✓
Identify the moral of fables										✓	✓	✓
Explain how animals often act as people in fables (personification)										✓	✓	✓

Reading Standards for Literature: Kindergarten

Key Ideas and Details

STD RL.K.1 With prompting and support, ask and answer questions about key details in a text.

CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i>) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud	✓										
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓										

STD RL.K.2 With prompting and support, retell familiar stories, including key details.

CKLA Goal(s)	With prompting and support, retell or dramatize fiction read-alouds, including key details	✓		✓		✓				✓	✓	✓	
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STD RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

CKLA Goal(s)	With prompting and support, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud	✓										
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Craft and Structure

STD RL.K.4 Ask and answer questions about unknown words in a text.

CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in fiction read-alouds and discussions	✓										
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STD RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

CKLA Goal(s)	Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems	✓										
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Integration of Knowledge and Ideas

STD RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CKLA Goal(s)	With prompting and support, describe illustrations from a fiction read-aloud, using the illustrations to check and support comprehension of the read-aloud	✓										
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STD RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single fiction read-aloud or between two or more fiction read-alouds	✓				✓			✓				
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Range of Reading and Level of Text Complexity

STD RL.K.10 Actively engage in group reading activities with purpose and understanding.

CKLA Goal(s)	Actively engage in fiction read-alouds	✓										
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**Alignment Chart for
Nursery Rhymes and Fables**

Lesson

1	2	3	4	5	6	7	8	9	10	11	12
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Speaking and Listening Standards: Kindergarten

Comprehension and Collaboration

STD SL.K.1

Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups

STD SL.K.1a

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CKLA Goal(s)

Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)



STD SL.K.1b

Continue a conversation through multiple exchanges.

CKLA Goal(s)

Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age



STD SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CKLA Goal(s)

Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud



Presentation of Knowledge and Ideas

STD SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CKLA Goal(s)

Describe familiar people, places, things, and events, and with prompting and support, provide additional detail



STD SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CKLA Goal(s)

Speak audibly and express thoughts, feelings, and ideas clearly



***Alignment Chart for
Nursery Rhymes and Fables***

Lesson

1 2 3 4 5 6 7 8 9 10 11 12

Additional CKLA Goals

Explain that certain nursery rhymes are realistic texts because events in the nursery rhyme could really happen and certain nursery rhymes and fables are fantasy because events couldn't really happen (e.g., animals cannot talk)

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Prior to or while listening to a nursery rhyme or fable, orally predict what will happen in the read-aloud based on the title, pictures, text heard thus far, and/or prior knowledge, and then compare the actual outcomes to the prediction

✓ ✓ ✓ ✓ ✓

Discuss personal responses to a given topic and connect those to a character in the nursery rhyme or fable

✓ ✓ ✓ ✓ ✓

Prior to listening to a nursery rhyme, identify orally what they know about a given topic

✓ ✓ ✓ ✓ ✓



EXPEDITIONARY
LEARNING

Grade 6: Curriculum Map



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These grades 6–8 curriculum modules are designed to address CCSS ELA outcomes during a 45-minute English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.
- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts



students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”

- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Reading Closely and Writing to Learn	Working with Evidence	Working with Evidence (Drama)	Understanding Perspectives	Understanding Perspectives	Reading for Research and Writing an Argument
Module Title	Myths: Not Just Long Ago	Rules to Live By	Voices of Adversity	The Land of the Golden Mountain	Sustaining the Oceans	Insecticides: Costs vs. Benefits
Description	<p>Students study the purposes and elements of mythology. Students read Rick Riordan’s <i>The Lightning Thief</i> with a focus on the archetypal hero’s journey and close reading of the many mythical allusions. They also read complex informational texts about the elements of mythology.</p> <p>As a whole class, students will closely read several complex Greek myths, and then work in small groups to build expertise on an additional myth. Students then develop their narrative writing skills as they create their own hero’s journey narrative.</p>	<p>How do people formulate and use “rules” to improve their lives and communicate these “rules” to others? Students consider these questions as they read a variety of texts. They begin with <i>Bud, not Buddy</i>, analyzing character development and considering how figurative language contributes to tone and meaning. They then read closely Steve Jobs’ speech, (focusing on how Jobs develops his ideas at the paragraph, sentence, and word level) and analyze the poem “If” to compare and contrast how the novel and the poem address a similar theme. In an argument essay, students establish a claim about how Bud uses his rules. Finally, students conduct a short research project related to their own “rules to live by” and then write an essay to inform about one important “rule to live by.”</p>	<p>Students explore the idea of adversity of people across time and place, and through multiple modes of writing. Students begin this module with a research-based unit on the Middle Ages. They break into expert groups to read closely about one demographic group in order to write an informational essay based on their research. Students then move on to read literature: <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, in order to identify the various adversities faced by this cast of characters and to examine the author’s craft. To conclude the unit students move into modern voices of adversity by reading concrete poems in the books <i>Blue Lipstick</i> and <i>Technically, It’s Not My Fault</i> and write their own text about adversities faced by sixth-graders.</p>	<p>Students study how an author develops point of view and how an author’s perspective, based on his or her culture, is evident in the writing. As students read Lawrence Yep’s <i>Dragonwings</i>, they analyze how Yep has developed the point of view of the narrator, Moon Shadow. They also read excerpts of Yep’s biography <i>The Lost Garden</i> to determine how his culture and experiences have shaped his perspective as evidenced in the novel. They read accounts by people from the turn of the century in San Francisco, analyzing perspective and comparing the accounts to those in the novel. Finally, students write newspaper articles that convey multiple perspectives about life for Chinese immigrants in San Francisco in the early 1900s.</p>	<p>Students study how an author develops point of view and how an author’s perspective, based on his or her geographic location, is evident in his or her writing. Students consider point of view as they learn about ocean conservation and the impact of human activities on life in the oceans. They read Mark Kurlansky’s <i>World without Fish</i>, and analyze how point of view and perspective is conveyed, and trace the idea of fish depletion throughout the text. Students also read <i>Flush</i>, a high-interest novel and excerpts of an interview with author Carl Hiaasen to determine how his geographic location in Florida shaped his perspective and how his perspective is evident in his novel. To conclude the module students write an informative consumer guide about buying fish to be put in a grocery store</p>	<p>Students consider the balance between human needs and environmental consequences as they read the novel <i>Frightful’s Mountain</i> and complex informational texts about the benefits and drawbacks of the use of DDT. They learn how to trace and evaluate an argument in written texts and videos on this topic, and conduct both supported and independent research. Through structured discussions and decision-making protocols, students form their own argument about the use of DDT. Students then apply their research to write a position paper in which they support that claim with evidence.</p>



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
<p>Texts (central text(s) in bold)¹</p>	<ul style="list-style-type: none"> • “The Fates,” based on E.M. Berens (RL, 1230L) • “The Story of Medusa and Athena,” by Leanne Guenther (RL, 1200L) • Cronus,” based on E.M. Berens (RL, 980L) • “Myths and Legends,” based on E.M. Berens (RI, 1150L) • “Shrouded in Myth,” Jessica Fisher Neidl (RI, 1100L) • “Key Elements of Mythology,” Expeditionary Learning (RI, 1080L) • “The Hero’s Journey,” Expeditionary Learning (RI, 865L) • “Prometheus and Pandora,” based on Jean Lang (RL, 920L) • “Theseus and the Minotaur,” based on Nathaniel Hawthorne (RL, 920L) • The Lightning Thief, Rick Riordan (RL, 740L) • The Golden Key, Expeditionary Learning (RL, 665L) 	<ul style="list-style-type: none"> • Bud, Not Buddy, Christopher Paul Curtis (RL, 950L) • “If,” Rudyard Kipling (RL poem, NL) (also audio version: http://archive.org/details/if_kipling_librivox) • “Health Rocks,” Skipping Stone (RI, 1540L) • “Adults cut back fast food, but U.S. kids still eat too much fat: CDC,” Susan Heavey (RI, 1430L) • “The Life of a Cell Phone,” United States Environmental Protection Agency (RI, 1300L) • “Recipe for Health,” Emily Sohn (RI, 1090L) • “Live by Design, Not Default,” Skipping Stones (RI, 1080L) • “Earth Day, Your Way: Celebrate Earth Day, April 22,” Current Health 1 (RI, 970L) • “Back-to-School Speech,” President Barack Obama (RI, 940L) • “Bullies Behind Bars,” Carmen Morais (RI, 930L) 	<ul style="list-style-type: none"> • Good Masters! Sweet Ladies! Voices from a Medieval Village, Laura Amy Schlitz (RL, NL) • Blue Lipstick: Concrete Poems, John Grandits (RL, NL; 5 texts per class) • Technically, It’s Not My Fault: Concrete Poems, John Grandits (RL, NL; 5 texts per class) • “Middle Ages,” in <i>Britannica Student Encyclopedia</i> (RI, 1080L) • “Middle Ages,” Kenneth S. Cooper, in the <i>New Book of Knowledge</i>, Grolier Online (RI, 1070L) • “Middle Ages,” Deborah M. Deliyannis (RI, 1000L) • Blast to the Past, Michael Smith (RI, 980L) • Dark Death, Suzanne McCabe (RI, 990L) 	<ul style="list-style-type: none"> • “Waking Up in a Nightmare,” Expeditionary Learning (RL, 1010L) • Dragonwings, Laurence Yep (RL, 870L) • “Poem of the Earthquake,” Eliza Pittsinger (RL Poem) • “Scene 1: The Great Earthquake and Fires of 1906: A Dramatic Remembrance,” Expeditionary Learning (RL Play) • “The San Francisco Earthquake, 1906,” Eyewitness to History (RI, NL) • “The Great 1906 San Francisco Earthquake,” USGS.gov (RI, 1500L) • “Sandy wreaks havoc across Northeast; at least 11 dead,” Matt Smith (RI, 1400L) • “One Boy’s Experience,” Lloyd Head (RI, 1270L) • “Timeline of the San Francisco Earthquake, April 18–23, 1906,” Gladys Hansen (RI, 1150L) • The Lost Garden, Laurence Yep (RI, 1020L) 	<ul style="list-style-type: none"> • Flush, Carl Hiassen (RL, 830L) • “Protecting Ocean Habitat from Bottom Trawling,” http://www.nrdc.org/water/oceans/ftrawling.asp (RI, 1440L) • World Without Fish, Mark Kurlansky (RI, 1230L) • “Destructive Fishing,” http://www.marine-conservation.org/what-we-do/program-areas/how-we-fish/destructive-fishing/ (RI, 1290L) • “Case Study: Atlantic Bluefin Tuna,” http://saveourseas.com/threats/overfishing (RI, 1290L) • “Threat 1: Overfishing,” http://saveourseas.com/threats/overfishing (RI, 1260L) • “Sustainable Fishing Methods,” http://www.sunset.com/food-wine/flavors-of-the-west/sustainable-fishing-methods-00400000053176/ (RI, 1200L) 	<ul style="list-style-type: none"> • Frightful’s Mountain, Jean Craighead George (RL, 650L) • “Biological Energy—Here, Let Me Fix It!” Utah Education Network (RI, NL) • “A New Home for DDT,” Donald Roberts (RI, 1200L) • “Malaria Carrying Mosquito Crash Lands Due to His Insecticide,” Adam Allie (RI, 1150L) • The Exterminator,” Kirsten Weir (RI, 1140L) • “Welcome Back,” Susan Nagle-Schwarz (RI, 1080L) • “How DDT Harmed Hawks and Eagles,” Gil Valo (RI, 1020L) • “Rachel Carson: Environmentalist and Writer,” Kathy Wilmore (RI, 840L) • “Rachel Carson: Sounding the Alarm on Pollution,” Robert Peterson (RI, 840L)

¹ Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	<ul style="list-style-type: none"> • <i>D'Aulaires Book Of Greek Myths</i>, Ingri and Edgar Parin D'Aulaire (teacher copy only) 	<ul style="list-style-type: none"> • “Make Your Move,” Jennifer Marino-Walters (RI, 890L) • “Stanford University Commencement Address,” Steve Jobs (RI, 865L) • “Is the Cafeteria Ruining Your Life?” Elizabeth Larson and Justin O'Neill (RI, 830L) • “A Skateboarder Goes Green,” Blair Rainsford (RI, 790L) • “Cyber Bullying Statistics,” www.bullyingstatistics.org (RI, NL) 		<ul style="list-style-type: none"> • “Comprehending the Calamity,” Emma Burke (RI, 1060L) • “Casualties and Damage after the 1906 Earthquake,” USGS.gov (RI, 730L) 	<ul style="list-style-type: none"> • “A Rapidly Disappearing Fish,” http://www.pbs.org/newshour/extra/features/july-dec01/chilean.html (RI, 1190L) • “Choosing Sustainable,” http://www.fishwatch.gov/buying_seafood/choosing_sustainable.htm (RI, 1180L) • “Sustainable Fishing,” http://education.nationalgeographic.com/education/encyclopedia/sustainable-fishing/?ar_a=1 (RI, 1160L) • “5 Creative Tips From Carl Hiaasen, Florida's Cleverest Chronicler,” Jessica Grose (RI, 920L) • “Florida: 'A Paradise of Scandals',” Steve Kroft (RI, 990L) 	<ul style="list-style-type: none"> • John Stossel video on DDT: http://www.youtube.com/watch?v=kHwqandRTSQ (NL) • “Earth Tones” video on DDT: http://www.science.gc.ca/default.asp?lang=en&n=730d78b4-1
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925–1185L					
Performance Task	My Hero's Journey Narrative (NYSP12 ELA Standards RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.6.11c, L.6.2, and L.6.3) scaffolded narrative	Essay to Inform: “My Rule to Live By” (NYSP12 ELA Standards (RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, W.6.9b, L.6.1, and L.6.2) scaffolded essay	Narrative: Giving Voice to Adversity (W.6.3, SL.6.4, SL.6.6, L.6.1, L.6.3, and L.6.6.) scaffolded narrative, spoken performance	Newspaper article: “How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco” (RI.6.7, W.6.2, W.6.4a, W.6.9, W.6.9b, and L.6.3) scaffolded essay	Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish? (W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.3) scaffolded essay	Scientific Poster and Hosted Gallery Walk (RI.6.1, W.6.1, W.6.4, W.6.5 and L.6.6) research paper

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Inferring about the Main Character in <i>The Lightning Thief</i> (RL.6.1 and RL.6.3) graphic organizer and short constructed responses	Figurative Language and Word Choice in <i>Bud, Not Buddy</i> (RL.6.4 and L.6.5) short constructed response	Research Reading: <i>Medieval Times</i> (RI.6.1, RI.6.2, RI.6.4, and RI.6.5) research	Point of View, Figurative Language and Passage Connections from <i>Dragonwings</i> (RL.6.4, RL.6.5, RL.6.6., L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c) graphic organizer and short constructed response	Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> (RI.6.2, RI.6.3, and RI.6.4) selected response and graphic organizer	Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” and the Video about DDT (RI.6.8 and SL.6.3) graphic organizers
End of Unit 1	Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey” (RL.6.1, RL.6.3, R.I. 6.1, W.6.9, and W.6.9b) graphic organizer and short constructed response	Analyzing the Barack Obama Back-to-School Speech (RI.6.2 and RI.6.5) short constructed response	Writing about Medieval Times (W.6.2, W.6.4, W.6.7, and W.6.9) scaffolded essay	Evidence of Author’s Perspective in <i>Dragonwings</i> (RL.6.4, and RL.6.6a) short constructed response	Analyzing Author’s Point of View and How it is Conveyed in Chapter 5 of <i>World without Fish</i> (RI.6.6) graphic organizer	Fishbowl Discussion: DDT: Do the Benefits Outweigh the Consequences? (SL.6.2 and SL.6.2a) discussion
Mid-Unit 2	Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus (RL.6.1, RL.6.2, RI.6.1, W.6.2, and W.6.9) scaffolded essay	Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling (RL.6.5, RL.6.7, RL.6.9, and L.6.5) reading and listening task; selected response, short constructed response	Finding Theme and Interpreting Figurative Language: Monologues from a Medieval Village (RL.6.2, RL.6.4, and L.6.5) graphic organizer, text-dependent questions	Short Response: Analyzing the Point of View: Relief Camps (RI.6.3, RI.6.6, and RI.6.4) short constructed response	Analyzing Point of View and Plot Development in <i>Flush</i> (RL.6.4, RL.6.5, RL.6.6, and L.6.4a) selected response and graphic organizer	Comparing and Contrasting Two Texts: Simulated Research (RI.6.9, W.6.7, W.6.8, L.6.4, L.6.4b, L.6.4c, and L.6.4d) graphic organizer, selected response, short constructed response



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
End of Unit 2	Literary Analysis—Connecting Themes in Cronus and <i>The Lightning Thief</i> (RL.6.1, RL.6.2, W.6.2, W.6.5, W.6.9, W.6.9a, and L.6.1a,b,c,d) scaffolded essay	How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay (RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9) scaffolded essay	Literary Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i> ? (W.6.1 and W.6.9) scaffolded essay	Literary Analysis: How Do the Author’s Purposes Affect the Narrator’s Points of View of the Immediate Aftermath of the Earthquake? (W.6.2, W.6.9, W.6.9a, and L.6.2) scaffolded essay	Finding Evidence of Carl Hiaasen’s Perspective in Flush and Illustrating Plot (RL.6.6a, W.6.11) on-demand extended response	Making a Claim: Where Do You Stand on the Use of DDT? (RI.6.9a, W.6.1, W.6.9, SL.6.4, SL.6.5, and SL.6.6) oral presentation
Mid-Unit 3	Crosswalk between My Hero’s Journey Narrative and “The Hero’s Journey” Informational Text (W.6.2, W.6.3a, and W.6.9) on-demand extended response	Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform (RI.6.1, RI.6.2, and SL.6.1) short constructed response and discussion	Small Group Discussion: How Do Modern Poems Portray Modern Adversities? (RL.6.7, RL.6.9, SL.6.1, SL.6.4, and SL.6.6) discussion	Part 1: Researching and Interpreting Information: Researching the Destruction Caused by the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco Part 2: Explaining How New information Connects to the Topic (W.6.7, SL.6.2, and RL.6.11) graphic organizer and oral explanations	Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods. Part 2: Explaining How New Information Connects to the Topic (W.6.7 and SL.6.2) research simulation and discussion	Draft of Position Paper: DDT: Do the Benefits Outweigh the Consequences? (RI.6.1, W.6.1, W.6.9 and W.6.9b) draft essay
End of Unit 3	“My Hero’s Journey” Narrative Draft (W.6.3, W.6.4, and W.6.11c) on-demand narrative	Draft of Essay to Inform: “My Rule to Live By” (RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9) on-demand essay	Giving Voice to Adversity: Drafting a Modern Narrative of Adversity (W.6.3, W.6.11c, L.6.1, and L.6.3) scaffolded monologue	Draft Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (RI.6.7, W.6.2, W.6.4 and W.6.9) scaffolded essay	Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish (RI.6.7, W.6.2, W.6.4a, and W.6.9) scaffolded essay	Reflection on the Writing Process: Moving from Draft to Published Position Paper (W.6.5, W.6.6, L.6.1e and L.6.6) written reflection



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.



Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓				✓
RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓			
RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓					
RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓	✓	✓	✓	
RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		✓		✓	✓	
RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.				✓	✓	
A. Explain how an author's geographic location or culture affects his or her perspective. ³				✓	✓	
RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		✓	✓			
RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		✓	✓			
RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					

³This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.6.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. ⁴	Integrated throughout.					
A. Self-select text based on personal preferences. ⁵				✓	✓	
B. Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.				✓	✓	

⁴ This is a standard specific to New York State.

⁵ In the middle school modules, RL.11a and b are also addressed through Accountable Independent Reading, which is formally launched during Module 2A/B. See “Common Core Interventions for Adolescent Readers” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓			
RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		✓	✓		✓	
RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				✓	✓	
RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			✓	✓	✓	
RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		✓	✓			
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				✓	✓	
RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				✓	✓	
RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓
RI.6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).						✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.						✓
RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Integrated throughout.					



Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.1. Write arguments to support claims with clear reasons and relevant evidence.		✓	✓			✓
A. Introduce claim(s) and organize the reasons and evidence clearly.		✓	✓			✓
B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		✓	✓			✓
C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		✓	✓			✓
D. Establish and maintain a formal style.		✓	✓			✓
E. Provide a concluding statement or section that follows from the argument presented.		✓	✓			✓
W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓	✓	✓	✓	✓	
A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓	✓	✓	✓	
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓	✓	✓	✓	
C. Use appropriate transitions to clarify the relationships among ideas and concepts.	✓	✓	✓	✓	✓	



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓	✓	
E. Establish and maintain a formal style.	✓	✓	✓	✓	✓	
F. Provide a concluding statement or section that follows from the information or explanation presented.	✓	✓	✓	✓	✓	
W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓			
A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓					
B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓		✓			
C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓					
D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓		✓			
E. Provide a conclusion that follows from the narrated experiences or events.	✓					
W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓
A. Produce text (print or nonprint) that explores a variety of cultures and perspectives. ⁶	✓			✓	✓	
W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Integrated throughout.					

⁶ This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Integrated throughout.					
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			✓	✓	✓	✓
W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.						✓
W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓	✓	
A. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	✓	✓	✓	✓	✓	
B. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	✓	✓	✓	✓	✓	✓
W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.6.11. Create and present a text or artwork in response to a literary work. ⁷				✓	✓	
A. Develop a perspective or theme supported by relevant details.				✓	✓	
B. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.				✓	✓	

⁷This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
C. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).	✓		✓	✓		



Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓	✓			
A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.		✓	✓			
B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.		✓	✓			
C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.		✓	✓			
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.		✓	✓			
E. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. ⁸		✓	✓			
SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.				✓	✓	✓
A. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively. ⁹						✓
SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.						✓

⁸ This is a standard specific to New York State.

⁹ This is a standard specific to New York State.



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.			✓			✓
SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.						✓
SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			✓			✓



Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓			
A. Ensure that pronouns are in the proper case (subjective, objective, possessive).	✓	✓	✓			
B. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	✓	✓	✓			
C. Recognize and correct inappropriate shifts in pronoun number and person.	✓	✓	✓			
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	✓	✓	✓			
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.		✓				✓
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓		✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓	✓		✓	✓	
B. Maintain consistency in style and tone.	✓	✓		✓	✓	
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓		✓	✓	✓	
A. Vary sentence patterns for meaning, reader/listener interest, and style.	✓			✓	✓	



	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Maintain consistency in style and tone.	✓			✓	✓	
L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.						✓
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.				✓	✓	✓
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).						✓
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.						✓
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).						✓
L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓	✓			
A. Interpret figures of speech (e.g., personification) in context.		✓	✓			
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.		✓	✓			
C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).		✓	✓			
L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Integrated throughout.					

Appendix B.

Academic Systems Review Site Visit Inventory

II. Curriculum Evaluation Inventory

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 9:00 AM	End: 9:30 AM
Name	Signature
Brooke Jerde	Brooke Jerde
Margaret Roush-Meyer	Margaret Roush-Meyer
Jessica Barnett	Jessica Barnett

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 10:00 Am	End: 10:30 Am
Name	Signature
Brooke Jerde	Brooke Jerde
M. Roush-Meyer	M. Roush-Meyer
Laura Joslin	Laura Joslin

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 11:00 Am	End: 11:30 Am
Name	Signature
Brooke Jerde	Brooke Jerde
M Roush-Meyer	M Roush-Meyer
Sharon Woody	Sharon Woody

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

Supplement

- Mimio
- Google Expedition
- Centers
- Computers

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 1:00 pm	End: 1:30 pm
Name	Signature
Brooke Jerde	brooke Jerde
Margaret Roush-Meyer	Margaret Roush-Meyer
KODIA CASHLEY	KODIA CASHLEY

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 9:30 Am	End: 10:00 Am
Name	Signature
Breake Jerde	Breake Jerde
Margaret Roush-Meron	Margaret Roush-Meron
Pattie Buck	Pattie Buck

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

- Supplement with
 - Google expeditions
 - mimio smart board
 - hands on activities
 - science tubs

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 10:30 - AM	End: 11:00 AM
Name	Signature
Brooke Jorde	Brooke Jorde
M. Roush-Meyer	M. Roush-Meyer
Craig O'Dell	Craig O'Dell

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 2:00 PM	End: 2:30 PM
Name	Signature
Bryde Jerde	Bryde Jerde
M. Roush-Meyer	M. Roush-Meyer
Albert Chiu	Albert Chiu

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

Supplementing

- observations of how kids learn best.
- give students choices on reports and projects
- self assessing is done through various teaching strategies

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

Yearly Curriculum/Data Meeting

Name of Training:	Date: 7-19-19
Start: 11:30 AM	End: 12:00 PM
Name	Signature
Brooke Jerde	Brooke Jerde
Margaret Roush-Meyer	[Signature]
Damien Dumouche	[Signature]

AGENDA

- Identify deficiencies and recommendations for adjustments and revisions to the curriculum based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback
- Identify deficiencies and recommendations for adjustments and revisions to the assessment tools based on testing data analysis and teacher, administrator and Curriculum/Instructional Coach's feedback and Arizona Common Core Standards

Supplementing

- surveys to assess learning styles
- gives them choices when ^{they} do reports or projects

Early Kinder

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles			X
	Include strategies to guide students in taking responsibility for their learning			X
	Are part of the intake process			X
	Inform learning and instruction			X
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			X
	Include one or more assessments of current knowledge and skills needed for the specific content area			X
A Standards-based content outline that:	Is transparent			X
	Addresses the ACCR Standards			X
	Identifies the core content			X
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			X
	Anticipates the requirements of post-secondary pursuits			
Articulated learning outcomes that:	Are based on the ACCR Standards			X
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			X
	Specific how learning will be demonstrated and under what conditions			X
	Are tied to appropriate assessment strategies			X
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			X
	Require learner to build on prior knowledge and construct meaning (build expertise)			X
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			X
	Address the appropriate learning level			X
	Allow for choice and flexibility			
	Articulate meta-cognitive activity			X
	Include learner reflections and feedback			X
	Are multi-sensory			X
	Model appropriate and research-based "best practices"			X
	Include combinations of individual, small group, and large group instruction			X
Make effective use of information and communications technology			X	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			X
	Are formative and summative			X
	Inform instruction and evaluation			X
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			X
	Provide opportunity for learner involvement and self-assessment			X
	Monitor, document, and certify learner achievement			X
Suggested instructional resources that:	Contain an annotated resource list with contact information			X
	Are screened for accuracy and authenticity			X
	Are relevant to the curriculum and cross-curricular when appropriate			X
	Are rich, varied, and derived from multiple sources			X
	Are age and skill-level appropriate (readability)			X
	Are multi-sensory			X

Kinder

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles			✓
	Include strategies to guide students in taking responsibility for their learning			✓
	Are part of the intake process			✓
	Inform learning and instruction			✓
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			✓
	Include one or more assessments of current knowledge and skills needed for the specific content area			✓
A Standards-based content outline that:	Is transparent			✓
	Addresses the ACCR Standards			✓
	Identifies the core content			✓
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			✓
	Anticipates the requirements of post-secondary pursuits			✓
Articulated learning outcomes that:	Are based on the ACCR Standards			✓
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			✓
	Specific how learning will be demonstrated and under what conditions			✓
	Are tied to appropriate assessment strategies			✓
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			✓
	Require learner to build on prior knowledge and construct meaning (build expertise)			✓
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			✓
	Address the appropriate learning level			✓
	Allow for choice and flexibility			✓
	Articulate meta-cognitive activity			✓
	Include learner reflections and feedback			✓
	Are multi-sensory			✓
	Model appropriate and research-based "best practices"			✓
	Include combinations of individual, small group, and large group instruction			✓
Make effective use of information and communications technology			✓	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			✓
	Are formative and summative			✓
	Inform instruction and evaluation			✓
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			✓
	Provide opportunity for learner involvement and self-assessment			✓
	Monitor, document, and certify learner achievement			✓
Suggested instructional resources that:	Contain an annotated resource list with contact information			✓
	Are screened for accuracy and authenticity			✓
	Are relevant to the curriculum and cross-curricular when appropriate			✓
	Are rich, varied, and derived from multiple sources			✓
	Are age and skill-level appropriate (readability)			✓
	Are multi-sensory			✓



~~Third Grade~~

First Grade

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles			✓
	Include strategies to guide students in taking responsibility for their learning			✓
	Are part of the intake process			✓
	Inform learning and instruction			✓
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			✓
	Include one or more assessments of current knowledge and skills needed for the specific content area			✓
A Standards-based content outline that:	Is transparent			✓
	Addresses the ACCR Standards			✓
	Identifies the core content			✓
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			✓
	Anticipates the requirements of post-secondary pursuits			✓
Articulated learning outcomes that:	Are based on the ACCR Standards			✓
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			✓
	Specific how learning will be demonstrated and under what conditions			
	Are tied to appropriate assessment strategies			✓
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			✓
	Require learner to build on prior knowledge and construct meaning (build expertise)			✓
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			✓
	Address the appropriate learning level			✓
	Allow for choice and flexibility			✓
	Articulate meta-cognitive activity			✓
	Include learner reflections and feedback			✓
	Are multi-sensory		✓	
	Model appropriate and research-based "best practices"			✓
	Include combinations of individual, small group, and large group instruction			✓
Make effective use of information and communications technology			✓	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			✓
	Are formative and summative			✓
	Inform instruction and evaluation			✓
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			✓
	Provide opportunity for learner involvement and self-assessment			✓
	Monitor, document, and certify learner achievement			✓
Suggested instructional resources that:	Contain an annotated resource list with contact information			✓
	Are screened for accuracy and authenticity			✓
	Are relevant to the curriculum and cross-curricular when appropriate			✓
	Are rich, varied, and derived from multiple sources			✓
	Are age and skill-level appropriate (readability)			✓
	Are multi-sensory		✓	

200

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles			✓
	Include strategies to guide students in taking responsibility for their learning			✓
	Are part of the intake process			✓
	Inform learning and instruction			✓
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			✓
	Include one or more assessments of current knowledge and skills needed for the specific content area			✓
A Standards-based content outline that:	Is transparent			✓
	Addresses the ACCR Standards			✓
	Identifies the core content			✓
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			✓
	Anticipates the requirements of post-secondary pursuits			✓
Articulated learning outcomes that:	Are based on the ACCR Standards			✓
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			✓
	Specific how learning will be demonstrated and under what conditions			✓
	Are tied to appropriate assessment strategies			✓
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			✓
	Require learner to build on prior knowledge and construct meaning (build expertise)			✓
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			✓
	Address the appropriate learning level			✓
	Allow for choice and flexibility			✓
	Articulate meta-cognitive activity			✓
	Include learner reflections and feedback			✓
	Are multi-sensory			✓
	Model appropriate and research-based "best practices"			✓
	Include combinations of individual, small group, and large group instruction			✓
Make effective use of information and communications technology			✓	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			✓
	Are formative and summative			✓
	Inform instruction and evaluation			✓
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			✓
	Provide opportunity for learner involvement and self-assessment			✓
	Monitor, document, and certify learner achievement			✓
Suggested instructional resources that:	Contain an annotated resource list with contact information			✓
	Are screened for accuracy and authenticity			✓
	Are relevant to the curriculum and cross-curricular when appropriate			✓
	Are rich, varied, and derived from multiple sources			✓
	Are age and skill-level appropriate (readability)			✓
	Are multi-sensory			✓

Third Grade

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles		X	
	Include strategies to guide students in taking responsibility for their learning			X
	Are part of the intake process			X
	Inform learning and instruction			X
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			X
	Include one or more assessments of current knowledge and skills needed for the specific content area			X
A Standards-based content outline that:	Is transparent			X
	Addresses the ACCR Standards			X
	Identifies the core content			X
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			X
	Anticipates the requirements of post-secondary pursuits			X
Articulated learning outcomes that:	Are based on the ACCR Standards			X
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			X
	Specific how learning will be demonstrated and under what conditions			X
	Are tied to appropriate assessment strategies			X
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			X
	Require learner to build on prior knowledge and construct meaning (build expertise)			X
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			X
	Address the appropriate learning level			X
	Allow for choice and flexibility		X	
	Articulate meta-cognitive activity			X
	Include learner reflections and feedback			X
	Are multi-sensory		X	
	Model appropriate and research-based "best practices"			X
	Include combinations of individual, small group, and large group instruction			X
Make effective use of information and communications technology			X	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			X
	Are formative and summative			X
	Inform instruction and evaluation			X
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			X
	Provide opportunity for learner involvement and self-assessment			X
	Monitor, document, and certify learner achievement			X
Suggested instructional resources that:	Contain an annotated resource list with contact information			X
	Are screened for accuracy and authenticity			X
	Are relevant to the curriculum and cross-curricular when appropriate			X
	Are rich, varied, and derived from multiple sources			X
	Are age and skill-level appropriate (readability)			X
	Are multi-sensory		X	

4th Grade

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles			X
	Include strategies to guide students in taking responsibility for their learning			X
	Are part of the intake process			X
	Inform learning and instruction			X
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			X
	Include one or more assessments of current knowledge and skills needed for the specific content area			X
A Standards-based content outline that:	Is transparent			X
	Addresses the ACCR Standards			X
	Identifies the core content			X
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			X
	Anticipates the requirements of post-secondary pursuits			X
Articulated learning outcomes that:	Are based on the ACCR Standards			X
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			X
	Specific how learning will be demonstrated and under what conditions			X
	Are tied to appropriate assessment strategies			X
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			X
	Require learner to build on prior knowledge and construct meaning (build expertise)			X
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			X
	Address the appropriate learning level			X
	Allow for choice and flexibility			X
	Articulate meta-cognitive activity			X
	Include learner reflections and feedback			X
	Are multi-sensory			X
	Model appropriate and research-based "best practices"			X
	Include combinations of individual, small group, and large group instruction			X
Make effective use of information and communications technology			X	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			X
	Are formative and summative			X
	Inform instruction and evaluation			X
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			X
	Provide opportunity for learner involvement and self-assessment			X
	Monitor, document, and certify learner achievement			X
Suggested instructional resources that:	Contain an annotated resource list with contact information			X
	Are screened for accuracy and authenticity			X
	Are relevant to the curriculum and cross-curricular when appropriate			X
	Are rich, varied, and derived from multiple sources			X
	Are age and skill-level appropriate (readability)			X
	Are multi-sensory			X

5th Grade

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles		✓	
	Include strategies to guide students in taking responsibility for their learning			✓
	Are part of the intake process			✓
	Inform learning and instruction			✓
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills		✗	✓
	Include one or more assessments of current knowledge and skills needed for the specific content area			✓
A Standards-based content outline that:	Is transparent			✓
	Addresses the ACCR Standards			✓
	Identifies the core content			✓
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility			✓
	Anticipates the requirements of post-secondary pursuits			✓
Articulated learning outcomes that:	Are based on the ACCR Standards			✓
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			✓
	Specific how learning will be demonstrated and under what conditions			✓
	Are tied to appropriate assessment strategies			✓
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)		✓	
	Require learner to build on prior knowledge and construct meaning (build expertise)			✓
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			✓
	Address the appropriate learning level			✓
	Allow for choice and flexibility		✓	
	Articulate meta-cognitive activity			✓
	Include learner reflections and feedback			✓
	Are multi-sensory			✓
	Model appropriate and research-based "best practices"			✓
	Include combinations of individual, small group, and large group instruction			✓
Make effective use of information and communications technology			✓	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			✓
	Are formative and summative			✓
	Inform instruction and evaluation			✓
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)		✗	✓
	Provide opportunity for learner involvement and self-assessment		✓	
	Monitor, document, and certify learner achievement			✓
Suggested instructional resources that:	Contain an annotated resource list with contact information			✓
	Are screened for accuracy and authenticity			✓
	Are relevant to the curriculum and cross-curricular when appropriate			✓
	Are rich, varied, and derived from multiple sources			✓
	Are age and skill-level appropriate (readability)			✓
	Are multi-sensory			✓

6th Grade

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
A process and tool for assessing student interests, learning styles, and self-directedness that:	Provide a way for students to self-assess their learning styles		X	
	Include strategies to guide students in taking responsibility for their learning		X	X
	Are part of the intake process			X
	Inform learning and instruction			X
A process and tool for assessing student prior knowledge that:	Include a list of specifically defined pre-requisite skills			X
	Include one or more assessments of current knowledge and skills needed for the specific content area			X
A Standards-based content outline that:	Is transparent			X
	Addresses the ACCR Standards			X
	Identifies the core content			X
	Will take into consideration the purpose of learning by providing supplemental/enrichment topics that afford student choice and flexibility		X	X
	Anticipates the requirements of post-secondary pursuits		X	X
Articulated learning outcomes that:	Are based on the ACCR Standards			X
	Include the appropriate levels of cognitive domain(Blooms Taxonomy)			X
	Specific how learning will be demonstrated and under what conditions			X
	Are tied to appropriate assessment strategies			X
Suggested instructional strategies that:	Are learner-centered and inclusive of learner goals, interests and learning styles(purposeful)			X
	Require learner to build on prior knowledge and construct meaning (build expertise)			X
	Assist the learner to develop skills through application for meaningful, authentic uses (contextual)			X
	Address the appropriate learning level			X
	Allow for choice and flexibility		X	
	Articulate meta-cognitive activity			X
	Include learner reflections and feedback			X
	Are multi-sensory			X
	Model appropriate and research-based "best practices"			X
	Include combinations of individual, small group, and large group instruction			X
Make effective use of information and communications technology			X	

Components of Quality Curriculum	Details	Does Not Meet	Partially Meets	Meets
Suggested assessment strategies that:	Are transparent			X
	Are formative and summative			X
	Inform instruction and evaluation			X
	Allow learner to demonstrate his/her knowledge and skills in various ways and varying context (multiple measures)			X
	Provide opportunity for learner involvement and self-assessment			X
	Monitor, document, and certify learner achievement			X
Suggested instructional resources that:	Contain an annotated resource list with contact information			X
	Are screened for accuracy and authenticity			X
	Are relevant to the curriculum and cross-curricular when appropriate			X
	Are rich, varied, and derived from multiple sources			X
	Are age and skill-level appropriate (readability)			X
	Are multi-sensory			X

Appendix C.

Academic Systems Review Site Visit Inventory

III. Teacher Evaluation Inventory

Concordia Charter School Classroom Walkthroughs and Informal Observations

Teacher Name: [REDACTED]

Grade: [REDACTED]

Subject Area: Math

Date: 8/26/2019

Evaluator Name: Mrs. Jerde

Time Walkthrough Begins: 1:20 PM

Time Walkthrough Ends: 1:55 PM

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. Indicated it was observed Indicates it was unobserved

EVALUATOR OBSERVATION

<input checked="" type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input checked="" type="checkbox"/> Teacher provides students with timely and responsive feedback
<input checked="" type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input checked="" type="checkbox"/> Teacher provides students with a positive learning environment
<input checked="" type="checkbox"/> Content presented is accurate and grade appropriate	<input checked="" type="checkbox"/> Instructional time is used effectively
<input checked="" type="checkbox"/> Teacher connects lesson to real-life application	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input checked="" type="checkbox"/> Instruction and lesson activities are rigorous for students	<input checked="" type="checkbox"/> Students are sitting tall in chairs to increase attention and learning
<input checked="" type="checkbox"/> Evidence of Professional Development Strategies are seen in instruction	

Comments:

Great high level thinking questions are asked. The students have to really think about why telling time is the way it is rather than just knowing how to tell time. They will have a better understanding if they understand the "why". Lesson was short, but very clear. This allows the students more time to work independently to practice the concept. Clarification is made as soon as you notice students aren't doing things correct or are having a hard time with something.

Recommendations:

Keep up the great work.

Please Sign and Return One Copy to Mrs. Jerde

[REDACTED SIGNATURE]

8/26/19

Concordia Charter School Classroom Walkthroughs and Informal Observations

Teacher Name: [REDACTED] Grade: [REDACTED] Subject Area: Math Date: 9/10/2019

Evaluator Name: Mrs. Jerde

Time Walkthrough Begins: 2:00 PM Time Walkthrough Ends: 2:15 PM

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. Indicated it was observed Indicates it was unobserved

EVALUATOR OBSERVATION

<input checked="" type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input checked="" type="checkbox"/> The teacher provides students with timely and responsive feedback
<input checked="" type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input checked="" type="checkbox"/> The teacher provides students with a positive learning environment
<input checked="" type="checkbox"/> Content presented is accurate and grade-appropriate	<input checked="" type="checkbox"/> Instructional time is used effectively
<input checked="" type="checkbox"/> The teacher connects the lesson to real-life application	<input checked="" type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input checked="" type="checkbox"/> Instruction and lesson activities are rigorous for students	<input checked="" type="checkbox"/> Students are sitting tall in chairs to increase attention and learning
<input checked="" type="checkbox"/> Evidence of Professional Development Strategies are seen in instruction	

Comments:

It is very evident that you are consistent with what you say to the kids about how to solve word problems as the kids were able to answer each others questions at the same time as you were saying it. This is very important to increase student learning as they when they hear the same thing over and over they will remember it better. Great job inbedding testing strategies into lessons already without focusing on the test, but more so letting them know they will see it again on the test. It is great to see that students are not afraid to ask questions. This shows that you have created an amazing learning environment.

Recommendations:

I would love for you to think about some of the strategies that you use when teaching math that you feel make your students math growth so great and prepare a training for all the teachers.

Please Sign and Return One Copy to Mrs. Jerde

[REDACTED]

9/10/19

Concordia Charter School Classroom Walkthroughs and Informal Observations

Teacher Name: [REDACTED] Grade: [REDACTED] Subject Area: Reading Date: 12/10/2019
Evaluator Name: Mrs. Jerde
Time Walkthrough Begins: 9:20 AM Time Walkthrough Ends: 9:35 AM

Directions: This form serves as a record of an informal walkthrough by the teacher's evaluator. The evaluator will likely not observe all the teaching elements listed below in any one informal observation. Indicated it was observed Indicates it was unobserved

EVALUATOR OBSERVATION

<input checked="" type="checkbox"/> Learning outcomes and goals are clearly communicated to students	<input checked="" type="checkbox"/> The teacher provides students with timely and responsive feedback
<input checked="" type="checkbox"/> Varied instructional tools and strategies reflect student needs and learning objectives	<input checked="" type="checkbox"/> The teacher provides students with a positive learning environment
<input checked="" type="checkbox"/> Content presented is accurate and grade-appropriate	<input checked="" type="checkbox"/> Instructional time is used effectively
<input type="checkbox"/> The teacher connects the lesson to real-life application	<input type="checkbox"/> Multiple methods of assessment of student learning are utilized to guide instruction
<input checked="" type="checkbox"/> Instruction and lesson activities are rigorous for students	<input checked="" type="checkbox"/> Students are sitting tall in chairs to increase attention and learning
<input checked="" type="checkbox"/> Evidence of Professional Development Strategies are seen in instruction	

Comments:

Students are very engaged in the project. Lots of great questions were asked. Great academic language is used in your directions and instructions.

Recommendations:

Keep up the great work.

Please Sign and Return One Copy to Mrs. Jerde



12-10-19

Teacher Growth Plan

This plan is designed to support teacher growth and development by identifying Areas for Growth and professional learning opportunities to assist the teacher in improving their work.

Teacher's Name: [REDACTED] Grade Level(s): [REDACTED] Subject: General

School: Mesa Concordia School Year: 19-20 Date: 7/

Teacher's Level of Performance Rating: _____

Teacher's Strengths: _____

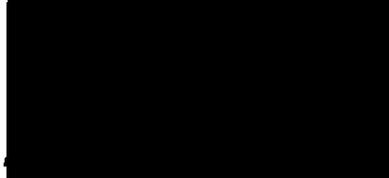
Teacher's Area for Growth (check all that apply):

- | | |
|---|--|
| <input checked="" type="checkbox"/> Planning & Preparation | <input type="checkbox"/> Content Knowledge |
| <input type="checkbox"/> Delivery of Content | <input type="checkbox"/> Effective Communication |
| <input type="checkbox"/> Student Engagement | <input type="checkbox"/> Managing Student Behavior |
| <input type="checkbox"/> Relationship with Colleagues | <input type="checkbox"/> Compliance |
| <input checked="" type="checkbox"/> Relationship with Parents/Community | <input type="checkbox"/> Professionalism |
| <input type="checkbox"/> Monitoring/Assessing of Student Learning | |
| <input type="checkbox"/> Content area based on student data: _____ | |

Student Academic Goal	Evidence/Data Identifying Growth Area	SMART Goal/Objective
	STAR Math scores	By EOY, 80% of student will make 1 or more years growth, excluding students entering 1 year above grade level.
	Professional Learning Opportunities I will seek out PD opportunities to help reach MATH goal.	Evidence of Achieving Goal STAR Math
Trimester 1 Progress	# of students starting at 5.0 or higher = 2 5 out of 16 have made 1 years growth by end of trimester 1 = 32%	
Trimester 2 Progress		
Trimester 3 Progress		

Additional Comments: _____

Teacher's Name (Printed) _____



7-18-19

Date

Brooke Jerde

Principal's Name (Printed)

Brooke Jerde

Principal's Signature

8-13-19

Date

Teacher Performance - 3-6 and SPED

Teacher Name: [REDACTED]	
School: Concordia Charter School	School Year: 2018-2019
Grade/Subject: [REDACTED]	Evaluator: Mrs. Jerde

	Fall Observation	Spring Observation	Total of both observations
	Date: 1-16-19	Date:	
Domain 1: Planning and Preparation			
1a: Demonstrates knowledge of content and best practices	5		5
1b: Demonstrates knowledge of students	5		5
1c: Selects objectives at the correct level of difficulty	5		5
1d: Demonstrates knowledge of school curriculum	5		5
1e: Designs effective lessons	5		5
1f: Using appropriate assessments	5		5
Summary of Domain 1 (30 points each observation)	30	0	30

Evidence and Comments:

Great use of whiteboards to check for understanding. It is evident that you know your students as you give frequent reminders to keep eyes on your own work but saying "I wanting to know what everyone know not just a few." You have done a great job of cutting out the filler words. You used to say "um" and "and" a lot, but you use those fillers very little now during your instruction. Great job.

	Fall Observation	Spring Observation	Total of both observations
	Date: 1-16-19	Date:	
Domain 2: Classroom Environment			
2a: Creates an environment of respect and rapport	5		5
2b: Establishes a culture of learning	5		5
2c: Interacts with students	5		5
2d: Routines are established	5		5
2e: Sets high expectations for student achievement	5		5
2f: Sets standards for student behavior	5		5
2g: Organized physical space	5		5
Summary of Domain 2 (35 points each observation)	35	0	35

Evidence and Comments:

Very responsive to students. Monitors students when doing problems and giving hints and reminders when you see that some need a little help. Students are very quiet and paying attention to your lesson. It is evident that you have established routines and that you have a high expectation for their behavior. Gentle reminders are given to students when needed.

	Fall Observation	Spring Observation	Total of both observations
	Date: 1-16-19	Date:	
Domain 3: Instructional Skills			
3a: Establishes classroom procedures and provides appropriate direction	5		5
3b: Aligns instructions to lesson objective	5		5
3c: Presents content clearly and engages all students in learning	5		5
3d: Engages and ensures active participation of all students	5		5
3e: Uses questioning and discussion techniques	5		5
3f: Requires students to answer in complete sentences	4		4
3g: Provides opportunity for practice and mastery of concepts	5		5
3h: High-quality, timely constructive and specific feedback is provided to students	5		5
3i: Monitors and adjusts lesson/demonstrates flexibility	5		5
3j: Responsive to students	5		5
3k: Demonstrates persistence in attaining student success	5		5
3l: Reflects and analyzes instruction	5		5
3m: Uses data to drive instruction	5		5
Summary of Domain 3 (65 points each observation)	64	0	64

Evidence and Comments:

Very specific instruction. Lots of great questions asked of the kids. Lots of great hints and tips are given to help the kids not only with the math problem, but in test taking as well. Lots of test prep was integrated into the lesson. Students had lots of opportunities to practice new and old concepts to help them get to mastery. You interact with the students constantly and are very responsive to their needs.

	Fall Observation	Spring Observation	Total of both observations
	Date: 1-16-19	Date:	
Domain 4: Professional Qualities			
4a: Report Cards completed on time	5		5
4b: Completes lesson plans on time	4		4
4c: Enters Grades Weekly in Gradebook	2		2
4d: Attends work daily	5		5
4e: Arrives to work by 7:30 daily	2		2
4f: Follows appropriate dress code	5		5
4g: Professional conduct is used	5		5
4h: Participates in Wednesday meetings	5		5
Summary of Domain 4 - (40 Points each observation)	33	0	33

Evidence and Comments:

Thank you for all that you do for the kids and the school. You are a team player and always willing to help out when needed. Keep working on being at school by 7:30. CKLA gradebook looks good for both trimester 1 and 2, but Math only has 1 grade in trimester 1 and 0 grade for trimester 2. Please get math gradebook up to date. This is important incase there are questions on grade for report cards. We also have to keep gradebooks for several years and they can be looked at for audits.

Overall Summary

Teacher Name: [REDACTED]	Evaluator: Mrs. Jerde
Position: [REDACTED]	

	#1	#2
Observation Date:	1/16/2019	
Content Observed:	Math	
Observation Score	325	0

Teacher Performance Score (50%)		
	Overall Score	Weighted Score
Planning and Preparation (Out of 30)	30	15
Classroom Environment (Out of 70)	70	35
Instruction (Out of 195)	192	96
Professional Responsibilities (Out of 40)	33	17
Total Teacher Performance Score (Out of 335)	325	162.5

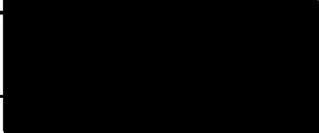
Student Academic Progress (40%)		
	Overall Score	Weighted Score
STAR Reading (Proficiency) - 100 points		0
STAR Math (Proficiency) - 100 points		0
STAR Reading (Growth) - 100 points		0
STAR Math (Growth) - 100 points		0
State ELA Test (Proficiency) - 50 points		0
State Math Test (Proficiency) - 50 points		0
Total Student Academic Progress (Out of 200)	0	0

Other Measures (10%)		
	Overall Score	Weighted Score
Goals - 100 points		0
Survey - 50 points		0
School Letter Grade - 50 points		0
Total Other Measures (Out of 20)	0	0

Final Teacher Evaluation Score (Out of 555)	325	163
---	-----	-----

Final Rating	29%
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90-100% = Highly Effective
70-89% = Effective
51-69% = Developing
50% and below = Ineffective

Teacher Signature		Date 1-17-19
Evaluator Signature		Date

Appendix D.

Academic Systems Review Site Visit Inventory

IV. Assessment Inventory



Class Instructional Planning Report

Printed Monday, December 16, 2019 9:10:27 AM

School: Concordia Charter School-Mesa

Reporting Period: 11/17/2019 - 12/16/2019

Class: [REDACTED]

Teacher: [REDACTED]

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	7	452	379 - 463
Group 2	4	355	343 - 368
Group 3	4	320	289 - 329
Group 4	3	268	222 - 273

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress Math built for AZ learning progression for math to find additional information for each skill, teacher activities, and sample items.

Group 1

Students



Algebra

GR

Operations and Algebraic Thinking

- 2 » Know basic addition facts within 20
- 2 Fluently add within 20
- 2 Fluently subtract within 20
- 2 » Represent a situation with an open sentence to solve a problem
- 2 » Solve a 1- or 2-step problem in any addition or subtraction situation within 100
- 2 Determine whether a group of up to 20 objects has an odd or even number of members
- 2 Write an equation to describe an even number as a sum of two equal addends
- 2 Add to find the total number of objects in a rectangular array of up to five rows and five columns
- 2 Describe the total number of objects in a rectangular array of up to five rows and five columns using repeated addition

The median test score for each instructional group is calculated based only on students who have a test score up to 30 days before the selected testing end date. As a result, suggested skills may be different when viewed through the Record Book, which calculates the median test score for each instructional group based on the last test taken during the school year.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

* This student was given additional time to complete the assessment.

⏮ Audio enabled for this test.



Class Instructional Planning Report

Printed Monday, December 16, 2019 9:10:27 AM

School: Concordia Charter School-Mesa

Reporting Period: 11/17/2019 - 12/16/2019

Class: [REDACTED]
Group 1

Geometry

GR

Geometry

- 2 Partition a rectangle into equal-sized squares
- 2 Count the number of equal-sized squares in a rectangle

Numbers and Operations

GR

Number and Operations in Base Ten

- 2 Read a number name up to 1000
- 2 Read a number in expanded form up to 1000
- 2 » Write a whole number in standard form up to 1000
- 2 Write a whole number in word form up to 1000
- 2 » Write a whole number in expanded form up to 1000
- 2 » Compare two 3-digit numbers using standard symbols, emphasizing the meanings of hundreds, tens, and ones
- 2 Fluently add within 100
- 2 Fluently subtract within 100
- 2 Add up to four 2-digit numbers using various strategies

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Class: [REDACTED]
Group 2

Students
[REDACTED]

Algebra

GR

Operations and Algebraic Thinking

- 1 Relate counting to addition and subtraction using numbers within 20
- 1 Add within 20 using properties of operations
- 1 Add within 20 using any strategy
- 1 Understand a subtraction problem as an unknown-addend problem
- 1 » Subtract within 20 using any strategy
- 1 » Solve a problem involving addition or subtraction of numbers within 20
- 1 Solve a problem involving the addition of three whole numbers with a sum less than or equal to 20
- 1 » Determine an unknown whole number in an addition or subtraction equation within 20
- 1 Determine if an addition or subtraction equation within 20 is true or false

Numbers and Operations

GR

Number and Operations in Base Ten

- 1 Understand that the numbers 11 to 19 are composed of a ten and some ones
- 1 Understand that a number ending in zero from 10 to 90 is a group of tens and no ones
- 1 » Understand that the digits of a 2-digit number represent amounts of tens and ones
- 1 » Compare two 2-digit numbers using standard symbols
- 1 » Add 10 to a 2-digit number using mental math
- 1 » Subtract 10 from a 2-digit number using mental math
- 1 » Subtract a multiple of 10 from a multiple of 10 in the range 10 to 90, using various methods
- 1 Demonstrate the reasoning used in addition and subtraction strategies when adding or subtracting tens
- 1 » Understand when it is necessary to compose a ten when adding or subtracting within 100
- 1 Add within 100 using pictures or concrete models
- 1 » Add within 100 using one of various strategies

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Ⓜ This student was given additional time to complete the assessment.

Ⓜ Audio enabled for this test.

School: Concordia Charter School-Mesa

Reporting Period: 11/17/2019 - 12/16/2019

Class:
Group 3
Students

Algebra

GR

Operations and Algebraic Thinking

- 1 Understand the meaning of the equal sign
- 1 Fluently add within 10
- 1 Fluently subtract within 10
- 1 Relate counting to addition and subtraction using numbers within 20

Geometry

GR

Geometry

- K Compare 2-dimensional shapes using informal language
- K Compare 3-dimensional shapes using informal language
- K Relate a 2-dimensional shape to a 3-dimensional shape
- K Draw a model of a real-world shape
- K Build a model of a real-world shape
- K Compose a larger shape from simple shapes

Numbers and Operations

GR

Number and Operations in Base Ten

- 1 » Count on by ones from a number within 120
- 1 Read a numeral up to 120
- 1 Write a numeral up to 120
- 1 Skip count up to 120 by twos, fives, and tens to determine the number of objects in a set
- 1 » Represent the total number of objects in a group from 0 to 120 with a numeral
- 1 Understand that 10 represents a collection of ten ones
- 1 Understand that the numbers 11 to 19 are composed of a ten and some ones
- 1 Understand that a number ending in zero from 10 to 90 is a group of tens and no ones

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

° This student was given additional time to complete the assessment.

◀ Audio enabled for this test.



Class Instructional Planning Report

Printed Monday, December 16, 2019 9:10:27 AM

School: Concordia Charter School-Mesa

Reporting Period: 11/17/2019 - 12/16/2019

Class: [REDACTED]

Group 3

Numbers and Operations

GR

Number and Operations in Base Ten

- 1 » Understand that the digits of a 2-digit number represent amounts of tens and ones
- 1 » Compare two 2-digit numbers using standard symbols

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

School: Concordia Charter School-Mesa

Reporting Period: 11/17/2019 - 12/16/2019

Class:
Group 4
Students

Algebra

GR

Operations and Algebraic Thinking

- K Solve a problem by subtracting numbers with a minuend up to 10, using pictures or objects
- K » Subtract numbers with a minuend up to 10
- K » Decompose a number less than or equal to 10 into pairs, using pictures or objects
- K Decompose a number less than or equal to 10 into pairs using an equation
- K » Determine the number that makes 10 when added to a number from 1 to 9, using pictures or objects
- K Determine the number that makes 10 when added to a number 1 to 9 using an equation

Geometry

GR

Geometry

- K Apply the vocabulary of position or direction
- K » Correctly identify a shape regardless of orientation or overall size
- K Describe an object in the environment orally using a shape name
- K » Identify a 2-dimensional or 3-dimensional shape as flat or solid
- K » Identify attributes of a 2-dimensional shape

Measurement and Data

GR

Measurement and Data

- K Describe a measurable attribute of a group of objects
- K » Describe several measurable attributes of an object
- K Compare measurable attributes of two objects
- K Classify objects into categories
- K Count objects within categories
- K Sort categories by quantity

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

º This student was given additional time to complete the assessment.

◀ Audio enabled for this test.



Class Instructional Planning Report

Printed Monday, December 16, 2019 9:10:27 AM

School: Concordia Charter School-Mesa

Reporting Period: 11/17/2019 - 12/16/2019

Class: [REDACTED]

Group 4

Numbers and Operations

GR

Number and Operations in Base Ten

- K Decompose a number from 11 to 19 into a group of ten ones and some further ones, using pictures or objects
- K » Compose a number from 11 to 19 from ten ones and some further ones, using pictures or objects
- K Understand that the numbers 11 to 19 are composed of 10 ones and some ones

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Lesson Plans for Woody, Sharon for the week of 12/16/2019 (Page 1)

Mon 12/16

CKLA Units

Unit 4: Lesson 13

Grammar:
Past, Present, Future
Verb Tenses
Past Tense Marker Pronounced /ed/, /d/, and /t/
Reading Time:
Small Group: "Big Cats"
Take Home Materials:
Grammar Review
Materials:
1. Worksheet 13.1
2. Green Fern Zoo
3. Worksheet 13.2
Activity:
Students will learn about verb tenses and past tense marker. Students will read a story and complete the comprehension individually.

Standards
L.A.1.AZ.1.RI.1, L.A.1.AZ.1.RI.A, L.A.1.AZ.1.RI.5,
L.A.1.AZ.1.RF.3.c, L.A.1.AZ.1.RF.3.f, L.A.1.AZ.1.RF.4.a,
L.A.1.AZ.1.RF.4.c, L.A.1.AZ.1.LL.1.e, L.A.1.AZ.1.LL.1.j,
L.A.1.AZ.1.LL.4.b, L.A.1.AZ.1.LL.4.c, L.A.1.AZ.1.RI.10.a

Tue 12/17

Unit 4: Lesson 14

Practice:
Clapping and Reading Two-Syllable Words
Vowel Sounds/ Yes or No?
Break:
Wiggle Cards
Reading Time:
Small Group: Reread "Big Cats"
Materials:
1. Worksheet 14.1, 14.2
2. Wiggle Cards
3. The Green Fern Zoo; Worksheet 14.3
Activity:
Students will clap and read two syllable words. Students will read a story and complete a comprehension individually.

Standards

CKLA Domains

**Domain 6:
Astronomy Pausing Point**

Student Performance Test Assessment
Class Book:
The Sun
Riddle for Core Content
Materials:
1. The Earth, Sun, and Moon (Instructional Master PP-1)
2. Drawing paper, drawing tools
3. Image Cards 1,2, and 6

**Domain 6:
Astronomy Lesson: 6**

Introducing the Read-Aloud:
*Making Predictions About the Read-Aloud
*Purpose for listening
Presenting the Read-Aloud:
*History of Space Exploration and Astronauts
Discussing the Read Aloud:
*Comprehension Questions
Word Work:
*Launch
Extensions:
*Student Choice
*Astronomy Journals
Materials:
1. Image Cards 3-6
2. World Map or globe
3. Journals from Lesson 1; drawing tools
Activity:
Students will listen to the read-aloud and complete the comprehension together. Students will explain that astronomers study the moon and stars using telescopes. Describe how people sometimes tell stories about the moon and stars. Explain that astronauts travel to outer space.

Standards

Reading, Oral & Vocabulary

Listening & Speaking
*Students will listen to the read aloud story then complete the comprehension as whole group.

Reading
*Students will read the decodable story as whole group then in small group.

Vocabulary Word List:
1. gas
2. horizon
3. dusk
4. ancient
5. appearance

Standards
ELL.1-2.L.2.R-1, ELL.1-2.LS.1.B-7, ELL.1-2.R.2.B-13

Listening & Speaking
*Students will listen to read aloud then complete the comprehension as whole group.

Reading
*Students will read the decodable story as whole group then in small group.

Vocabulary Word List:
1. astronaut
2. launch
3. rockets
4. spacecraft
5. technology

Standards

Grammar & Writing

Grammar
*Students will learn past, present and future verb tense as whole group.
Writing
*Students will complete the literary response as whole group.

Standards
ELL.1-2.L.LVB-2, ELL.1-2.W.IB-7

Grammar
*Students will practice two-syllable words and review nouns as whole group.
Writing
*Students will complete the literary response as whole group.

L.A.1.AZ.1.RI.1, L.A.1.AZ.1.RE.3.c, L.A.1.AZ.1.RE.3.d,
L.A.1.AZ.1.RE.3.e, L.A.1.AZ.1.RE.3.f, L.A.1.AZ.1.RE.4.b,
L.A.1.AZ.1.RE.4.c, L.A.1.AZ.1.LL.1.f, L.A.1.AZ.1.LL.2.a,
L.A.1.AZ.1.LL.2.b, L.A.1.AZ.1.LL.2.c, L.A.1.AZ.1.LL.3.b,
L.A.1.AZ.1.LL.4.c, L.A.1.AZ.1.RI.10.a

Unit 4: Lesson 15

Spelling:

Spelling Assessment

Chaining:

Large Card Chaining

Reading Time:

Partner Reading: "Groundhogs"

Materials:

1. Worksheet 15.1
2. Large Cards for:
m,n,t,d,c,k,f,s,p,h,ch,sh,ar,or,er,e,i,o
3. The Green Fern Zoo;
Worksheet 15.2

Activity:

Students will have a spelling assessment. Students will make chaining words and read a story. They are to complete the comprehension individually.

L.A.1.AZ.1.RI.3, L.A.1.AZ.1.SI.4,
L.A.1.AZ.1.SI.5

Domain 6:

Astronomy Lesson:

7

Introducing the Read-Aloud:

*Personal Connections

*Purpose for Listening

Presenting the Read-Aloud:

*Exploration of the Moon

Discussing the Read-Aloud:

*Comprehension Questions

*Word Work: Determined

Extensions:

Astronomy Journals

Syntactic Awareness

Activity:

Possessive Pronouns *my, your, his, her, our, thier*

Materials:

1. Journals from Lesson 1
2. Drawing tools

Activity:

Students will listen to the read-aloud and complete the comprehension together. Students will explain that astronomers study the moon and stars using telescopes. Explain that the moon orbits the earth. Explain that astronauts travel to outer space. Describe the landing on the moon by American astronauts. Explain the importance of the first trip to the moon

ELL.1-2.LL.2.B-4, ELL.1-2.IS.1.B-7, ELL.1-2.R.2.B-9

Listening & Speaking

*Students will listen to the read aloud then complete the comprehension as whole group.

Reading

*Students will read the decodable book as whole group then in small group.

Vocabulary Word List:

1. determined
2. disaster
3. historic
4. missions
5. nervously

Standards

ELL.1-2.L.LN.B-4, ELL.1-2.W.I.B-7

Grammar

*Students will practice creating and reading chaining words as whole group.

Writing

*Students will complete the literary response as whole group.

Wed 12/18

Standards

L.A.1.AZ.1.RI.1, L.A.1.AZ.1.RI.4, L.A.1.AZ.1.RE.2.d,
L.A.1.AZ.1.RE.3.b, L.A.1.AZ.1.RE.4.b, L.A.1.AZ.1.RE.4.c,
L.A.1.AZ.1.LL.1.f, L.A.1.AZ.1.LL.2.c, L.A.1.AZ.1.LL.2.b,
L.A.1.AZ.1.LL.2.c, L.A.1.AZ.1.LL.2.d, L.A.1.AZ.1.RI.10.a

Unit 4: Lesson 16

Warm-Up:

Verb Identification

Spelling:

The 'ed' Dance and Spelling Words

Reading Time:

Whole Group: "The Reptile Room"

Take-Home Material:

Spelling Words

Materials:

1. Worksheet 16.1
2. Worksheet 16.2
3. The Green Fern Zoo

Activity:

Students will identify verbs and practice spelling 'ed' in words. Students will read a story and complete the comprehension individually.

Standards

L.A.1.AZ.1.RI.3, L.A.1.AZ.1.W.8,
L.A.1.AZ.1.SI.3, L.A.1.AZ.1.SI.4,
L.A.1.AZ.1.SI.5

Domain 6:

Astronomy Lesson:

8

Introducing the Read-Aloud:

*What Have We Already Learned?

*Purpose for Listening

Presenting the Read-Aloud:

*The Solar System, Part 1

Discussing the Read-Aloud:

*Comprehension Questions

*Word Work: Abundant

Extensions:

*Planet Chart

Materials:

1. Image Cards 1,7-9
2. Chart paper, chalkboard, or whiteboard
3. Multiple Meaning Word

Activity: Color

Activity:

Students will listen to the

Standards

ELL.1-2.LL.2.B-4, ELL.1-2.IS.2.B-5, ELL.1-2.R.2.B-1

Listening & Speaking

*Students will listen to read aloud then complete comprehension as whole group.

Reading

*Students will read the decodable as whole group.

Vocabulary Word List:

1. abundant
2. accomplish
3. inner
4. solar
5. unique

Standards

ELL.1-2.L.LPRO.B-3, ELL.1-2.W.I.B-7

Grammar

*Students will review identifying verb tense and -ed words as whole group.

Writing

*Students will complete the literary response as whole group.

Thu 12/19

read-aloud and complete the comprehension together. Students will explain that the sun is a source of energy, light, and heat. Classify the sun as a star and identify Earth as a planet and our home. Identify the earth's rotation or spin as the cause of day and night. Explain that Earth orbits the sun. Explain that our solar system includes the sun and the planets that orbit around it. Indicate that there are eight planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune)

Standards

LA.1.AZ.1.RI.1, LA.1.AZ.1.RI.3, LA.1.AZ.1.RI.4,
LA.1.AZ.1.RE.3.f, LA.1.AZ.1.RE.4.b, LA.1.AZ.1.RF.4.c,
LA.1.AZ.1.L.1.c, LA.1.AZ.1.L.1.j, LA.1.AZ.1.L.2.b,
LA.1.AZ.1.L.2.d, LA.1.AZ.1.L.4.c, LA.1.AZ.1.RI.10.a

Standards

LA.1.AZ.1.RI.3, LA.1.AZ.1.RI.7,
LA.1.AZ.1.RI.9, LA.1.AZ.1.W.8,
LA.1.AZ.1.SI.2, LA.1.AZ.1.L.5.a

Standards

ELL.1-2.L.2.B-3, HLL.1-2.LS.2.B-5, ELL.1-2.R.4.B-3

Standards

ELL.1-2.L.1.VR-1, ELL.1-2.W.1.B-7

Fri 12/20

Half Day: Christmas Activities

Lesson Plans for Woody, Sharon for the week of 12/16/2019 (Page 2)

Saxon Math

Small Group Instruction

Lesson: 72

Topic:

*Measuring and Drawing Line Segments to the Nearest Half Inch

Materials:

- 1. Teacher Fact Cards (Sets I and J, Subtracting 1 and Subtracting 2)
- 2. Guided Class Practice 72A
- 3. sets of Learning Wrap-Ups; Subtracting 2, Subtracting 1, and Subtracting 0 (1 set per child)
- 4. rulers (1 per child)
- 5. Lesson Worksheet 72

Activity:

Students will measure and draw line segments to the nearest half inch.

Mon 12/16

Center 1 (Helper)

*counting by 2, 5, 10

Center 2 (Ms. Woody)

*Wrap-up sticks: -0, -1, -2

Center 3 (Ms. Jesicka)

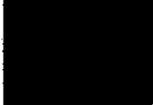
Jesicka)

*Counting dimes, nickels, pennies and quarter

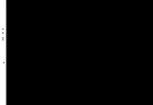
Center 4 (Mr. Wilson)

*2 digit Addition with regrouping

Computer-Moby Max (Fluency) (15 min)- 1st grp



Computer- Moby Max (Fluency) (15 min)- 2nd grp



Computer- Moby Max (Fluency) (15 min)- 3rd grp



*Standards
M.A.1.L.MD.A.1*

Lesson: 73

Topic:

*Addition Two-Digit Numbers With a Sum Greater Than 100

Materials:

- 1. Student Fact Cards Sheets (pink; Subtracting 2)
- 2. small zip-top bags (1 per child)
- 3. Guided Class Practice 73A
- 4. scrap paper (1 piece per child)

Activity:

Students will add two-digit numbers with a sum greater than 100.

Tue 12/17

Center 1 (Helper)

*Practice supplemental decodable words

Center 2 (Ms. Woody)

*Practice high frequency words/ timed

Center 3 (Ms. Jesicka)

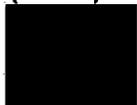
Jesicka)

*Read aloud a book

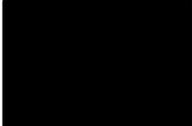
Center 4 (Mr. Wilson)

*Practice chaining words

Computer-Moby Max (Math) (15 min)- 1st grp



Computer-Moby Max (Math) (15 min)- 2nd grp



**Computer- Moby Max (Math)
(15 min)- 3rd grp**



*Standards
M.A.1.NB.C.5*

Lesson: 74

Topic:

*Representing Numbers Using
Base Ten Blocks
* Ordering Numbers Using
Base Ten Blocks

Materials:

- Class Fact Practice 74A/ Fact Homework 74B
- sets of Learning Wrap-Ups; Subtracting 2 and Subtracting 1
- base ten blocks; 100 unit cubes, 20 10-sticks, 10 100 flats, and 1 1,000-cube
- 24 3"x5" cards
- Guided Class Practice 74A/ Homework 74B

Activity:

Students will present numbers using Base Ten Blocks and order numbers using Base Ten Blocks.

Wed 12/18

*Standards
M.A.1.NB.C.4*

Lesson: 75-1

Topic:

*Subtracting 3 Facts

Materials:

1. Teacher Fact Cards (Sets I and J)
2. Lesson Worksheet 75-1A/B
3. sets of Learning Wrap-Ups; Subtracting 3 (1 set per child)
4. Guided Class Practice 75A/ Homework 75B

Activity:

Students will learn subtracting 3 facts and practice it on wrap-up sticks.

Thu 12/19

Center 1 (Helper)

*Practice supplemental decodable words

Center 2 (Ms. Woody)

*Practice high frequency words/ timed

Center 3 (Ms. Jesicka)

*Read aloud a book

Center 4 (Mr. Wilson)

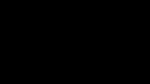
*Practice chaining words

**Computer-Moby Max
(Fluency) (15 min)- 1st grp**



**Computer- Moby Max
(Fluency) (15 min)- 2nd grp**

*Ingrid



**Computer- Moby Max
(Fluency) (15 min)- 3rd grp**



*Standards
M.A.1.NB.C.4*

Half Day



Class Instructional Planning Report

Printed Monday, December 16, 2019 8:59:05 AM

School: Concordia Charter School-Mesa

Reporting Period: 7/16/2019 - 8/14/2019

Class: [REDACTED]

Teacher: [REDACTED]

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	3	461	377 - 483
Group 2	3	199	177 - 300

Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress Reading built for AZ learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students

[REDACTED]

Literature

GR

Range of Reading and Level of Text Complexity

5

- » Read regularly and independently in fifth-grade-appropriate texts for sustained periods of time, increasing speed, stamina, and comprehension

Informational Text

GR

Key Ideas and Details

4

- » Identify and explain the main idea of an informational text and explain how key details support it

Craft and Structure

4

Use headings, table of contents, and illustrations to gain an overview of an informational text's content (e.g., as a skimming and scanning strategy)

4

- » Determine the author's purpose (e.g., to inform, describe, entertain, explain, share feelings) and explain how the reader can determine the purpose

4

Describe the viewpoint or opinions of an author in an informational text (i.e., what the author wants the reader to believe or understand)

4

Identify what an author is emphasizing most in an informational text

4

- » Compare and contrast focus, emphasis, or information provided in firsthand and secondhand accounts of the same event or topic

Integration of Knowledge and Ideas

4

Identify and apply information from illustrations outside the text to deepen understanding of a topic or answer a question relevant to the text

The median test score for each instructional group is calculated based only on students who have a test score up to 30 days before the selected testing end date. As a result, suggested skills may be different when viewed through the Record Book, which calculates the median test score for each instructional group based on the last test taken during the school year.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

ª This student was given additional time to complete the assessment.



Class Instructional Planning Report

Printed Monday, December 16, 2019 8:59:05 AM

School: Concordia Charter School-Mesa

Reporting Period: 7/16/2019 - 8/14/2019

Class: [REDACTED]
Group 1

Informational Text

GR

Integration of Knowledge and Ideas

- 4 » Explain how an author uses reasons and evidence to support a claim
- 4 » Integrate information from two nonfiction texts on the same topic into a broader understanding in order to write or speak knowledgeably about the topic

Range of Reading and Level of Text Complexity

- 5 » Read regularly and independently in fifth-grade-appropriate texts for sustained periods of time, increasing speed, stamina, and comprehension

Foundational Skills

GR

Phonics and Word Recognition

- 5 Accurately read unfamiliar grade-appropriate multisyllabic words in context using knowledge of all letter-sound correspondences (e.g., the ice on the pond was *solid*)
- 5 Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in context (e.g., read *multiple* in a contextual sentence)
- 5 » Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in isolation (e.g., election, cabinet)
- 5 » Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., solid, enamel)
- 5 Accurately read unfamiliar grade-appropriate multisyllabic words in context, applying greater knowledge of word morphology (e.g., read *visible* in a contextual sentence)
- 5 » Accurately read unfamiliar grade-appropriate multisyllabic words in isolation, applying greater knowledge of word morphology (e.g., destruction, transport)

Fluency

- 5 » Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject, to solve a problem, to answer a research question) and comprehend on-level texts demonstrated in a variety of ways (e.g., by writing or selecting an accurate summary, writing an answer to the question, writing about the solution, or discussing/drawing conclusions about the research question)
- 5 » Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet fifth-grade benchmarks
- 5 » Read on-level prose and poetry aloud with expression (e.g., appropriate phrasing, pauses, and stresses and matching the rhythm of speech)
- 5 » Confirm or correct understanding of text by previewing and setting a purpose for reading, using word-attack skills, and by rereading and/or reading ahead or around as necessary

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.



Class Instructional Planning Report

Printed Monday, December 16, 2019 8:59:05 AM

School: Concordia Charter School-Mesa

Reporting Period: 7/16/2019 - 8/14/2019

Class: [REDACTED]
Group 2

Students
[REDACTED]

Literature

GR

Key Ideas and Details

- 1 » Ask and answer simple questions about a story's key details (e.g., who, what, where, when, why, and how questions)

Craft and Structure

- 1 Answer questions to clarify the meanings of words and apply foundational skills and strategies when encountering new vocabulary in grade-appropriate literary texts (e.g., use context clues, apply decoding strategies)
- 1 » Explain the general differences between books that provide information and books that tell stories

Range of Reading and Level of Text Complexity

- 1 Confirm or correct understanding of text by slowing reading pace, asking questions, and checking predictions
- 1 » Understand the general differences among various print and digital materials (e.g., storybooks, fairy tales, informational books, newspapers, websites)

Informational Text

GR

Key Ideas and Details

- 1 » Ask and answer simple questions about key details in an informational text (e.g., who, what, where, when, why, and how questions)
- 1 Retell key details of an informational text

Craft and Structure

- 1 Answer questions to clarify the meanings of words and apply foundational skills and strategies when encountering new vocabulary in grade-appropriate informational texts (e.g., use context clues, apply decoding strategies)

Range of Reading and Level of Text Complexity

- 1 Read informational texts within the ATOS range of 1.6 to 3.3
- 1 Confirm or correct understanding of text by slowing reading pace, asking questions, and checking predictions

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.
^a This student was given additional time to complete the assessment.



Class Instructional Planning Report

Printed Monday, December 16, 2019 8:59:05 AM

School: Concordia Charter School-Mesa

Reporting Period: 7/16/2019 - 8/14/2019

Class: [REDACTED] **Reading**
Group 2

Foundational Skills

GR

Fluency

1 » With assistance, confirm or correct understanding of a word in context through the use of illustrations, phonics (e.g., sounding out words, especially initial and final letters), and by applying repair strategies (e.g., slowing reading pace and/or asking questions)

Language

GR

Vocabulary Acquisition and Use

1 » Use vocabulary acquired from listening, conversing, reading, and responding to texts including high-frequency conjunctions to indicate simple relationships (e.g., *because* to show causal relationships; *but* to show contrast)

1 Apply new vocabulary to real-life objects or places (e.g., use newly learned words such as *cozy* to tell about a place you like to sit)

1 Sort words by category (e.g., colors, living things, classroom objects)

1 » Use knowledge of frequently occurring affixes (e.g., un-, re-), base words, and their inflectional forms (e.g., look + -ing) as clues to the meanings of words (e.g., unhappy, looking)

1 » Use sentence-level context clues, illustrations, and foundational skills to determine or clarify the meanings of unfamiliar words in grade-appropriate texts

1 Determine the meanings of homophones (e.g., to/two, ant/aunt, be/bee) and homographs/multiple-meaning words (e.g., bark, bat, fly) in grade-appropriate texts using sentence context or prior knowledge of spellings

1 Name and use synonyms for grade-appropriate high-frequency words (e.g., Dolch: road/street; Fry: look/see)

1 » Name antonyms for grade-appropriate, frequently used words (e.g., before/after) in isolation or in context

1 Group or define words by categories and attributes (e.g., use superordinate/subordinate relationships, ducks and swans are birds that swim; robins and crows are birds that don't swim)

1 Identify or act out the differences in manner or intensity among closely related verbs and adjectives (e.g., synonyms for *look* such as *peek*, *glance*, *stare*)

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

Lesson Plans for Buck, Pattie for the week of 12/16/2019 (Page 1)

Mon 12/16

CKLA 9:00-9:50/12:20-1:30

WEEK 20 Unit 6 Lesson 7
Balder the Beautiful

- 1. Reading/Small Group: "Balder, the Beautiful"**
Materials: Gods, Giants, and Dwarves; Worksheet 7.1
- 2. Grammar Practice Cause and Effect with Conjunction because**
Materials: board; prepared sentence strips; Worksheet 7.2; tape
- 3. Spelling Pyramids**

Standards
ELL.3-5.L.1.C.B-1, ELL.3-5.L.1.SC.LI-16,
L.A.AZ.3.RL.1, L.A.AZ.3.RL.2, L.A.AZ.3.RL.3,
L.A.AZ.3.RL.7, L.A.AZ.3.RL.9, L.A.AZ.3.RL.4,
L.A.AZ.3.RL.7, L.A.AZ.3.RL.9, L.A.AZ.3.RL.4.a,
L.A.AZ.3.W.2.c, L.A.AZ.3.SL.1.a,
L.A.AZ.3.L.1.b, L.A.AZ.3.L.1.i, L.A.AZ.3.L.4.d

Unit 6 Lesson 8 The Death of Balder

- 1. Reading/Small Group: "The Death of Balder"**
Materials: Gods, Giants, and Dwarves; fiction chart; Worksheet 8.1
- 2. Morphology Practice Suffixes -ive and -ly**
Materials: Worksheet 8.2
- 3. Spelling-write 4 different ways**

Standards
ELL.3-5.R.4.E-2, ELL.3-5.R.2.LI-10, ELL.3-5.L.2.LI-7, L.A.AZ.3.RL.1, L.A.AZ.3.RL.2, L.A.AZ.3.RL.3, L.A.AZ.3.RL.7, L.A.AZ.3.RL.9,

Saxon Math 10:20-11:35

Lesson 69 Measuring and drawing line segments using fourths of an inch

Materials: Chart 28, Chart 68, Student Notebook pages 19 and 46, rulers, scrap paper, Guided Class Practice 69A/B

- Lesson:**
1. Review equivalent fractions using Chart 68
 2. Using chart 28, complete page 19 in Student Notebooks
 3. Use page 46 in Student Notebooks to practice measuring sides of triangle, rectangles, parallelograms, squares
 4. Use scrap paper to draw equivalent line segments
 5. Complete Guided Practice 69A together, 69B independently

Math Facts 11:15-11:35

Standards
MA.3.3.NR.A.3.b, MA.3.3.MD.B.4,
MA.3.3.MD.C.3.a

Lesson 70 Acting out, drawing pictures, and writing number sentences to solve equal groups story problems involving division

Materials: Master 70, centimeter cubes (1 bag per 2 students), Guided Practice 70A/B

- Lesson:**
1. Using Master 70, use cubes to demonstrate division
 2. Draw pictures to show division, practicing on the board
 3. Write number sentences for division pictures
 4. Complete Guided Practice 70A together, 70B independently

Math facts 11:15-11:30

Standards
MA.3.3.OA.A.2

Domain 2:20-3:30

Unit 6 Lesson 7 Saying Goodbye

1. Introducing the Read-Aloud What Have We Already Learned?
2. Making Predictions About the Read-Aloud
3. Purpose for Listening
4. Presenting the Read-Aloud Saying Goodbye
Materials: Poster 2 (Viking Ships)
5. Discussing the Read-Aloud
Materials: Comprehension Questions
6. Word Work: Exclaimed

Extensions Sayings and Phrases: Last Straw
Writing Prompt: Out at Sea

Review Viking history:
<https://www.youtube.com/watch?v=gA6b-H7VM3U&feature=youtu.be>

CHRISTMAS PROGRAM PRACTICE TODAY 2:30-3:30

Standards
ELL.3-5.R.4.LI-17, ELL.3-5.W.4.B-4, L.A.AZ.3.RL.3,
L.A.AZ.3.RL.7, L.A.AZ.3.RL.4, L.A.AZ.3.SL.1.a,
L.A.AZ.3.L.5.a, L.A.AZ.3.L.5.b

DOMAIN LESSON 12:20-1:30
Domain 6 Lesson 8 Sailing to a New Land

1. Introducing the Read-Aloud/What Have We Already Learned?
Materials: Poster 1 (The Viking Age) Poster 2 (Viking Ships)
2. Making Predictions/Purpose for Listening
3. Presenting the Read-Aloud Sailing to a New Land
4. Discussing the Read-Aloud
Materials: Comprehension Questions Poster 1
5. Word Work: Enabled

CHRISTMAS PROGRAM PRACTICE TODAY: 2:30-3:30

Standards
ELL.3-5.R.4.B-17, ELL.3-5.R.4.LI-24, L.A.AZ.3.RL.3,
L.A.AZ.3.RL.4, L.A.AZ.3.RL.7, L.A.AZ.3.L.5.a

Tue 12/17

Math meeting 8:30-9:00

SNACK/BATHROOM 9:55-10:20

LUNCH 11:35-12:20

BATHROOM BREAK 1:30-1:40

WIN 1:40-2:20 (in the library)

CHRISTMAS PROGRAM PRACTICE

Math meeting 8:30-9:00

SNACK/BATHROOM 9:55-10:20

LUNCH 11:35-12:20

BATHROOM BREAK 1:30-1:40

WIN 1:40-2:20 (in the library)

CHRISTMAS PROGRAM PRACTICE

L.A.AZ.3.RL.7, L.A.AZ.3.RF.3.b,
L.A.AZ.3.RF.4.a, L.A.AZ.3.SL.1.a,
L.A.AZ.3.L.4.b, L.A.AZ.3.L.4.d, L.A.AZ.3.L.5.a

Unit 6 Lesson 9 Loki's Punishment

1. Reading Time Whole Group: "Loki's Punishment" Materials: Gods, Giants, and Dwarves; Vocabulary Cards; fiction chart; Worksheet 9.1
2. Grammar Build Sentences with the Conjunction because Materials: board or chart paper; Worksheet 9.2
3. Spelling-writing sentences

Standards
ELL.3-5.R.4.L1-32, ELL.3-5.L.1.ADV.B-1, ELL.3-5.L.1.ADV.B-2, ELL.3-5.L.1.ADV.B-3, ELL.3-5.L.1.ADV.B-4, L.A.AZ.3.RL.1, L.A.AZ.3.RL.2, L.A.AZ.3.RL.3, L.A.AZ.3.RL.7, L.A.AZ.3.RL.9, L.A.AZ.3.RL.4, L.A.AZ.3.RL.7, L.A.AZ.3.RF.4.a, L.A.AZ.3.W.2.c, L.A.AZ.3.L.1.a, L.A.AZ.3.L.1.b, L.A.AZ.3.L.1.i, L.A.AZ.3.L.4.d

Unit 6 Lesson 10

1. Spelling Assessment Materials: Worksheet 10.1, as practice before test
2. Grammar Cause and Effect: Conjunction because Materials: Worksheet 10.2
3. Writing PP15, PP17

SMALL GROUPS: Bingo Games
Mr. Willson: Rhyming Bingo
Miss Jessicka: Multiplication Bingo
Mrs. Buck sight word bingo

Standards
ELL.3-5.L.1.SCB-16, ELL.3-5.L.1.VLI-7, ELL.3-5.L.1.VLI-9, ELL.3-5.L.1.SCLI-16, L.A.AZ.3.W.2.c, L.A.AZ.3.L.1.a, L.A.AZ.3.L.1.b, L.A.AZ.3.L.1.i

- Christmas Activities stations 8:30-9:50**
1. finish Viking ships (Cut and Paste)
 2. Snowball 200 (addition review game)
 3. Spelling (practice writing sentences)
 4. Vocabulary Word scramble

Snack/recess 9:50-10:05
BATHROOM BREAK: 10:05-10:15

Whole Group activities in the cafeteria
Story: 10:15-10:35
Gifts: 10:35-10:50
Cookies: 10:50-11:10

Math Review for Assessment Writing Prompt: Life in Iceland

How to draw a Viking <https://youtu.be/08FVs4Cvq3o>

Review map for assessment; take assessment

Standards
ELL.3-5.R.4.B-17, ELL.3-5.R.4.L1-24, L.A.AZ.3.RL.3, L.A.AZ.3.RL.4, L.A.AZ.3.RL.7, L.A.AZ.3.L.5.a

Domain 6 Assessment

Materials: Master DA1, 2, 3

ART PROJECT: COLOR Viking ships
materials: viking ship copies, markers, scissors, glue

PE 8:30-8:55

Lunch 11:35-12:00

Dismissal 12:30

Math meeting 8:30-9:00

SNACK/BATHROOM 9:55-10:20

LUNCH 11:35-12:20

BATHROOM BREAK 1:30-1:40

WIN 1:40-2:20 (in the library)

Math meeting 8:30-9:00

SNACK/BATHROOM 9:55-10:20

LUNCH 11:35-12:20

BATHROOM BREAK 1:30-1:40

WIN 1:40-2:20 (in the library)
LIBRARY 2:20-2:50

Wed 12/18

Thu 12/19

Fri 12/20

11:10-12:35 finish activity
stations
Clean out desks, tidy
classroom.
Charlie Brown Christmas
movie

Lesson Plans for Buck, Pattie for the week of 12/16/2019 (Page 2)

	Reading/Oral/Vocabulary	Writing and Grammar	Small Groups: 12:50-1:30
Mon 12/16	<p>VOCABULARY: harm, disguise, rumor, swear, mistletoe</p> <p>Reading Time Whole Group: "Balder, the Beautiful"</p> <p>Materials: Gods, Giants, and Dwarves; Worksheet 7.1</p> <p>2. Grammar Practice Cause and Effect with Conjunction because</p> <p>Materials: board; prepared sentence strips; Worksheet 7.2; tape</p> <p>3. Spelling Pyramids</p> <p><i>Standards</i> ELL.3-5.LS.1.11-3, ELL.3-5.LS.1.11-4, ELL.3-5.R.2.1.1-6, ELL.3-5.R.2.1.1-11, ELL.3-5.L.2.1.1-3</p>	<p>Writing Prompt: Out at Sea</p> <p><i>Standards</i> ELL.3-5.W.3.1.1-1, ELL.3-5.W.3.1.1-2, ELL.3-5.L.1.SCI.1-2, ELL.3-5.L.1.SCI.1-4, ELL.3-5.L.1.SCI.1-5</p>	<p>Reading/Small Group: "Balder, the Beautiful"</p> <p>Materials: Gods, Giants, and Dwarves; Worksheet 7.1</p> <p>Mrs. Buck: Spelling/markings words from spelling list</p>
Tue 12/17	<p>VOCABULARY: patience, vow, serpent, wound, writhe, agony</p> <p>Reading Time Whole Group: "The Death of Balder"</p> <p>Materials: Gods, Giants, and Dwarves; Vocabulary Cards; fiction chart; Worksheet 8.1</p> <p>Morphology Practice Suffixes -ive and -ly</p> <p>Materials: Worksheet 8.2</p> <p><i>Standards</i> ELL.3-5.LS.2.1.1-1, ELL.3-5.R.4.1.1-3, ELL.3-5.R.4.1.1-7, ELL.3-5.L.2.1.1-4</p>	<p>Writing Prompt: Life in Iceland</p> <p><i>Standards</i> ELL.3-5.W.2.1.1-2, ELL.3-5.W.2.1.1-3, ELL.3-5.L.1.SCI.1-4</p>	<p>Reading/Small Group: "Balder, the Beautiful"</p> <p>Materials: Gods, Giants, and Dwarves; Worksheet 7.1</p> <p>Mrs. Buck: Tricky vowel sounds (aw, ow)</p>
Wed 12/18	<p>VOCABULARY: fate, triumph, prophecy</p> <p>1. Reading Time Whole Group: "Loki's Punishment"</p> <p>Materials: Gods, Giants, and Dwarves; Vocabulary Cards; fiction chart; Worksheet 9.1</p> <p>2. Grammar Build Sentences with the Conjunction because</p> <p>Materials: board or chart paper; Worksheet 9.2</p> <p><i>Standards</i> ELL.3-5.LS.1.1.1-5, ELL.3-5.R.4.1.1-14, ELL.3-5.R.4.1.1-15, ELL.3-5.R.4.1.1-16, ELL.3-5.R.4.1.1-17, ELL.3-5.L.2.1.1-12, ELL.3-5.L.2.1.1-14</p>	<p>Grammar Build Sentences with the Conjunction because</p> <p>Materials: board or chart paper; Worksheet 9.2</p> <p><i>Standards</i> ELL.3-5.W.2.1.1-2, ELL.3-5.W.2.1.1-3, ELL.3-5.L.1.SCI.1-4</p>	
Thu 12/19	<p>SPELLING ASSESSMENT</p> <p>materials: paper, pencil</p> <p>Partner Reading: Re-read favorite stories from Unit 6 reader</p> <p><i>Standards</i> ELL.3-5.LS.1.1.1-1, ELL.3-5.R.2.1.1-7, ELL.3-5.L.2.1.1-3, ELL.3-5.L.2.1.1-2</p>	<p>Grammar Cause and Effect: Conjunction because</p> <p>Materials: Worksheet 10.2</p> <p>Writing PP15, PP17</p> <p><i>Standards</i> ELL.3-5.L.1.C.1.1-1, ELL.3-5.L.1.SCI.1-16</p>	<p>SMALL GROUPS: Bingo Games</p> <p>Mr. Willson: Rhyming Bingo</p> <p>Miss Jessicka: Multiplication Bingo</p> <p>Mrs. Buck: sight word bingo</p>
Fri 12/20			



Student Diagnostic Report Enterprise Test

Printed Monday, December 16, 2019 9:27:50 AM

School: Concordia Charter School-Mesa

Test Date: December 6, 2019 1:45 PM

Test Time: 24 minutes 5 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills



School Benchmark - Grade 3



■ Urgent Intervention □ Intervention ■ On Watch ■ At/Above Benchmark

STAR Reading Scores

SS: 387 (Scaled Score)	<input type="checkbox"/> Intervention	██████████ Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 50 (Percentile Rank)		██████████ scored greater than 50% of students nationally in the same grade.
GE: 3.5 (Grade Equivalent)		██████████ test performance is comparable to that of an average third grader after the fifth month of the school year.
IRL: 3.3 (Instructional Reading Level)		██████████ would be best served by instructional materials prepared at the third grade level.
Est. ORF: 93 (Estimated Oral Reading Fluency)		██████████ can likely read 93 words per minute correctly on grade level appropriate text.

Domain Scores

Literature Key Ideas and Details: 81 Craft and Structure: 79 Range of Reading and Level of Text Complexity: 84 Informational Text Key Ideas and Details: 80 Craft and Structure: 76 Integration of Knowledge and Ideas: 76 Foundational Skills Phonics and Word Recognition: 85 Fluency: 82 Language Vocabulary Acquisition and Use: 86	Domain scores, ranging from 0-100, estimate ██████████ percent of mastery on skills in each domain at a third grade level.
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Reading Recommendation

ZPD: 2.8-4.0 (Zone of Proximal Development)	██████████ ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter ██████████ ZPD in www.ARBookFind.com to find appropriate books.
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Test Fidelity

Extended Time Limit: This student was given extra time to answer each question.



Student Diagnostic Report Enterprise Test

Printed Monday, December 16, 2019 9:28:51 AM

School: Concordia Charter School-Mesa

Test Date: December 5, 2019 9:45 AM

Test Time: 28 minutes 8 seconds

Report Options

Use Trend Score: Use trend score for student's suggested skills



District Benchmark - Grade 1



■ Urgent Intervention □ Intervention ■ On Watch ■ At/Above Benchmark

STAR Math Scores

SS: 329 (Scaled Score)

██████████ Scaled Score is based on the difficulty of questions and the number of correct responses.

PR: 58 (Percentile Rank)

██████████ scored greater than 58% of students nationally in the same grade.

GE: 1.4 (Grade Equivalent)

██████████ test performance is comparable to that of an average first grader after the fourth month of the school year.

Domain Scores

Algebra

Operations and Algebraic Thinking: 40

Geometry

Geometry: 61

Measurement and Data

Measurement and Data: 58

Numbers and Operations

Number and Operations in Base Ten: 38

Domain scores, ranging from 0-100, estimate ██████████ percent of mastery on skills in each domain at a first grade level.

Math Recommendation

Accelerated Math™ Library: Early Numeracy

If you are using the Accelerated Math™ management software system with ██████████ assign the Early Numeracy library. This library should provide a good match for his abilities.

Test Fidelity

Audio enabled for this test.

Appendix E.

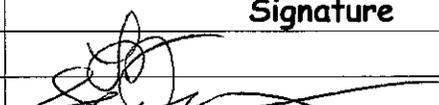
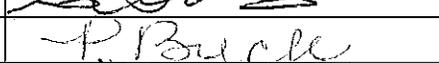
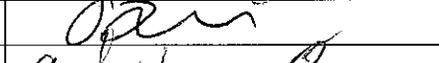
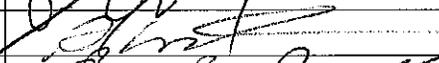
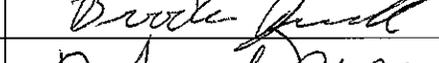
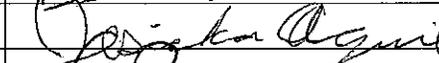
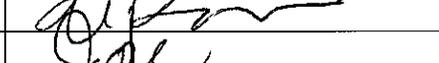
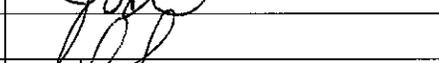
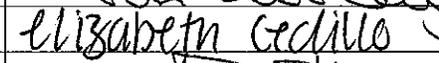
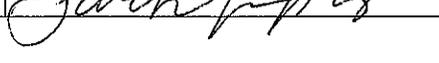
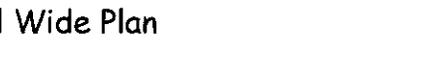
Academic Systems Review Site Visit Inventory

V. Professional Development Inventory

CONCORDIA CHARTER SCHOOL

2019/2020
~~2016/2017~~ SCHOOL YEAR

STAFF MEETING/PROFESSIONAL DEVELOPMENT/TRAINING

Name of Training: Staff Meeting	Date: July 19, 2019
Start: 8:00 AM	End: 4:00 PM
Name	Signature
Ms. Joslin	
Ms. Woody	
Ms. Buck	
Mr. O'Dell	
Mr. Chiu	
Mr. Dumouchel	
Mr. Willson	
Ms. Jerde	
Ms. Roush-Meier	
Ms. Brandi	
Ms. Jesicka	
Ms. Alicia	
Mr. Jose	
Ms. Rachel	
Ms. Iris	
Mr. Anthony	
Ms. Cubley	
Ms. Elizabeth	
Ms. Barnett	
Ms. Sarafina	

- 8:00 - 8:30 - Accelerated Reading School Wide Plan
- 8:30 - 9:00 Handbook / Policies
- 9:00-10:00 Review of Responsive Classroom
- 10:00 - 10:30 - ILLP and Progress Report Training
- 10:30 - 11:00 - Report Card Training
- 11:00-11:45 Classroom Work Time / Training Video Completion
- 11:45-12:30 Lunch - Provided by Concordia
- 12:30-2:00 Classroom Work Time / Training Video Completion
- 2:00 - 4:00 Open House

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

STAFF MEETING/PROFESSIONAL DEVELOPMENT/TRAINING

Name of Training: Staff Meeting	Date: September 9, 2019
Start: 1:50 PM	End: 4:00 PM
Name	Signature
Ms. Joslin	<i>[Signature]</i>
Ms. Woody	<i>[Signature]</i>
Ms. Buck	<i>[Signature]</i>
Mr. O'Dell	<i>[Signature]</i>
Mr. Chiu	<i>[Signature]</i>
Mr. Dumouchel	<i>[Signature]</i>
Mr. Willson	<i>[Signature]</i>
Ms. Jerde	<i>[Signature]</i>
Ms. Roush-Meier	<i>[Signature]</i>
Ms. Brandi	<i>[Signature]</i>
Ms. Jesicka	<i>[Signature]</i>
Ms. Alicia	<i>[Signature]</i>
Mr. Jose	<i>[Signature]</i>
Ms. Rachel	<i>[Signature]</i>
Ms. Iris	<i>[Signature]</i>
Ms. Cubley	<i>[Signature]</i>
Ms. Elizabeth C	<i>[Signature]</i>
Ms. Barnett	<i>[Signature]</i>
Ms. Sarafina	<i>[Signature]</i>
Ms. Alexis	<i>[Signature]</i>

12:50 - 1:20 All staff meeting

- Polos and Sweatshirts need paid for by 9-16-19
 - o Staff Polos - \$25
 - o Staff Sweatshirts - \$26

1:20 - 4:00

- Family Night ✓

- 45 day screeners - due by Friday need dated by 9-4-19
- Ren Report
 - o Review Instructional Group Report, Test Activity Report, Diagnostic Report, Growth Report
 - o Introduce - Summary Report ✓
 - o Fill in Tracking charts using Diagnostic Report

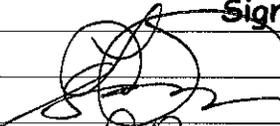
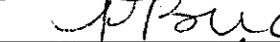
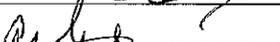
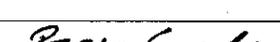
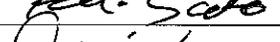
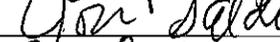
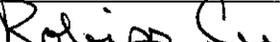
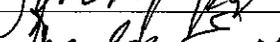
- Reward for STAR - Next week ✓

Mr. D ✓ *Ms. B* ✓ *Ms. Cubley* ✓ *Ms. Barnett* ✓

CONCORDIA CHARTER SCHOOL

2019/2020 SCHOOL YEAR

STAFF MEETING/PROFESSIONAL DEVELOPMENT/TRAINING

Name of Training: Staff Meeting	Date: November 20, 2019
Start: 1:50 PM	End: 4:00 PM
Name	Signature
Ms. Joslin	
Ms. Woody	
Ms. Buck	
Mr. O'Dell	
Mr. Chiu	
Mr. Dumouchel	
Mr. Willson	
Ms. Jerde	
Ms. Roush-Meier	
Ms. Brandi	
Ms. Jesicka	
Ms. Alicia	
Mr. Jose	
Ms. Rachel	
Ms. Iris	
Ms. Cubley	
Ms. Barnett	
Ms. Sarafina	
Ms. Sherilyn	

12:50 - 1:05 All Staff Meeting

- Goals Meetings need to be set up ✓
- Ornament by Friday if possible ✓
- Turkey Tuesday ✓

1:20 - 4:00 Instructional Staff

- Brene Brown Video and discussion
- Navigating New CKLA

RESPONSIVE CLASSROOM

10 Classroom Practices

Introduction to Responsive Classroom Part 1



Introduction to Responsive Classroom Part 2



1. Morning Meeting

- ▣ **Greeting**
 - Students and teachers greet one other by name and practice offering hospitality.
- ▣ **Sharing**
 - Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- ▣ **Group Activity**
 - Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills).
- ▣ **Morning Message**
 - Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Morning Meeting



2. Rule Creation

- ▣ Create Hopes and Dreams for the School Year
 - Students should think about what their Hopes and Dreams might be for the year
 - Writing Their Hopes and Dreams for the year

- ▣ Create Classroom Rules
 - Brainstorm Ideas
 - Organize ideas into categories
 - Narrow each category down to one maybe two rules

Rule Creation - Creating Hopes and Dreams Video



Rule Creation - Creating Classroom Rules



3. Interactive Modeling

The seven steps of Interactive Modeling

1. Briefly state what you will model, and why.
2. Model the behavior exactly as you expect students to do it
3. Ask students what they noticed.
4. Invite one or more students to model the same way you did.
5. Again, ask students what they noticed the modelers doing.
6. Have all students model while you observe and coach them.
7. Provide feedback, naming specific, positive actions you notice and redirecting respectfully but clearly when students go off track.

Interactive Modeling – Sitting in a Circle

Responsive Classroom

Interactive Modeling

Sitting in a Meeting Circle

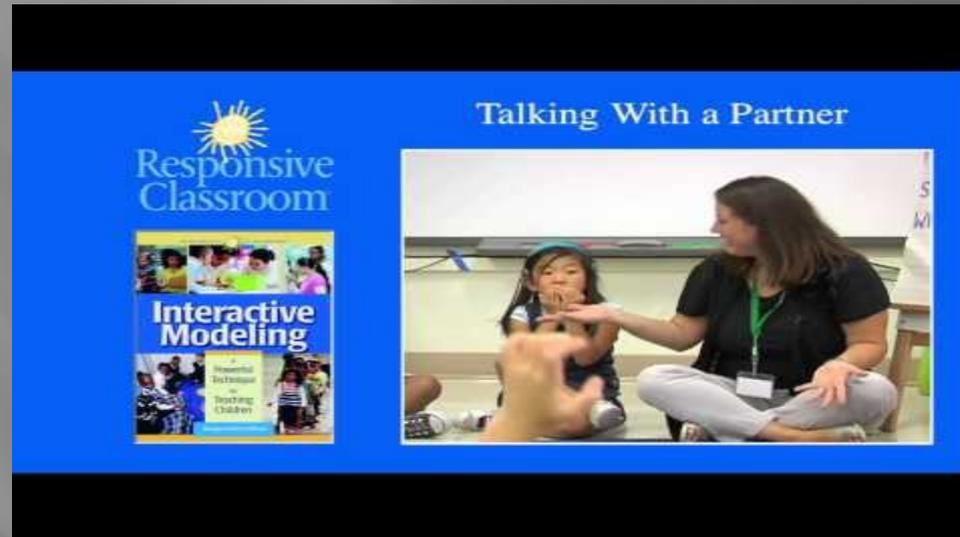


The image shows a classroom scene where several young children are sitting on the floor in a circle. They appear to be engaged in a meeting circle activity. The children are wearing various colored shirts, including yellow and dark blue. In the background, there are classroom shelves, a computer monitor, and other typical classroom items. The overall atmosphere is focused and collaborative.

Interactive Modeling - Choosing a Partner



Interactive Modeling - Talking to a Partner



The banner features the Responsive Classroom logo on the left, which includes a sun icon and the text "Responsive Classroom". Below the logo is the cover of the book "Interactive Modeling: A Powerful Instructional Strategy for Teaching Children". To the right of the book cover is a photograph titled "Talking With a Partner" showing a teacher and a student sitting on the floor, engaged in conversation. The teacher is gesturing with her hand while the student listens attentively.

Interactive Modeling - Take a Break Chair

Responsive Classroom

Interactive Modeling

Calming Down in Time-Out



The image shows a teacher sitting on the floor with three young children. The teacher is looking towards the children, and they appear to be engaged in a calm activity. The background shows a classroom setting with a bulletin board and a chair.

4. Positive Teacher Language

- ▣ Convey belief in children
- ▣ Use direct language
- ▣ Reinforce children's positive behaviors
- ▣ Language matters

Positive Teacher Language at Clean Up



Positive Teacher Language During Book Discussion



Positive Teacher Language at End of Work Period



5. Logical Consequences

▣ Logical consequences are:

1. Respectful
2. Relevant
3. Realistic

▣ 3 Kinds of Logical Consequences

1. You Break It – You Fix It
2. Loss of Privilege
3. Take a Break

Logical Consequences - Time Outs



Classroom + Rules =
Respect and Reason

Logic + Consequences =
Responsibility

6. Guided Discovery

Step to take for Guided Discovery

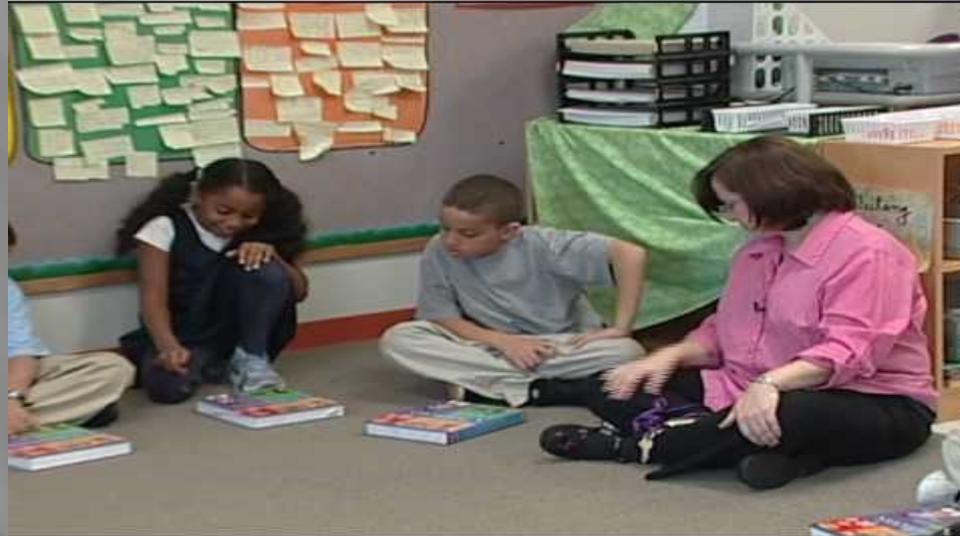
- ▣ Step One: Introduction and Naming
- ▣ Step Two: Generating and Modeling Students' Ideas
- ▣ Step Three: Exploration and Experimentation
- ▣ Step Four: Sharing Exploratory Work
- ▣ Step Five: Cleanup and Care of Materials

6. Guided Discovery

▣ Goals of Guided Discovery

- To excite children about classroom materials
- To help children explore materials with confidence and imagination and build a repertoire of constructive ways to use the materials in their academic learning
- To enable children to make independent and purposeful choices
- To establish and teach norms and routines for the use, care, and storage of materials

Guided Discovery – Steps 3 and 4



7. Academic Choices

- ▣ The three-phase process of Academic Choice
 1. Planning
 2. Working
 3. Reflecting
- ▣ Three Purposes for Academic Choice
 1. Learn New Skills
 2. Practice New Skills
 3. Demonstrate Mastery of Skills or Concepts
- ▣ Benefits of Academic Choices
 1. Supports Intrinsic Motivation to Learn
 2. Encourages Children to Learn from Each Other
 3. Draws on Different Strengths, Abilities, and Interests
 4. Maximizes Children's Learning

Academic Choices

<https://www.teachingchannel.org/videos/academic-choice-lesson#>

8. Classroom Organization

- ▣ Effectively Organize the Classroom
 - Create safe, warm and welcoming spaces
 - Encourages social and academic excellence
- ▣ Arrange classroom in a way that promote students' organization, cooperation and independence
- ▣ Provide spaces for children to work independently and cooperatively
- ▣ Students' Work Displayed Throughout the Classroom
 - Students feel valued and respected

9. Working with Families

- ▣ Working with diverse family cultures
- ▣ Setting the stage for a positive relationship during the early weeks of school
- ▣ Keeping in touch all year long
- ▣ Talking with parents about child development
- ▣ Involving all parents, including those who can't make it to school
- ▣ Helping parents understand classroom practices
- ▣ Problem-solving with parents

10. Collaborative Problem Solving

- ▣ What is Collaborative Problem Solving?
- ▣ Teacher conferences with student in private to address a specific problem.
- ▣ Collaborative process hinges on a relationship of respect and acceptance between teacher and student.
- ▣ Can be used when teacher notices a specific behavioral pattern which is counter-productive for the student's learning or well-being.
- ▣ Seeks to get to the root of a specific problem and develop a plan of action.
- ▣ Invites child into a conversation & asks for child's take on the situation.

10. Collaborative Problem Solving

- ▣ **Steps in Problem-Solving Conferences**
 1. Establish what the teacher and the student notice...specific events, actions, feelings, or expressions
 2. Name the problem & need to solve it.
 3. Help student understand the problem & gain new insight
 4. Generating alternatives
 5. Choosing one strategy to implement

CERTIFICATE OF COMPLETION

August 15, 2018

Mastering Multiplication and Division Using Array Models

Presented by Dr. Sara Delano Moore, Educational Consultant at SDM Learning



Name

All requirements for this in-service program have been completed.

Number of clock hours completed: 1

Original Airdate: Tuesday, June 13, 2017

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August 22, 2018

Create Powerful STEM Lessons Through Design Thinking

Presented by Christine Gonzalez, former educator and Customer Advocate, 3P Learning



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CERTIFICATE OF COMPLETION

Rigorous Reading: Building Strength and Stamina

Presented by: Dr. Douglas Fisher, Professor of Educational Leadership at San Diego State University

Original Airdate: 09/13/16 6:00 PM ET

The goal of this edWebinar is to help educators learn from experts and peers in the content area(s):
Differentiated Instruction, Technology Infrastructure, Reading Skills


*attests that s/he has completed the requirements for
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11/28/18

Number of clock hours earned: 1

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Lisa Schmucki
Founder & CEO



CERTIFICATE OF COMPLETION

Challenging Behaviors of Students with Autism: Proactive Skills and Reactive Strategies

Presented by: Monica Fisher, M.Ed., BCBA/COBA, Director, Behavior Department, Monarch Center for Autism

Original Airdate: 11/29/18 3:00 PM ET

The goal of this edWebinar is to help educators learn from experts and peers in the content area(s):
Autism



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01/09/19

Assessment quiz passed with a score of 100

Number of clock hours earned: 1

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CERTIFICATE OF COMPLETION

Using Education Technology to Support and Enhance Small Group Reading Instruction

Presented by: Sharon Plante, Director of Technology, The Southport School, Southport, CT

Original Airdate: 12/04/18 5:00 PM ET

The goal of this edWebinar is to help educators learn from experts and peers in the content area(s):
Reading Skills


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01/09/19

Assessment quiz passed with a score of 100

Number of clock hours earned: 1

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Brave Your Fear: Helping Women and Girls to Face Fears and Take Action

Presented by: Crista Samaras, Founder and CEO, Brave Enterprises; and Katie Carroll, MPH,
Research Analyst, Brave Enterprises

Original Airdate: 12/10/18 3:00 PM ET

The goal of this edWebinar is to help educators
learn from experts and peers in the content area(s):
Character Education


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01/09/19

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CERTIFICATE OF COMPLETION

The Wonderful World of Words: Help Struggling Readers Connect with the World of Words and Reading

Presented by: Terrie Noland, Vice President, Educator Initiatives, Learning Ally

Original Airdate: 01/17/19 2:00 PM ET

The goal of this edWebinar is to help educators learn from experts and peers in the content area(s):
Reading Skills


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this edWebinar as of:*

01/23/19

Assessment quiz passed with a score of 50

Number of clock hours earned: 1

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CERTIFICATE OF COMPLETION

Fractions in the Real World: Time and Money

Presented by: Sara Delano Moore, Ph.D., Director of Professional Learning, ORIGO Education

Original Airdate: 01/23/19 3:00 PM ET

The goal of this edWebinar is to help educators
learn from experts and peers in the content area(s):
Mathematics


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01/24/19

Assessment quiz passed with a score of 100

Number of clock hours earned: 1

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Jessica Hickey
Director of Innovative Learning
Arizona Science Center

AGENDA ITEM: Compliance Matters - Classroom Site Project Narrative Results Summary

Issue

Vision Charter School, Inc. failed to submit its fiscal year 2019 Classroom Site Project Narrative Results Summary report (“Narrative”), which was due to the Arizona Department of Education (“ADE”) on November 15, 2019.

General Background

The Classroom Site Fund (“CSF”) was established in fiscal year 2002 to account for the portion of state sales tax collections provided to district and charter schools as an additional source of funding for teacher salary increases and other specified maintenance and operation purposes. A.R.S. § 15-977(J) requires school districts and charter schools that receive monies from the CSF to submit a report to the Superintendent of Public Instruction by November 15 of each year that provides an accounting of the expenditures of monies distributed from the fund during the previous fiscal year and a summary of the results of district and school programs funded with CSF monies.

Background Information Specific to Charter Holder Listed on Agenda

Based on information provided by ADE, Board staff sent an email on November 20, 2019 to 18 charter holders that had not yet submitted their fiscal year 2019 Narratives. Subsequently, on December 10, 2019, Board staff called the 8 charter holders that still had not submitted the Narrative. As of the writing of this report, 1 charter holder has not yet submitted the fiscal year 2019 Narrative. Vision Charter School, Inc. timely submitted its fiscal year 2018 Narrative.

AGENDA ITEM: Compliance Matters - School-Level Reporting

Issue

Vision Charter School, Inc. failed to submit its fiscal year 2019 School-Level Reporting form ("School-Level Form"), which was due to the Arizona Department of Education ("ADE") on October 15, 2019.

General Background

The federal Every Student Succeeds Act ("ESSA") requires reporting the per-pupil expenses from federal, State, and local sources, including actual personnel expenses and actual nonpersonnel expenses. Amounts must be disaggregated by source for each local educational agency and each school in the State for the preceding fiscal year. Beginning with fiscal year 2019, ADE used the School-Level Form to collect the information required by ESSA.

Background Information Specific to Charter Holder Listed on Agenda

Based on information provided by ADE, Board staff sent an email on October 28, 2019 to 86 charter holders that had not yet submitted their fiscal year 2019 School-Level Forms. Subsequently, on December 10, 2019, Board staff called the 2 charter holders that still had not submitted the School-Level Form. As of the writing of this report, Vision Charter School, Inc. has not yet submitted the fiscal year 2019 School-Level Form.

AGENDA ITEM: Compliance Matters - Annual Financial Audits

Issue

In accordance with A.A.C. R7-5-605(D), if state aid is withheld for two months from a charter holder for failure to submit an audit, the Board shall consider the charter holder's noncompliance and may subject the charter holder to additional charter oversight, including issuing a notice of intent to revoke the charter contract. Pursuant to rule, Vision Charter School, Inc. has been placed on the agenda for the Board's consideration of the charter holder's failure to submit its fiscal year 2019 audit.

Vision Charter School, Inc.

Profile

Vision Charter School, Inc. ("Charter Holder") was granted a renewal charter in 2012. The Charter Holder operates one school, Vision Charter School, serving grades 9-12 in Tucson. For fiscal year 2020, the Charter Holder is reporting an average daily membership count of 29.741 as of December 5, 2019. For additional information on the Charter Holder, see *Appendix A: Charter Holder Profile*.

Fiscal Year 2019 Audit

On November 19, 2019, the Board approved withholding 10 percent of the Charter Holder's monthly state aid apportionment for failure to submit the fiscal year 2019 audit. On November 19, 2019, an email describing the Board's action was sent to the Charter Holder. The November 19 email also included the following: "Please note that in accordance with A.A.C. R7-5-605(D), Board staff will bring charter holders having state aid withheld for failure to timely submit their audit reporting packages to the Board after two months of withholding for consideration of additional oversight, including issuance of a Notice of Intent to Revoke the Charter." Funds have been withheld from the Charter Holder's December 2019 and January 2020 payments.

On December 10, 2019, Board staff sent an email asking the charter representative to provide an update on the audit's status by December 20, 2019. Board staff received no response. The fiscal year 2019 audit engagement letter submitted to the Board on October 31, 2019 indicated the auditor expected to begin the audit on approximately January 1, 2020 and issue the report no later than March 31, 2020.

Having reviewed the Charter Holder's prior compliance with submitting its audit, Board staff found the Charter Holder timely submitted its audits for fiscal years 2015 through 2017. The Charter Holder submitted its fiscal year 2018 about three-and-a-half months late. The Board approved withholding 10 percent of the Charter Holder's state aid. Funds were withheld for three months.

Appendix A: Charter Holder Profile

School Profile

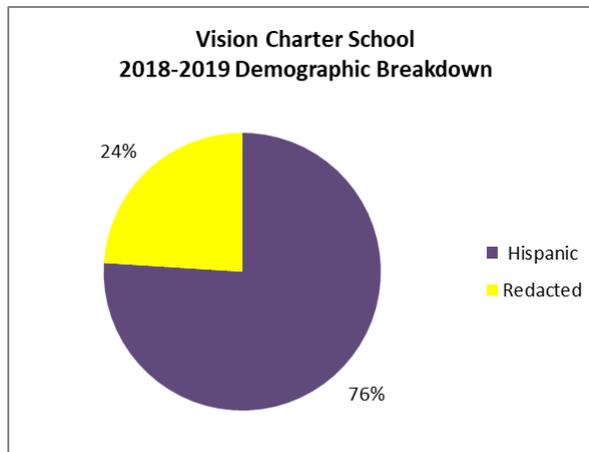
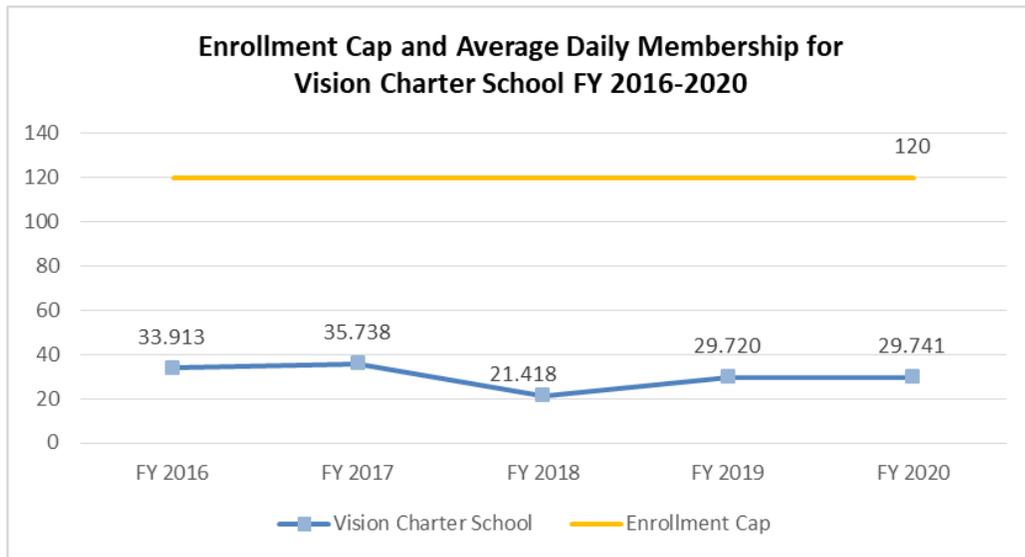
School Name	Vision Charter School		
Date Open	August 1998		
Location	Tucson		
Grades Served	9-12		
FY 19 Letter Grade	NR		
	FY 17	FY 18	FY 19
ELA AzMERIT (42% ⁺)	28%	24%	*
Math AzMERIT (42% ⁺)	30%	6%	*
Science AIMS (52% ⁺)	15%	*	*

⁺FY 19 State Average Passing

*If the percentage of students is 0% or 100%, or the group includes less than 10 students, the percentage for that group is redacted.

Enrollment and Demographic Data

100th Day Average Daily Membership for FY 2016–FY 2019, and FY 2020 ADM as of December 5, 2019.



Financial Performance Dashboard

Financial Performance

Vision Charter School, Inc.

Interpreting the Financial Performance Dashboard

	Fiscal Year 2017		Fiscal Year 2018			
Near-Term Measures						
Going Concern	No	Meets	Yes	Falls Far Below		
Unrestricted Days Liquidity <30, but ≥15: Does Not Meet <15: Falls Far Below	39.71	Meets	3.02	Falls Far Below		
Default	No	Meets	No	Meets		
Sustainability Measures*						
Net Income ≤0: Does Not Meet	(\$18,812)	Does Not Meet	(\$58,958)	Does Not Meet		
Fixed Charge Coverage Ratio <1.10: Does Not Meet	0.42	Does Not Meet	(0.84)	Does Not Meet		
Cash Flow (3-Year Cumulative) Negative: Does Not Meet**	(\$69)	Does Not Meet	(\$31,912)	Does Not Meet		
Cash Flow Detail by FY	FY 2017	FY 2016	FY 2015	FY 2018	FY 2017	FY 2016
	(\$16,105)	\$10,907	\$5,129	(\$26,714)	(\$16,105)	\$10,907

Does Not Meet Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
** Target effective beginning with FY16 audits.

Operational Performance Dashboard

The Charter Holder's operational performance dashboard has been included on the next page.



Charter Holder: Vision Charter School, Inc. CTDS: 10-87-05-000 | Entity ID: 4430

Back to search results

- General
- Mission Statement
- Representatives
- Board Members
- Schools
- Documentation
- Complaints
- Amendments
- Performance

Select a dashboard to view: Operational Performance Dashboard

Operational Performance Dashboard

Click on any of the measures below to see more information.

Effective July 1, 2017 and going forward:

An "*" means the noncompliance has been addressed under AAC R7-5-505(F), a complete corrective action plan has been received and implementation is required under AAC R7-5-510(C)(1), the charter holder is complying with the terms of an agreement with the Board, or no further action is required at this time.

A "***" means a corrective action plan has been assigned by another entity, the appeal window for action taken by another entity has not closed, appeal of an action taken by another entity is pending, or is an issue of noncompliance in which another entity oversees.

Measure	2016	2017	2018	2019	2020
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	Does Not Meet	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	Instructional Days* (more info)	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	Meets	Does Not Meet	--
Timely Submission	Yes	Yes	Yes	No*	No - Not Yet Submitted
Audit Opinion	Unqualified	Unqualified	Unqualified	Unqualified	--
Completed 1st Time CAPs	No issue identified	No issue identified	No issue identified	CAP Not Yet Completed	--
Second-Time/Repeat CAP	No issue identified	No issue identified	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	No issue identified	Meeting Notice Location Statement* Meeting Notice Posting*	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	Meets	Does Not Meet	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	No issue identified	Enrollment Practices #1* (more info)	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	Meets	Does Not Meet	--
Facility/Insurance Documentation	No issue identified	No issue identified	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	No issue identified	Fingerprinting - Staff* (more info)	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	Does Not Meet	Does Not Meet	--
Academic Performance Notifications	No issue identified	No issue identified	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	No issue identified	Teacher Resumes (Site Visit)* (more info)	--
Open Meeting Law	No issue identified	No issue identified	Notice Location Statement(Repeat Audit)* Meeting Notice Posting (Repeat Audit)* Meeting Notices (Site Visit)* (more info)	Minutes (Contract Amendment)* Audit-Minimal Impact Finding (3+Years)* (more info)	--
Board Alignment	No issue identified	No issue identified	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	Does Not Meet	Does Not Meet	--
Timely Submissions	No issue identified	No issue identified	30-day Requirement Failure to Submit* (more info)	7-day Requirement Failure to Submit* (more info)	Audit CAP 7-Day Requirement Failure to Submit CAP (more info)
Limited Substantiated Complaints	No issue identified	No issue identified	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	No issue identified	10% Withholding* (more info)	10% Withholding (more info)
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	Meets	Does Not Meet	--
Arizona Corporation Commission	No issue identified	No issue identified	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	No issue identified	Audit CAP (more info)	--
Arizona Department of Education	No issue identified	No issue identified	No issue identified	Annual Financial Report (AFR)* (more info)	Adopted Budget Annual Financial Report (AFR) School-Level Reporting Form Classroom Site Project Narrative 7-Day School-Level Reporting Form (more info)
Arizona Department of Revenue	No issue identified	No issue identified	No issue identified	Audit CAP (more info)	--
Arizona State Retirement System	No issue identified	No issue identified	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	No issue identified	Audit CAP (more info)	--
U.S. Department of Education	No issue identified	No issue identified	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	Meets	Does Not Meet	--
Judgments/Court Orders	No issue identified	No issue identified	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	No issue identified	A.R.S. §15-189.05 Teacher Salary* (more info)	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	Meets Operational Standard	Does Not Meet Operational Standard	--
BOARD EXPECTATIONS	--	Meets Operational Expectations	Meets Operational Expectations	Does Not Meet Operational Expectations	Does Not Meet Operational Expectations

Last Updated: 2019-12-24 09:36:59