

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
1	2000	identify the front cover, back cover and title page of a book	0	0.1.1	ELA by ELD levels Concepts About Print
2	2001	recognize the front cover of a book	0	0.1.1	ELA by ELD levels Concepts About Print
			B		
3	2002	recognize the front and back cover of a book	0	0.1.1	ELA by ELD levels Concepts About Print
			EI		
4	2003	identify the front cover, back cover and title page of a book	0	0.1.1	ELA by ELD levels Concepts About Print
			I		
5	2004	identify the front cover, back cover and title page of a book	0	0.1.1	ELA by ELD levels Concepts About Print
			EA		
6	2005	identify the front cover, back cover and title page of a book	0	0.1.1	ELA by ELD levels Concepts About Print
			A		
7	2006	follow words from left-to-right and top-to-bottom on the printed page	0	0.1.2	ELA by ELD levels Concepts About Print
				W 0.1.2	
8	2007	begin to follow individual letters in words from left-to-right	0	0.1.2	ELA by ELD levels Concepts About Print
			B		
9	2008	begin to follow words from left-to-right	0	0.1.2	ELA by ELD levels Concepts About Print
			EI		
10	2009	follow words from left-to-right and begin following words top-to-bottom on the printed page	0	0.1.2	ELA by ELD levels Concepts About Print
			I		
11	2010	follow words from left-to-right and top-to-bottom on the printed page using two line text	0	0.1.2	ELA by ELD levels Concepts About Print
			EA		
12	2011	follow words from left-to-right and top-to-bottom on the printed page	0	0.1.2	ELA by ELD levels Concepts About Print
			A		
13	2012	understand that printed materials provide information	0	0.1.3	ELA by ELD levels Concepts About Print
14	2013	recognize print in materials	0	0.1.3	ELA by ELD levels Concepts About Print
			B		

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Ref. No.	Behavior	Grade	Std.	Domain/Category	
15	2014	begin to understand that printed materials provide information	0	0.1.3	ELA by ELD levels Concepts About Print
			EI		
16	2015	understand that printed materials provide information	0	0.1.3	ELA by ELD levels Concepts About Print
			I		
17	2016	understand that printed materials provide information	0	0.1.3	ELA by ELD levels Concepts About Print
			EA		
18	2017	understand that printed materials provide information	0	0.1.3	ELA by ELD levels Concepts About Print
			A		
19	2018	recognize that sentences in print are made up of separate words	0	0.1.4	ELA by ELD levels Concepts About Print
20	2019	recognize the amount of words in an oral sentence	0	0.1.4	ELA by ELD levels Concepts About Print
			B		
21	2020	identify the amount of words in a printed sentence	0	0.1.4	ELA by ELD levels Concepts About Print
			EI		
22	2021	recognize that sentences in print are made up of separate words	0	0.1.4	ELA by ELD levels Concepts About Print
			I		
23	2022	recognize that sentences in print are made up of separate words	0	0.1.4	ELA by ELD levels Concepts About Print
			EA		
24	2023	recognize that sentences in print are made up of separate words	0	0.1.4	ELA by ELD levels Concepts About Print
			A		
25	2024	distinguish letters from words	0	0.1.5	ELA by ELD levels Concepts About Print
26	2025	recognize letters	0	0.1.5	ELA by ELD levels Concepts About Print
			B		
27	2026	recognize letters in words	0	0.1.5	ELA by ELD levels Concepts About Print
			EI		
28	2027	distinguish letters from words	0	0.1.5	ELA by ELD levels Concepts About Print
			I		

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29	2028	distinguish letters from words	0	0.1.5	ELA by ELD levels
			EA		Concepts About Print
30	2029	distinguish letters from words	0	0.1.5	ELA by ELD levels
			A		Concepts About Print
31	2030	recognize and name all upper-and-lower case letters	0	0.1.6	ELA by ELD levels
				W 0.1.6	Concepts About Print
32	2031	distinguish letters from numbers	0	0.1.6	ELA by ELD levels
			B		Concepts About Print
33	2032	distinguish between upper and lowercase letters	0	0.1.6	ELA by ELD levels
			EI		Concepts About Print
34	2033	recognize upper and lowercase letters	0	0.1.6	ELA by ELD levels
			I		Concepts About Print
35	2034	recognize and name all upper-and-lower case letters	0	0.1.6	ELA by ELD levels
			EA		Concepts About Print
36	2035	recognize and name all upper-and-lower case letters	0	0.1.6	ELA by ELD levels
			A		Concepts About Print
37	2036	match oral words to printed words	1	1.1.1	ELA by ELD levels
					Concepts About Print
38	2037	orally match a few known words to printed words by pointing	1	1.1.1	ELA by ELD levels
			B		Concepts About Print
39	2038	demonstrate understanding of simple key words by matching to printed words	1	1.1.1	ELA by ELD levels
			EI		Concepts About Print
40	2039	match oral words to printed words	1	1.1.1	ELA by ELD levels
			I		Concepts About Print
41	2040	match oral words to printed words	1	1.1.1	ELA by ELD levels
			EA		Concepts About Print
42	2041	match oral words to printed words	1	1.1.1	ELA by ELD levels
			A		Concepts About Print

Behavior List

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43	2042	identify the title and author of a reading selection	1	1.1.2	ELA by ELD levels Concepts About Print
44	2043	recognize the title and author of a reading selection	1	1.1.2	ELA by ELD levels Concepts About Print
			B		
45	2044	identify the title and author of a reading selection	1	1.1.2	ELA by ELD levels Concepts About Print
			EI		
46	2045	identify the title and author of a reading selection	1	1.1.2	ELA by ELD levels Concepts About Print
			I		
47	2046	identify the title and author of a reading selection	1	1.1.2	ELA by ELD levels Concepts About Print
			EA		
48	2047	identify the title and author of a reading selection	1	1.1.2	ELA by ELD levels Concepts About Print
			A		
49	2048	identify letters, words and sentences	1	1.1.3	ELA by ELD levels Concepts About Print
50	2049	recognize letters from words	1	1.1.3	ELA by ELD levels Concepts About Print
			B		
51	2050	recognize that sentences are made up of words	1	1.1.3	ELA by ELD levels Concepts About Print
			EI		
52	2051	identify letters, words and sentences	1	1.1.3	ELA by ELD levels Concepts About Print
			I		
53	2052	identify letters, words and sentences	1	1.1.3	ELA by ELD levels Concepts About Print
			EA		
54	2053	identify letters, words and sentences	1	1.1.3	ELA by ELD levels Concepts About Print
			A		
55	2054	track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes (e.g., /f,s/th/,j/d,j/)	0	0.1.7	ELA by ELD levels Phonemic Awareness
56	2055	begin to track (move sequentially from sound to sound) and represent the number and order of two and three isolated phonemes (e.g., /f,s/th/,j/d,j/)	0	0.1.7	ELA by ELD levels Phonemic Awareness
			B		

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57	2056	track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes (e.g., /f,s/th/,j/d,j/)	0	0.1.7	ELA by ELD levels
			EI		Phonemic Awareness
58	2057	track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes (e.g., /f,s/th/,j/d,j/)	0	0.1.7	ELA by ELD levels
			I		Phonemic Awareness
59	2058	track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes (e.g., /f,s/th/,j/d,j/)	0	0.1.7	ELA by ELD levels
			EA		Phonemic Awareness
60	2059	track (move sequentially from sound to sound) and represent the number, sameness/difference and order of two and three isolated phonemes (e.g., /f,s/th/,j/d,j/)	0	0.1.7	ELA by ELD levels
			A		Phonemic Awareness
61	2060	track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated (e.g.,	0	0.1.8	ELA by ELD levels
					Phonemic Awareness
62	2061	recognize changes made in simple syllables as one sound is added or substituted (e.g., vowel-consonant: "at" "it" "et"; consonant-vowel: "be" "we" "me")	0	0.1.8	ELA by ELD levels
			B		Phonemic Awareness
63	2062	identify changes in a few simple syllables and known words with two sounds as one sound is added or substituted (e.g., vowel-consonant, consonant-vowel)	0	0.1.8	ELA by ELD levels
			EI		Phonemic Awareness
64	2063	identify and represent changes in simple syllables and some words with two and three sounds as one sound is added, substituted or omitted. (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)	0	0.1.8	ELA by ELD levels
			I		Phonemic Awareness
65	2064	track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or repeated (e.g., vowel-consonant, consonant-vowel or	0	0.1.8	ELA by ELD levels
			EA		Phonemic Awareness
66	2065	track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated (e.g., vowel-consonant, consonant-vowel or	0	0.1.8	ELA by ELD levels
			A		Phonemic Awareness
67	2066	blend vowel-consonant sounds orally to make words or syllables	0	0.1.9	ELA by ELD levels
				W 0.1.9	Phonemic Awareness
68	2067	recognize blended vowel-consonant sounds used to make a few words or syllables (e.g., "up" "in")	0	0.1.9	ELA by ELD levels
			B		Phonemic Awareness
69	2068	recognize and produce a few vowel-consonant sounds orally to make some words or syllables	0	0.1.9	ELA by ELD levels
			EI		Phonemic Awareness
70	2069	recognize and produce vowel-consonant sounds orally to make many words or syllables	0	0.1.9	ELA by ELD levels
			I		Phonemic Awareness

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71	2070	blend vowel-consonant sounds orally to make words or syllables	0	0.1.9	ELA by ELD levels
			EA		Phonemic Awareness
72	2071	blend vowel-consonant sounds orally to make words or syllables	0	0.1.9	ELA by ELD levels
			A		Phonemic Awareness
73	2072	identify and produce rhyming words in response to an oral prompt	0	0.1.10	ELA by ELD levels
					Phonemic Awareness
74	2073	recognize and repeat some rhyming words	0	0.1.10	ELA by ELD levels
			B		Phonemic Awareness
75	2074	recognize and repeat rhyming words in response to an oral prompt	0	0.1.10	ELA by ELD levels
			EI		Phonemic Awareness
76	2075	recognize and produce rhyming words in response to an oral prompt	0	0.1.10	ELA by ELD levels
			I		Phonemic Awareness
77	2076	identify and produce rhyming words in response to an oral prompt	0	0.1.10	ELA by ELD levels
			EA		Phonemic Awareness
78	2077	identify and produce rhyming words in response to an oral prompt	0	0.1.10	ELA by ELD levels
			A		Phonemic Awareness
79	2078	distinguish orally stated one-syllable words and separate into beginning o ending sounds	0	0.1.11	ELA by ELD levels
					Phonemic Awareness
80	2079	repeat orally stated one-syllable known words	0	0.1.11	ELA by ELD levels
			B		Phonemic Awareness
81	2080	repeat orally stated one-syllable known words, and repeat the beginning and ending sound	0	0.1.11	ELA by ELD levels
			EI		Phonemic Awareness
82	2081	distinguish orally stated one-syllable words and separate the beginning sound	0	0.1.11	ELA by ELD levels
			I		Phonemic Awareness
83	2082	distinguish orally stated one-syllable words and separate the ending sound	0	0.1.11	ELA by ELD levels
			EA		Phonemic Awareness
84	2083	distinguish orally stated one-syllable words and separate into beginning o ending sounds	0	0.1.11	ELA by ELD levels
			A		Phonemic Awareness

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85	2084	track auditory each word in a sentence an each syllable in a word	0	0.1.12	ELA by ELD levels Phonemic Awareness
86	2085	repeat and track auditory each known word in a simple sentence (e.g., "I-saw-the-man")	0 B	0.1.12	ELA by ELD levels Phonemic Awareness
87	2086	repeat and track auditory each word in a known sentence and each syllable in familiar words (e.g., "I-saw-the-man")	0 EI	0.1.12	ELA by ELD levels Phonemic Awareness
88	2087	track auditory each word in known sentences an each syllable in familiar words	0 I	0.1.12	ELA by ELD levels Phonemic Awareness
89	2088	track auditory each word in a sentence an each syllable in a word	0 EA	0.1.12	ELA by ELD levels Phonemic Awareness
90	2089	track auditory each word in a sentence an each syllable in a word	0 A	0.1.12	ELA by ELD levels Phonemic Awareness
91	2090	count the number of sounds in syllables and syllables in words	0	0.1.13	ELA by ELD levels Phonemic Awareness
92	2091	repeat the sounds of a syllable	0 B	0.1.13	ELA by ELD levels Phonemic Awareness
93	2092	repeat the sounds of a syllables in known words	0 EI	0.1.13	ELA by ELD levels Phonemic Awareness
94	2093	repeat the number of sounds in syllables and syllables in known words	0 I	0.1.13	ELA by ELD levels Phonemic Awareness
95	2094	identify the number of sounds in syllables and syllables in words in response to an oral prompt	0 EA	0.1.13	ELA by ELD levels Phonemic Awareness
96	2095	count the number of sounds in syllables and syllables in words	0 A	0.1.13	ELA by ELD levels Phonemic Awareness
97	2096	distinguish initial, medial and final sounds in single-syllable words	1	1.1.4	ELA by ELD levels Phonemic Awareness
98	2097	recognize and repeat initial and final sounds in some known single syllable words (e.g., /b & /d in "bed")	1 B	1.1.4	ELA by ELD levels Phonemic Awareness

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99	2098	distinguish initial, medial and final sounds in single-syllable words	1	1.1.4	ELA by ELD levels
			EI		Phonemic Awareness
100	2099	distinguish initial, medial and final sounds in single-syllable words	1	1.1.4	ELA by ELD levels
			I		Phonemic Awareness
101	2100	distinguish initial, medial and final sounds in single-syllable words	1	1.1.4	ELA by ELD levels
			EA		Phonemic Awareness
102	2101	distinguish initial, medial and final sounds in single-syllable words	1	1.1.4	ELA by ELD levels
			A		Phonemic Awareness
103	2102	distinguish between long-and short-vowel sound in orally stated single-syllable words (e.g, bit/bite)	1	1.1.5	ELA by ELD levels
				W 1.1.5	Phonemic Awareness
104	2103	distinguish between long vowel sounds in orally stated known words (e.g., bake/bike)	1	1.1.5	ELA by ELD levels
			B		Phonemic Awareness
105	2104	distinguish long-and short-vowel sound in orally stated known single-syllable words (e.g, cap/cape)	1	1.1.5	ELA by ELD levels
			EI		Phonemic Awareness
106	2105	distinguish long-and short-vowel sound in orally stated single-syllable words (e.g, bit/bite)	1	1.1.5	ELA by ELD levels
			I		Phonemic Awareness
107	2106	distinguish long-and short-vowel sound in orally stated single-syllable words (e.g, bit/bite)	1	1.1.5	ELA by ELD levels
			EA		Phonemic Awareness
108	2107	distinguish long-and short-vowel sound in orally stated single-syllable words (e.g, bit/bite)	1	1.1.5	ELA by ELD levels
			A		Phonemic Awareness
109	2108	create and state a series of rhyming words, including consonant blends	1	1.1.6	ELA by ELD levels
				W 1.1.6	Phonemic Awareness
110	2109	repeat a series of rhyming words	1	1.1.6	ELA by ELD levels
			B		Phonemic Awareness
111	2110	recognize rhyming words in response to an oral prompt	1	1.1.6	ELA by ELD levels
			EI		Phonemic Awareness
112	2111	identify and produce rhyming words in response to an oral prompt	1	1.1.6	ELA by ELD levels
			I		Phonemic Awareness

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113	2112	produce a rhyming word in response to an oral prompt	1	1.1.6	ELA by ELD levels
			EA		Phonemic Awareness
114	2113	create and state a series of rhyming words, including consonant blends	1	1.1.6	ELA by ELD levels
			A		Phonemic Awareness
115	2114	add, delete or change target sounds to change words (e.g., change cow to how; pan to an)	1	1.1.7	ELA by ELD levels
					Phonemic Awareness
116	2115	add or change target sounds that students already hear and produce to change known words (e.g., change "cat" to "fat")	1	1.1.7	ELA by ELD levels
			B		Phonemic Awareness
117	2116	delete or change target sounds that students already hear and produce to change known words (e.g., /i//t/=it; /l/e/t/=let)	1	1.1.7	ELA by ELD levels
			EI		Phonemic Awareness
118	2117	add, delete or change target sounds to change words that students already hear and produce (e.g., change cow to how; pan to an)	1	1.1.7	ELA by ELD levels
			I		Phonemic Awareness
119	2118	add, delete or change target sounds to change words (e.g., change cow to how; pan to an)	1	1.1.7	ELA by ELD levels
			EA		Phonemic Awareness
120	2119	add, delete or change target sounds to change words (e.g., change cow to how; pan to an)	1	1.1.7	ELA by ELD levels
			A		Phonemic Awareness
121	2120	blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat)	1	1.1.8	ELA by ELD levels
				W 1.1.8	Phonemic Awareness
122	2121	blend two phonemes that students already hear and produce into recognizable words (e.g., /e/g/=egg)	1	1.1.8	ELA by ELD levels
			B		Phonemic Awareness
123	2122	blend two to three phonemes that students already hear and produce into recognizable words (e.g., /i/t/=it;/l/e/t/=let)	1	1.1.8	ELA by ELD levels
			EI		Phonemic Awareness
124	2123	blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat)	1	1.1.8	ELA by ELD levels
			I		Phonemic Awareness
125	2124	blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat)	1	1.1.8	ELA by ELD levels
			EA		Phonemic Awareness
126	2125	blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat)	1	1.1.8	ELA by ELD levels
			A		Phonemic Awareness

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127	2126	segment single syllable words into their components (e.g., /c/a/t/=cat; /s/p/l/a/t/=splat; /r/i/c/h/=rich)	1	1.1.9	ELA by ELD levels
				W 1.1.9	Phonemic Awareness
128	2127	segment single syllable known words into their components (e.g., /a/m/=am; /m/a/t/=mat)	1	1.1.9	ELA by ELD levels
			B		Phonemic Awareness
129	2128	segment single syllable recognizable words into their components (e.g., in=/i/n/; bus=/b/u/s/)	1	1.1.9	ELA by ELD levels
			EI		Phonemic Awareness
130	2129	segment single syllable words into their components (e.g., /c/a/t/=cat; /s/p/l/a/t/=splat; /r/i/c/h/=rich)	1	1.1.9	ELA by ELD levels
			I		Phonemic Awareness
131	2130	segment single syllable words into their components (e.g., /c/a/t/=cat; /s/p/l/a/t/=splat; /r/i/c/h/=rich)	1	1.1.9	ELA by ELD levels
			EA		Phonemic Awareness
132	2131	segment single syllable words into their components (e.g., /c/a/t/=cat; /s/p/l/a/t/=splat; /r/i/c/h/=rich)	1	1.1.9	ELA by ELD levels
			A		Phonemic Awareness
133	2132	match all consonant and short-vowel sounds to appropriate letters	0	0.1.14	ELA by ELD levels
				W 0.1.14	Decoding and word
134	2133	recognize consonant sounds	0	0.1.14	ELA by ELD levels
			B		Decoding and word
135	2134	identify consonant sounds and match to appropriate letters	0	0.1.14	ELA by ELD levels
			EI		Decoding and word
136	2135	recognize and identify short-vowel sounds to appropriate letters	0	0.1.14	ELA by ELD levels
			I		Decoding and word
137	2136	identify and match short-vowel sounds to appropriate letters	0	0.1.14	ELA by ELD levels
			EA		Decoding and word
138	2137	match all consonant and short-vowel sounds to appropriate letters	0	0.1.14	ELA by ELD levels
			A		Decoding and word
139	2138	read simple one-syllable and high frequency words (e.g., sight words)	0	0.1.15	ELA by ELD levels
				W 0.1.15	Decoding and word
140	2139	recognize and demonstrate understanding of simple known one-syllable word and high-frequency words (e.g., sight words)	0	0.1.15	ELA by ELD levels
			B		Decoding and word

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141	2140	identify and repeat one-syllable known words and context and high frequency words (e.g., sight words)	0	0.1.15	ELA by ELD levels Decoding and word
			EI		
142	2141	repeat and produce simple one-syllable and high frequency words (e.g., sight words)	0	0.1.15	ELA by ELD levels Decoding and word
			I		
143	2142	read simple one-syllable and high frequency words (e.g., sight words)	0	0.1.15	ELA by ELD levels Decoding and word
			EA		
144	2143	read simple one-syllable and high frequency words (e.g., sight words)	0	0.1.15	ELA by ELD levels Decoding and word
			A		
145	2144	understand that as letters of words change, so do the sounds (e.g., the alphabetic principle)	0	0.1.16	ELA by ELD levels Decoding and word
146	2145	recognize that as letters of words change, so do the sounds (e.g., the alphabetic principle) using letter cards and simple known words	0	0.1.16	ELA by ELD levels Decoding and word
			B		
147	2146	recognize and demonstrate understanding that as letters of words change, so do the sounds (e.g., the alphabetic principle) using letter cards and simple known words	0	0.1.16	ELA by ELD levels Decoding and word
			EI		
148	2147	understand that as letters of words change, so do the sounds (e.g., the alphabetic principle)	0	0.1.16	ELA by ELD levels Decoding and word
			I		
149	2148	understand that as letters of words change, so do the sounds (e.g., the alphabetic principle)	0	0.1.16	ELA by ELD levels Decoding and word
			EA		
150	2149	understand that as letters of words change, so do the sounds (e.g., the alphabetic principle)	0	0.1.16	ELA by ELD levels Decoding and word
			A		
151	2150	generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms) and blend those sounds into recognizable words	1	1.1.10	ELA by ELD levels Decoding and word
				W 1.1.10	
152	2151	identify and generate consonant sounds, consonant blends and short vowel sounds that students already hear and produce in their primary language and blend those sounds into recognizable words	1	1.1.10	ELA by ELD levels Decoding and word
			B		
153	2152	begin to identify and generate consonant sounds, consonant blends and long vowel sounds that do not correspond to sounds that students already hear and produce in their primary language and blend those sounds into recognizable	1	1.1.10	ELA by ELD levels Decoding and word
			EI		
154	2153	identify and generate consonant sounds, short vowel sounds and most consonant blends and blend those sounds into recognizable words	1	1.1.10	ELA by ELD levels Decoding and word
			I		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
155	2154	generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms) and blend those sounds into recognizable words	1	1.1.10	ELA by ELD levels
			EA		Decoding and word
156	2155	generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms) and blend those sounds into recognizable words	1	1.1.10	ELA by ELD levels
			A		Decoding and word
157	2156	read common, irregular sight words (e.g., the, have, said, come, give. of)	1	1.1.11	ELA by ELD levels
				W 1.1.11	Decoding and word
158	2157	repeat and match a few common sight words (e.g., I, you, am, are)	1	1.1.11	ELA by ELD levels
			B		Decoding and word
159	2158	recognize and identify some common sight words from an oral prompt (e.g., I, you, am, are, have, said)	1	1.1.11	ELA by ELD levels
			EI		Decoding and word
160	2159	recognize the meaning of most common, irregular sight words (e.g., the, have, said, come, give)	1	1.1.11	ELA by ELD levels
			I		Decoding and word
161	2160	read common, irregular sight words (e.g., the, have, said, come, give. of)	1	1.1.11	ELA by ELD levels
			EA		Decoding and word
162	2161	read common, irregular sight words (e.g., the, have, said, come, give. of)	1	1.1.11	ELA by ELD levels
			A		Decoding and word
163	2162	use knowledge of vowel digraphs and r-controlled letter-sound associations to read words	1	1.1.12	ELA by ELD levels
				W 1.1.12	Decoding and word
164	2163	repeat and orally produce recognizable words with vowel digraphs and r-controlled vowels (e.g., bee, car)	1	1.1.12	ELA by ELD levels
			B		Decoding and word
165	2164	recognize and identify in print known words with vowel digraphs and r-controlled vowels (e.g., see, her)	1	1.1.12	ELA by ELD levels
			EI		Decoding and word
166	2165	use knowledge of vowel digraphs and r-controlled letter-sounds to read recognizable words (e.g., "I see her red car")	1	1.1.12	ELA by ELD levels
			I		Decoding and word
167	2166	use knowledge of vowel digraphs and r-controlled letter-sound associations to read words	1	1.1.12	ELA by ELD levels
			EA		Decoding and word
168	2167	use knowledge of vowel digraphs and r-controlled letter-sound associations to read words	1	1.1.12	ELA by ELD levels
			A		Decoding and word

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
169	2168	read compound words and contractions	1	1.1.13	ELA by ELD levels Decoding and word
170	2169	repeat and match compound words and contractions (e.g., teacup, I'm)	1 B	1.1.13	ELA by ELD levels Decoding and word
171	2170	identify and recognize known compound words and contractions (e.g., sandbox, can't) in print	1 EI	1.1.13	ELA by ELD levels Decoding and word
172	2171	pronounce known compound words and contractions from print (e.g., starfish, couldn't)	1 I	1.1.13	ELA by ELD levels Decoding and word
173	2172	read compound words and contractions	1 EA	1.1.13	ELA by ELD levels Decoding and word
174	2173	read compound words and contractions	1 A	1.1.13	ELA by ELD levels Decoding and word
175	2174	read inflectional forms (e.g., -s,-ed,-ing) and root words (eg, look, looked, looking)	1	1.1.14	ELA by ELD levels Decoding and word
176	2175	repeat inflectional forms (e.g.,-s,-ed,-ing) and root words (e.g.,play, plays) read aloud	1 B	1.1.14	ELA by ELD levels Decoding and word
177	2176	recognize and group words according to inflectional forms (e.g.,-s,-ed,-ing) and roots (e.g.,pet, petted, petting)	1 EI	1.1.14	ELA by ELD levels Decoding and word
178	2177	pronounce known inflectional forms (e.g.,-s,-ed,-ing) and root words (e.g.,cook,cooked,cooking) from print	1 I	1.1.14	ELA by ELD levels Decoding and word
179	2178	read inflectional forms (e.g., -s,-ed,-ing) and root words (e.g., look, looked, looking)	1 EA	1.1.14	ELA by ELD levels Decoding and word
180	2179	read inflectional forms (e.g., -s,-ed,-ing) and root words (e.g., look, looked, looking)	1 A	1.1.14	ELA by ELD levels Decoding and word
181	2180	read common word families (e.g.,-ite,-ate)	1	1.1.15	ELA by ELD levels Decoding and word
182	2181	visually recognize patterns in common word families read aloud (e.g.,man,fan)	1 B	1.1.15	ELA by ELD levels Decoding and word

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
183	2182	identify and recognize known common word families (e.g.,fat,cat)	1	1.1.15	ELA by ELD levels Decoding and word
			EI		
184	2183	pronounce common word families (e.g.,flat,chat)	1	1.1.15	ELA by ELD levels Decoding and word
			I		
185	2184	read common word families (e.g.,-ite,-ate)	1	1.1.15	ELA by ELD levels Decoding and word
			EA		
186	2185	read common word families (e.g.,-ite,-ate)	1	1.1.15	ELA by ELD levels Decoding and word
			A		
187	2186	read aloud with fluency in a manner that sounds like natural speech	1	1.1.16	ELA by ELD levels Decoding and word
				F 1.1.6	
188	2187	repeat simple sentence to begin to match the rhythm and natural speech patterns off English (e.g."I see the cat. Do you see a cat?)	1	1.1.16	ELA by ELD levels Decoding and word
			B		
189	2188	choral or echo read aloud with fluency in a manner that begins to sound like natural native speech. (e.g. Mary wore her red dress, red dress, Mary wore her red dress all day long.)	1	1.1.16	ELA by ELD levels Decoding and word
			EI		
190	2189	read familiar patterned language with the teacher (e.g. The boat won't go. you help, Bear? Yes, I help you. I do it. I'll get the boat to go!)	1	1.1.16	ELA by ELD levels Decoding and word
			I		
191	2190	read aloud with fluency in a manner that sounds like natural speech text previously heard aloud by teacher	1	1.1.16	ELA by ELD levels Decoding and word
			EA		
192	2191	read aloud with fluency in a manner that sounds like natural speech	1	1.1.16	ELA by ELD levels Decoding and word
			A		
193	2192	recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	2	1.1.1	ELA by ELD levels Decoding and word
				W 2.1.1	
194	2193	recognize and use knowledge of a few simple spelling patterns (e.g., long and short vowels) and phonemes that correspond to sounds students hear and produce in their primary language	2	1.1.1	ELA by ELD levels Decoding and word
			B		
195	2194	recognize and use knowledge of most spelling patterns (e.g., long and short vowels) and phonemes that do not correspond to sounds students hear and produce in their primary language	2	1.1.1	ELA by ELD levels Decoding and word
			EI		
196	2195	recognize sound/symbol relationships and basic word formation rules in phrases, simple sentences o simple text	2	1.1.1	ELA by ELD levels Decoding and word
			I		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
197	2196	recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	2	2.1.1	ELA by ELD levels
			EA		Decoding and word
198	2197	recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	2	2.1.1	ELA by ELD levels
			A		Decoding and word
199	2198	apply knowledge of basic syllabication rules when reading (e.g., vowel/consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)	2	2.1.2	ELA by ELD levels
					Decoding and word
200	2199	apply knowledge of a few basic syllabication rules using simple known words with closed syllables and unlike consonants (e.g., un-der, can-dle, den-tence)	2	2.1.2	ELA by ELD levels
			B		Decoding and word
201	2200	apply knowledge of some basic syllabication rules using simple unknown words with closed syllables and unlike consonants (e.g., ud-der, dod-dle, non-sense)	2	2.1.2	ELA by ELD levels
			EI		Decoding and word
202	2201	apply knowledge of many basic syllabication rules using simple unknown words with closed syllables and unlike consonants (e.g., ud-der, dod-dle, non-sense)	2	2.1.2	ELA by ELD levels
			I		Decoding and word
203	2202	apply knowledge of basic syllabication rules when reading (e.g., vowel/consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)	2	2.1.2	ELA by ELD levels
			EA		Decoding and word
204	2203	apply knowledge of basic syllabication rules when reading (e.g., vowel/consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)	2	2.1.2	ELA by ELD levels
			A		Decoding and word
205	2204	decode two-syllable nonsense words and regular multi-syllable words	2	2.1.3	ELA by ELD levels
				W 2.1.3	Decoding and word
206	2205	decode a few known simple two-syllable words and familiar regular multi-syllable words (e.g., /r/ /a/ /b/ - /b/ /i/ /t/ = rabbit; /u/ /m/ /b/ /r/ /e/ /l/ /l/ /a/ = umbrella)	2	2.1.3	ELA by ELD levels
			B		Decoding and word
207	2206	decode some two-syllable nonsense words and a few regular multi-syllable words	2	2.1.3	ELA by ELD levels
			EI		Decoding and word
208	2207	decode many two-syllable nonsense words and a few regular multi-syllable words	2	2.1.3	ELA by ELD levels
			I		Decoding and word
209	2208	decode two-syllable nonsense words and regular multi-syllable words	2	2.1.3	ELA by ELD levels
			EA		Decoding and word
210	2209	decode two-syllable nonsense words and regular multi-syllable words	2	2.1.3	ELA by ELD levels
			A		Decoding and word

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
211	2210	recognize common abbreviations (e.g., Jan., Sun., Rt., St.)	2	2.1.4	ELA by ELD levels Decoding and word
212	2211	recognize a few common abbreviations for known words (e.g., Mr. o Mrs., Dr.)	2	2.1.4	ELA by ELD levels Decoding and word
213	2212	recognize some common abbreviations for known words (e.g., Jan., Feb., Mar.)	2	2.1.4	ELA by ELD levels Decoding and word
214	2213	recognize many common abbreviations (e.g., St., Rd., Ave.)	2	2.1.4	ELA by ELD levels Decoding and word
215	2214	recognize common abbreviations (e.g., Jan., Sun., Rt., St.)	2	2.1.4	ELA by ELD levels Decoding and word
216	2215	recognize common abbreviations (e.g., Jan., Sun., Rt., St.)	2	2.1.4	ELA by ELD levels Decoding and word
217	2216	identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	2.1.5	ELA by ELD levels Decoding and word
218	2217	identify and use simple plurals formed with -s o -es in simple known, regular words (e.g., desk/desks, watch/watches)	2	2.1.5	ELA by ELD levels Decoding and word
219	2218	identify and use simple plurals formed with -s o -es and a few irregular plurals (e.g., fly/flies, leaf/leaves)	2	2.1.5	ELA by ELD levels Decoding and word
220	2219	identify and correctly use nouns that change in different to indicate plurals (e.g., man/men, woman/women, child/children)	2	2.1.5	ELA by ELD levels Decoding and word
221	2220	identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	2.1.5	ELA by ELD levels Decoding and word
222	2221	identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	2.1.5	ELA by ELD levels Decoding and word
223	2222	read aloud fluently and accurately, and with appropriate intonation and expression	2	2.1.6	ELA by ELD levels Decoding and word
224	2223	repeat simple sentence to begin to match the rhythm and natural speech patterns of English (e.g., I like to play, do you want to play with me?)	2	2.1.6	ELA by ELD levels Decoding and word

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
225	2224	choral or echo read aloud with fluency in a manner that begins to sound like natural native speech (e.g., "Sing!" said the mother. "We sing," said the three. So they sang and were glad in the hole in the tree.)	2	2.1.6	ELA by ELD levels Decoding and word
226	2225	read familiar and predictable pattern language text (e.g., I see a big black cat. Do you see that cat? I love cats! I see a big red fox. Do you see a big...)	2	2.1.6	ELA by ELD levels Decoding and word
227	2226	read aloud with fluency in a manner that sounds like natural speech text previously heard and read aloud by teacher	2	2.1.6	ELA by ELD levels Decoding and word
228	2227	read aloud fluently and accurately, and with appropriate intonation and expression	2	2.1.6	ELA by ELD levels Decoding and word
229	2228	know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	3	3.1.1	ELA by ELD levels Decoding and word
230	2229	recognize and use knowledge of a few English morpheme, phonics patterns and syntax rules to decode and interpret the meaning of familiar words (e.g., cat, cats)	3	3.1.1	ELA by ELD levels Decoding and word
231	2230	use knowledge of a few English morphemes, phonics patterns and syntax rules to decode and interpret the meaning of familiar and some unfamiliar words (e.g., hit, hits; call, calls)	3	3.1.1	ELA by ELD levels Decoding and word
232	2231	use knowledge of English morphemes, phonics patterns and syntax rules to decode and interpret the meaning of unfamiliar words	3	3.1.1	ELA by ELD levels Decoding and word
233	2232	apply knowledge of common English morphemes in oral and silent reading to derive meaning and decode unfamiliar words	3	3.1.1	ELA by ELD levels Decoding and word
234	2233	know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	3	3.1.1	ELA by ELD levels Decoding and word
235	2234	decode regular multi-syllable words	3	3.1.2	ELA by ELD levels Decoding and word
236	2235	recognize and use knowledge of a few morphemes to decode know multi-syllable words (e.g., pencil, cabinet)	3	3.1.2	ELA by ELD levels Decoding and word
237	2236	use knowledge of common English morphemes to decode regular known multi-syllable words	3	3.1.2	ELA by ELD levels Decoding and word
238	2237	decode regular multi-syllable words	3	3.1.2	ELA by ELD levels Decoding and word

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
239	2238	decode regular multi-syllable words	3	3.1.2	ELA by ELD levels
			EA		Decoding and word
240	2239	decode regular multi-syllable words	3	3.1.2	ELA by ELD levels
			A		Decoding and word
241	2240	read aloud narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation and expression	3	3.1.3	ELA by ELD levels
				F 4.1.1	Decoding and word
242	2241	read aloud simple words (e.g., nouns and adjectives in stories o games)	3	3.1.3	ELA by ELD levels
			B		Decoding and word
243	2242	read aloud with some pacing, intonation and expression one's own writing of narrative and expository text	3	3.1.3	ELA by ELD levels
			EI		Decoding and word
244	2243	read grade-appropriate narrative and expository text aloud with appropriate pacing, intonation and expression	3	3.1.3	ELA by ELD levels
			I		Decoding and word
245	2244	read aloud with appropriate pacing, intonation and expression increasinly complex narrative and expository texts	3	3.1.3	ELA by ELD levels
			EA		Decoding and word
246	2245	read aloud with appropriate pacing, intonation and expression narrative and expository text	3	3.1.3	ELA by ELD levels
			A		Decoding and word
247	2246	read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation and expression	4	4.1.1	ELA by ELD levels
				F 5.1.1	Decoding and word
248	2247	read aloud simple words (e.g., nouns and adjectives) in stories o games with intonation and expression	4	4.1.1	ELA by ELD levels
			B		Decoding and word
249	2248	read own writing of narrative and expository text aloud with some pacing, intonation and expression	4	4.1.1	ELA by ELD levels
			EI		Decoding and word
250	2249	read simple narrative and expository texts with appropriate pacing, intonation and expression	4	4.1.1	ELA by ELD levels
			I		Decoding and word
251	2250	read increasingly complex narrative and expository texts aloud with appropriate pacing intonation and expression	4	4.1.1	ELA by ELD levels
			EA		Decoding and word
252	2251	read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation and expression	4	4.1.1	ELA by ELD levels
			A		Decoding and word

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
253	2252	read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression	5	5.1.1	ELA by ELD levels Decoding and word
254	2253	read aloud simple words in stories or games (e.g., nouns and adjectives)	5 B	5.1.1	ELA by ELD levels Decoding and word
255	2254	read own writing of narrative and expository text aloud with some pacing, intonation and expression	5 EI	5.1.1	ELA by ELD levels Decoding and word
256	2255	read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation and expression	5 I	5.1.1	ELA by ELD levels Decoding and word
257	2256	read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression	5 EA	5.1.1	ELA by ELD levels Decoding and word
258	2257	read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression	5 A	5.1.1	ELA by ELD levels Decoding and word
259	2258	identify and sort common words from within basic categories (e.g., colors, shapes, foods)	0	0.1.17 V 0.1.17	ELA by ELD levels Vocabulary and Concept
260	2259	recognize common known words within basic known categories (e.g., colors, shapes, foods)	0 B	0.1.17	ELA by ELD levels Vocabulary and Concept
261	2260	identify common words within basic categories (e.g., colors, shapes, foods)	0 EI	0.1.17	ELA by ELD levels Vocabulary and Concept
262	2261	identify and sort common words from within basic categories (e.g., colors, shapes, foods)	0 I	0.1.17	ELA by ELD levels Vocabulary and Concept
263	2262	identify and sort common words from within basic categories (e.g., colors, shapes, foods)	0 EA	0.1.17	ELA by ELD levels Vocabulary and Concept
264	2263	identify and sort common words from within basic categories (e.g., colors, shapes, foods)	0 A	0.1.17	ELA by ELD levels Vocabulary and Concept
265	2264	describe common objects and events in both general and specific language	0	0.1.18	ELA by ELD levels Vocabulary and Concept
266	2265	describe commonly known objects in general language	0 B	0.1.18	ELA by ELD levels Vocabulary and Concept

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
267	2266	describe commonly known objects in general language and specific language	0	0.1.18	ELA by ELD levels Vocabulary and Concept
			EI		
268	2267	describe common events in general language	0	0.1.18	ELA by ELD levels Vocabulary and Concept
			I		
269	2268	describe common objects and events in both general and specific language	0	0.1.18	ELA by ELD levels Vocabulary and Concept
			EA		
270	2269	describe common objects and events in both general and specific language	0	0.1.18	ELA by ELD levels Vocabulary and Concept
			A		
271	2270	classify grade-appropriate categories of words (e.g., concrete collections of animals,foods,toys)	1	1.1.17	ELA by ELD levels Vocabulary and Concept
				V 1.1.17	
272	2271	identify and sort using pictures, illustrations or realia known words in preestablished categories (red objects, blue objects)	1	1.1.17	ELA by ELD levels Vocabulary and Concept
			B		
273	2272	classify and sort using illustrations or pictures known words into categories (e.g., colors,shapes,toys)	1	1.1.17	ELA by ELD levels Vocabulary and Concept
			EI		
274	2273	classify known words into grade-appropriate categories (e.g., concrete collections of animals, foods,toys)	1	1.1.17	ELA by ELD levels Vocabulary and Concept
			I		
275	2274	classify grade-appropriate categories of words (e.g., concrete collections of animals,foods,toys)	1	1.1.17	ELA by ELD levels Vocabulary and Concept
			EA		
276	2275	classify grade-appropriate categories of words (e.g., concrete collections of animals,foods,toys)	1	1.1.17	ELA by ELD levels Vocabulary and Concept
			A		
277	2276	understand and explain common antonyms and synonyms	2	2.1.7	ELA by ELD levels Vocabulary and Concept
278	2277	demonstrate understanding of simple antonyms using illustrations, actions, and responding appropriately in word games	2	2.1.7	ELA by ELD levels Vocabulary and Concept
			B		
279	2278	demonstrate understanding of simple synonyms using illustrations, actions, and responding appropriately in word games	2	2.1.7	ELA by ELD levels Vocabulary and Concept
			EI		
280	2279	recognize and identify simple known antonyms and synonyms in text	2	2.1.7	ELA by ELD levels Vocabulary and Concept
			I		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
281	2280	understand and explain common antonyms and synonyms	2	2.1.7	ELA by ELD levels Vocabulary and Concept
			EA		
282	2281	understand and explain common antonyms and synonyms	2	2.1.7	ELA by ELD levels Vocabulary and Concept
			A		
283	2282	use knowledge of individual words in unknown compound words to predict their meaning	2	2.1.8	ELA by ELD levels Vocabulary and Concept
284	2283	use knowledge of individual known words to derive meaning of compound words (e.g., tooth/brush: toothbrush; star/fish: starfish) demonstrating understanding by using labeled illustrations and pictures	2	2.1.8	ELA by ELD levels Vocabulary and Concept
			B		
285	2284	use knowledge of familiar compound words to segment into individual known words (e.g., snowman = snow-man; toothache = tooth - ache)	2	2.1.8	ELA by ELD levels Vocabulary and Concept
			EI		
286	2285	use knowledge of familiar words in unknown compound words to predict their meaning (e.g., sun/flower = sunflower; moon/light = moonlight; skate/board = skateboard)	2	2.1.8	ELA by ELD levels Vocabulary and Concept
			I		
287	2286	use knowledge of individual words in unknown compound words to predict their meaning	2	2.1.8	ELA by ELD levels Vocabulary and Concept
			EA		
288	2287	use knowledge of individual words in unknown compound words to predict their meaning	2	2.1.8	ELA by ELD levels Vocabulary and Concept
			A		
289	2288	know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	2.1.9	ELA by ELD levels Vocabulary and Concept
290	2289	recognize the meaning of words with simple prefixes attached to commonly used, known vocabulary (e.g., write/rewrite; tie/untie)	2	2.1.9	ELA by ELD levels Vocabulary and Concept
			B		
291	2290	recognize the meaning of words with simple suffixes attached to commonly used, known vocabulary (e.g., beauty/beautiful; sad/sadly)	2	2.1.9	ELA by ELD levels Vocabulary and Concept
			EI		
292	2291	recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove; jumping)	2	2.1.9	ELA by ELD levels Vocabulary and Concept
			I		
293	2292	know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	2.1.9	ELA by ELD levels Vocabulary and Concept
			EA		
294	2293	know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	2.1.9	ELA by ELD levels Vocabulary and Concept
			A		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
295	2294	identify simple multiple-meaning words	2	2.1.10	ELA by ELD levels Vocabulary and Concept
296	2295	demonstrate understanding that words have multiple meanings using labeled illustrations	2	2.1.10	ELA by ELD levels Vocabulary and Concept
297	2296	recognize the meaning of known multiple words in simple sentences (e.g., Please get the can of tuna.; I can eat tuna.)	2	2.1.10	ELA by ELD levels Vocabulary and Concept
298	2297	identify simple multiple-meaning words in text	2	2.1.10	ELA by ELD levels Vocabulary and Concept
299	2298	identify simple multiple-meaning words in text	2	2.1.10	ELA by ELD levels Vocabulary and Concept
300	2299	identify simple multiple-meaning words	2	2.1.10	ELA by ELD levels Vocabulary and Concept
301	2300	use knowledge of antonyms, synonyms, homophones and homographs to determine meaning of words	3	3.1.4	ELA by ELD levels Vocabulary and Concept
302	2301	demonstrate understanding of simple known antonyms and synonyms using illustrations, actions and responding appropriately in word games	3	3.1.4	ELA by ELD levels Vocabulary and Concept
303	2302	demonstrate understanding of simple known homophones and homographs using illustrations, actions and responding appropriately in word games	3	3.1.4	ELA by ELD levels Vocabulary and Concept
304	2303	use knowledge of antonyms and synonyms to determine meaning of words	3	3.1.4	ELA by ELD levels Vocabulary and Concept
305	2304	use knowledge of homophones and homographs to determine meaning of words	3	3.1.4	ELA by ELD levels Vocabulary and Concept
306	2305	use knowledge of antonyms, synonyms, homophones and homographs to determine meaning of words	3	3.1.4	ELA by ELD levels Vocabulary and Concept
307	2306	demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	3	3.1.5	ELA by ELD levels Vocabulary and Concept
308	2307	demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things) through illustrations, labeling and graphic organizers	3	3.1.5	ELA by ELD levels Vocabulary and Concept

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
309	2308	demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations by sorting and grouping related words	3 EI	3.1.5 V	ELA by ELD levels Vocabulary and Concept
310	2309	demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations using words from a word bank in context of a structured simple sentence (e.g., A _____ is a mammal)	3 I	3.1.5 V	ELA by ELD levels Vocabulary and Concept
311	2310	demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living) in sentences using expanded vocabulary	3 EA	3.1.5 V	ELA by ELD levels Vocabulary and Concept
312	2311	demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)	3 A	3.1.5 V	ELA by ELD levels Vocabulary and Concept
313	2312	use sentence and word context to find meaning of unknown words	3	3.1.6 V 3.1.6	ELA by ELD levels Vocabulary and Concept
314	2313	recognize unknown words in text	3 B	3.1.6 V	ELA by ELD levels Vocabulary and Concept
315	2314	use sentence context, illustrations and text structures to find meaning of unknown words	3 EI	3.1.6 V	ELA by ELD levels Vocabulary and Concept
316	2315	use sentence context and word cognates to find meaning of unknown words	3 I	3.1.6 V	ELA by ELD levels Vocabulary and Concept
317	2316	use sentence and word context to find meaning of unknown words	3 EA	3.1.6 V	ELA by ELD levels Vocabulary and Concept
318	2317	use sentence and word context to find meaning of unknown words	3 A	3.1.6 V	ELA by ELD levels Vocabulary and Concept
319	2318	use a dictionary to learn the meaning and other features of unknown words	3	3.1.7 V 3.1.7	ELA by ELD levels Vocabulary and Concept
320	2319	create a picture dictionary to make sense of new words (e.g., body parts; animals)	3 B	3.1.7 V	ELA by ELD levels Vocabulary and Concept
321	2320	create a simple dictionary of known words locate known words in a standard dictionary	3 EI	3.1.7 V	ELA by ELD levels Vocabulary and Concept
322	2321	create a simple dictionary of frequently used words use a standard dictionary to reaffirm meaning of known words	3 I	3.1.7 V	ELA by ELD levels Vocabulary and Concept

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
323	2322	use a standard dictionary to find the meaning of known vocabulary	3	3.1.7	ELA by ELD levels Vocabulary and Concept
			EA		
324	2323	use a dictionary to learn the meaning and other features of unknown words	3	3.1.7	ELA by ELD levels Vocabulary and Concept
			A		
325	2324	use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	3	3.1.8	ELA by ELD levels Vocabulary and Concept
326	2325	recognize the meaning of words with simple affixes when attached to known vocabulary (e.g., write/rewrite, tie/untie)	3	3.1.8	ELA by ELD levels Vocabulary and Concept
			B		
327	2326	recognize the meaning of words with simple suffixes when attached to commonly used, known vocabulary (e.g., beauty/beautiful; sad/sadly)	3	3.1.8	ELA by ELD levels Vocabulary and Concept
			EI		
328	2327	recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., remove; jumping)	3	3.1.8	ELA by ELD levels Vocabulary and Concept
			I		
329	2328	use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	3	3.1.8	ELA by ELD levels Vocabulary and Concept
			EA		
330	2329	use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	3	3.1.8	ELA by ELD levels Vocabulary and Concept
			A		
331	2330	apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases	4	4.1.2	ELA by ELD levels Vocabulary and Concept
332	2331	demonstrate understanding of words and their relationship by grouping, sort and classify familiar words into categories	4	4.1.2	ELA by ELD levels Vocabulary and Concept
			B		
333	2332	apply knowledge of word origins, derivations, synonyms, antonyms and idioms to determine the meaning of words and phrases in context	4	4.1.2	ELA by ELD levels Vocabulary and Concept
			EI		
334	2333	apply knowledge of a few word origins, derivations, synonyms, antonyms and common idioms to determine the meaning of words and phrases using content related vocabulary	4	4.1.2	ELA by ELD levels Vocabulary and Concept
			I		
335	2334	apply knowledge of some word origins, derivations, synonyms, antonyms and common idioms to determine the meaning of words and phrases using content related vocabulary	4	4.1.2	ELA by ELD levels Vocabulary and Concept
			EA		
336	2335	apply knowledge of many word origins, derivations, synonyms, antonyms and common idioms to determine the meaning of words and phrases using content related vocabulary	4	4.1.2	ELA by ELD levels Vocabulary and Concept
			A		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
337	2336	use knowledge of root words to determine the meaning of unknown words within a passage	4	4.1.3	ELA by ELD levels Vocabulary and Concept
				V 4.1.3	
338	2337	recognize and apply knowledge of a few common English morphemes, phonics patterns and syntax rules to decode and interpret the meaning of unfamiliar words (eg, line, lines)	4	4.1.3	ELA by ELD levels Vocabulary and Concept
			B		
339	2338	use knowledge of some common English morphemes, phonics patterns and syntax rules to decode and interpret the meaning of familiar and some unfamiliar words when listening or reading (e.g., hit, hits, was hitting, call, calls, was calling)	4	4.1.3	ELA by ELD levels Vocabulary and Concept
			EI		
340	2339	use knowledge of English morphemes, phonics and syntax to decode and interpret the meaning of unfamiliar words in simple text	4	4.1.3	ELA by ELD levels Vocabulary and Concept
			I		
341	2340	use knowledge of English morphemes, phonics and syntax to decode and interpret the meaning of unfamiliar words when listening or reading (e.g., -ought in "brought and bought"; keep, kept, creep, crept, weep, wept)	4	4.1.3	ELA by ELD levels Vocabulary and Concept
			EA		
342	2341	use knowledge of common morphemes (e.g., such as roots and affixes) and complex word families to decode unfamiliar words when listening or reading (e.g., --cert in "certain", "certify", "ascertain", "certificate")	4	4.1.3	ELA by ELD levels Vocabulary and Concept
			A		
343	2342	know common Greek- and Latin- derived roots and affixes and use this knowledge to analyze the meaning of complex words (e.g., international)	4	4.1.4	ELA by ELD levels Vocabulary and Concept
344	2343	repeat a few common root words and affixes when they are attached to known vocabulary (e.g., erase, eraser)	4	4.1.4	ELA by ELD levels Vocabulary and Concept
			B		
345	2344	recognize some common root words and affixes when they are attached to known vocabulary (e.g., sit, sitting)	4	4.1.4	ELA by ELD levels Vocabulary and Concept
			EI		
346	2345	recognize and identify common root words and affixes when they are attached to known vocabulary	4	4.1.4	ELA by ELD levels Vocabulary and Concept
			I		
347	2346	know common Greek and Latin derived roots and affixes when they are attached to unknown vocabulary	4	4.1.4	ELA by ELD levels Vocabulary and Concept
			EA		
348	2347	know common Greek and Latin derived roots and affixes when they are attached to complex vocabulary	4	4.1.4	ELA by ELD levels Vocabulary and Concept
			A		
349	2348	use a thesaurus to determine related words and concepts	4	4.1.5	ELA by ELD levels Vocabulary and Concept
350	2349	make and use a thesaurus (illustrated/picture/computer-generated) to learn new words (e.g., happy, glad, joyous; back, rear, behind)	4	4.1.5	ELA by ELD levels Vocabulary and Concept
			B		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
351	2350	create a simple thesaurus for common words (e.g., keep, hold, retain; say, state, remark)	4	4.1.5	ELA by ELD levels Vocabulary and Concept
			EI		
352	2351	create a simple thesaurus of frequently used words (e.g., just, fair, right; open, unlock, unseal; stop, halt, end; look, glance, see)	4	4.1.5	ELA by ELD levels Vocabulary and Concept
			I		
353	2352	use standard thesaurus to expand the meanings of known vocabulary (e.g., put, place, locate; take, grab, seize; pretty, beautiful, gorgeous, radiant)	4	4.1.5	ELA by ELD levels Vocabulary and Concept
			EA		
354	2353	use standard thesaurus to determine the meanings of unknown words (e.g., peak, summit, top; thaw, melt, dissolve; dwell, live, reside, inhabit)	4	4.1.5	ELA by ELD levels Vocabulary and Concept
			A		
355	2354	distinguish and interpret multiple meaning words	4	4.1.6	ELA by ELD levels Vocabulary and Concept
356	2355	demonstrate basic understanding of several multiple meaning words using simple illustrations o actions	4	4.1.6	ELA by ELD levels Vocabulary and Concept
			B		
357	2356	demonstrate basic understanding of an increasing number of multiple meaning words using simple illustrations in context of simple phrases	4	4.1.6	ELA by ELD levels Vocabulary and Concept
			EI		
358	2357	demonstrate basic understanding of an increasing number of multiple meaning words using simple illustrations and simple sentences (ble=bite; bit=small amount)	4	4.1.6	ELA by ELD levels Vocabulary and Concept
			I		
359	2358	recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present=gift; present=time)	4	4.1.6	ELA by ELD levels Vocabulary and Concept
			EA		
360	2359	recognize that words sometimes have multiple meanings and apply this knowledge consistently (e.g., file=archive; file=line; file=metal shaver)	4	4.1.6	ELA by ELD levels Vocabulary and Concept
			A		
361	2360	use word origins to determine the meaning of unknown words	5	5.1.2	ELA by ELD levels Vocabulary and Concept
362	2361	begin to identify some word origins used to determine the meaning of known words (e.g., Anglo-Saxoon words for number, family, farm animals, body parts, etc.)	5	5.1.2	ELA by ELD levels Vocabulary and Concept
			B		
363	2362	identify some word origins used to determine the meaning of known words (e.g., science words from Latin o Greek, legal words from French)	5	5.1.2	ELA by ELD levels Vocabulary and Concept
			EI		
364	2363	use word origins to determine the meaning of a few unknown words (e.g., megaphone has a "ph" is likely Greek in root, "mega"=great, "phone"=sound)	5	5.1.2	ELA by ELD levels Vocabulary and Concept
			I		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
365	2364	use word origins to determine the meaning of some unknown words (e.g., credibility, has Latin portion "cred"=believe, same in Spanish)	5 EA	5.1.2	ELA by ELD levels Vocabulary and Concept
366	2365	use word origins to determine the meaning of many unknown words (e.g., "homograph"=same+writing in Greek)	5 A	5.1.2	ELA by ELD levels Vocabulary and Concept
367	2366	understand and explain frequently used synonyms, antonyms and homographs	5	5.1.3 V 5.1.3	ELA by ELD levels Vocabulary and Concept
368	2367	demonstrate understanding of words and simple phrases by grouping known words into synonyms and antonyms	5 B	5.1.3	ELA by ELD levels Vocabulary and Concept
369	2368	understand and use a few frequently used synonyms, antonyms and homonyms (e.g., "like/enjoy", "good/bad", "to/two/too")	5 EI	5.1.3	ELA by ELD levels Vocabulary and Concept
370	2369	understand and use some frequently used synonyms, antonyms and homonyms (e.g., "say/tell/explain", "far/close", "close/close")	5 I	5.1.3	ELA by ELD levels Vocabulary and Concept
371	2370	understand and explain many frequently used synonyms, antonyms and homonyms (e.g., "hate/dislike/detest", "male/female", "o/oe/oar")	5 EA	5.1.3	ELA by ELD levels Vocabulary and Concept
372	2371	understand and explain most frequently used synonyms, antonyms and homonyms (e.g., "country/nation", "beautiful/hideous", "pear/pare/pair")	5 A	5.1.3	ELA by ELD levels Vocabulary and Concept
373	2372	know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	5	5.1.4	ELA by ELD levels Vocabulary and Concept
374	2373	recognize and read a few common root words and affixes from Greek and Latin when they are attached to known vocabulary	5 B	5.1.4	ELA by ELD levels Vocabulary and Concept
375	2374	recognize and identify some common root words and affixes from Greek and Latin when they are attached to known vocabulary	5 EI	5.1.4	ELA by ELD levels Vocabulary and Concept
376	2375	apply knowledge of most common root and affixes from Greek and Latin, when they are attached to known vocabulary	5 I	5.1.4	ELA by ELD levels Vocabulary and Concept
377	2376	apply knowledge of common root and affixes from Greek and Latin, when they are attached to unknown vocabulary	5 EA	5.1.4	ELA by ELD levels Vocabulary and Concept
378	2377	apply knowledge of root words and affixes from Greek and Latin, to analyze the meaning of complex words	5 A	5.1.4	ELA by ELD levels Vocabulary and Concept

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
379	2378	understand and explain the figurative and metaphorical use of words in context	5	5.1.5	ELA by ELD levels
				V 5.1.5	Vocabulary and Concept
380	2379	demonstrate understanding of a few common figurative and metaphorical uses of words in context through illustrations and drawings	5	5.1.5	ELA by ELD levels
			B		Vocabulary and Concept
381	2380	apply knowledge of a few word origins, synonyms, antonyms to understand the figurative and metaphorical use of words in context (e.g., "made me freeze in my tracks," "dog-tired," "sick as a dog," "work like a dog")	5	5.1.5	ELA by ELD levels
			EI		Vocabulary and Concept
382	2381	apply knowledge of a few word origins, derivatives, synonyms, antonyms and common idioms to understand and restate the figurative and metaphorical use of words in context (e.g., "lay off," "do all out," "squishy like tofu," "haircut as flat as the	5	5.1.5	ELA by ELD levels
			I		Vocabulary and Concept
383	2382	apply knowledge of some word origins, derivatives, synonyms, antonyms and common idioms to understand and restate the figurative and metaphorical use of words in context (e.g., "hit the jackpot," "put your cards on the table,"	5	5.1.5	ELA by ELD levels
			EA		Vocabulary and Concept
384	2383	apply knowledge of many word origins, derivatives, synonyms, antonyms and common idioms to understand and restate the figurative and metaphorical use of words in context (e.g., "lay down the law," "take advantage of," "the	5	5.1.5	ELA by ELD levels
			A		Vocabulary and Concept
385	2384	locate title, table of contents, name of author and illustrator	0	0.2.1	ELA by ELD levels
					Structural Features of info.
386	2385	locate the title of a text	0	0.2.1	ELA by ELD levels
			B		Structural Features of info.
387	2386	locate title, name of author	0	0.2.1	ELA by ELD levels
			EI		Structural Features of info.
388	2387	locate title, name of author and illustrator	0	0.2.1	ELA by ELD levels
			I		Structural Features of info.
389	2388	locate title, table of contents, name of author and illustrator	0	0.2.1	ELA by ELD levels
			EA		Structural Features of info.
390	2389	locate title, table of contents, name of author and illustrator	0	0.2.1	ELA by ELD levels
			A		Structural Features of info.
391	2390	use titles, table of contents and chapter headings to locate information in expository text	2	2.2.1	ELA by ELD levels
					Structural Features of info.
392	2391	point out basic text features such as title, table of contents and chapter headings while reading aloud in a group	2	2.2.1	ELA by ELD levels
			B		Structural Features of info.

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
393	2392	recognize and identify a few text features such as title, table of contents and chapter headings using yes/no responses	2	2.2.1	ELA by ELD levels Structural Features of info.
			EI		
394	2393	demonstrate understanding of purpose of basic text features such as title, table of contents and chapter headings in familiar texts using simple sentences	2	2.2.1	ELA by ELD levels Structural Features of info.
			I		
395	2394	read and use basic text features such as title, table of contents and chapter headings	2	2.2.1	ELA by ELD levels Structural Features of info.
			EA		
396	2395	locate and use text features such as title, table of contents and chapter headings, diagrams and index	2	2.2.1	ELA by ELD levels Structural Features of info.
			A		
397	2396	use titles, table of contents, chapter headings, glossaries and indexes to locate information in text	3	3.2.1	ELA by ELD levels Structural Features of info.
398	2397	point out text features such as title, table of contents and chapter headings	3	3.2.1	ELA by ELD levels Structural Features of info.
			B		
399	2398	read and identify basic text features such as title, table of contents and chapter headings	3	3.2.1	ELA by ELD levels Structural Features of info.
			EI		
400	2399	read and identify text features such as title, table of contents and chapter headings, diagrams, charts, glossaries and indexes in written texts	3	3.2.1	ELA by ELD levels Structural Features of info.
			I		
401	2400	locate text features such as format, diagrams, charts, glossaries and indexes and identify the functions	3	3.2.1	ELA by ELD levels Structural Features of info.
			EA		
402	2401	use text features such as format, diagrams, charts, glossaries, indexes and the like to locate and draw information from text	3	3.2.1	ELA by ELD levels Structural Features of info.
			A		
403	2402	identify structural patterns found in informational text (e.g., compare and contrast cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension	4	4.2.1	ELA by ELD levels Structural Features of info.
404	2403	identify the structural patterns found in informational text read to them (e.g., compare and contrast cause and effect, sequential-chronological order, proposition and support) using illustrations, graphic organizers, charts, lists and key words	4	4.2.1	ELA by ELD levels Structural Features of info.
			B		
405	2404	identify the structural patterns and corresponding key words found in informational text read to them (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension	4	4.2.1	ELA by ELD levels Structural Features of info.
			EI		
406	2405	identify the structural patterns and corresponding key words and phrases found in informational text (e.g., compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension	4	4.2.1	ELA by ELD levels Structural Features of info.
			I		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
407	2406	identify some significant structural organizational patterns in text, such as cause and effect, sequential-chronological order, and corresponding key words and phrases found in informational text (e.g., compare and contrast, cause and effect)	4	4.2.1	ELA by ELD levels Structural Features of info.
			EA		
408	2407	identify structural patterns found in informational text (e.g., compare and contrast cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension	4	4.2.1	ELA by ELD levels Structural Features of info.
			A		
409	2408	understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable	5	5.2.1	ELA by ELD levels Structural Features of info.
410	2409	point out text features such as title, table of contents and chapter headings	5	5.2.1	ELA by ELD levels Structural Features of info.
			B		
411	2410	read and identify basic text features such as title, table of contents and chapter headings	5	5.2.1	ELA by ELD levels Structural Features of info.
			EI		
412	2411	read and identify basic text features such as title, table of contents and chapter headings, diagrams, charts, glossaries and indexes in written texts	5	5.2.1	ELA by ELD levels Structural Features of info.
			I		
413	2412	locate and identify the function of text features such as format, diagrams, charts, glossaries and indexes	5	5.2.1	ELA by ELD levels Structural Features of info.
			EA		
414	2413	use text features such as format, diagrams, charts, glossaries, indexes, sequence and maps to locate and draw information from text	5	5.2.1	ELA by ELD levels Structural Features of info.
			A		
415	2414	analyze text that is organized in sequential or chronological order	5	5.2.2	ELA by ELD levels Structural Features of info.
				C 5.2.2	
416	2415	demonstrate understanding of sequential and chronological order through illustrations, numbers, key words and phrases	5	5.2.2	ELA by ELD levels Structural Features of info.
			B		
417	2416	recognize key words or phrases in text that represent an organizational structure such as sequential order	5	5.2.2	ELA by ELD levels Structural Features of info.
			EI		
418	2417	recognize key words or phrases in text that represent an organizational structure such as chronological order	5	5.2.2	ELA by ELD levels Structural Features of info.
			I		
419	2418	identify text structures structural patterns such as sequential or chronological order	5	5.2.2	ELA by ELD levels Structural Features of info.
			EA		
420	2419	analyze text that is organized in sequential or chronological order	5	5.2.2	ELA by ELD levels Structural Features of info.
			A		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
421	2420	use pictures and context to make predictions about story content	0	0.2.2	ELA by ELD levels
				C 0.2.2	Comprehension
422	2421	use pictures to make predictions about story content using non-verbal communication, physical actions, drawing pictures and acting out	0	0.2.2	ELA by ELD levels
			B		Comprehension
423	2422	use pictures and context to make predictions about story content using key words or phrases	0	0.2.2	ELA by ELD levels
			EI		Comprehension
424	2423	use pictures and context to make predictions about story content using expanded vocabulary in simple sentences	0	0.2.2	ELA by ELD levels
			I		Comprehension
425	2424	use pictures and context to make predictions about story content	0	0.2.2	ELA by ELD levels
			EA		Comprehension
426	2425	use pictures and context to make predictions about story content	0	0.2.2	ELA by ELD levels
			A		Comprehension
427	2426	connect to life experiences the information about story content	0	0.2.3	ELA by ELD levels
					Comprehension
428	2427	connect to life experiences the information and events in texts responding orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures)	0	0.2.3	ELA by ELD levels
			B		Comprehension
429	2428	connect to life experiences the information and events in texts responding orally to stories read aloud, using yes or no answers, key words, drawing and labeling pictures	0	0.2.3	ELA by ELD levels
			EI		Comprehension
430	2429	connect to life experiences the information and events in texts using phrases and simple sentences	0	0.2.3	ELA by ELD levels
			I		Comprehension
431	2430	connect to life experiences the information about story content	0	0.2.3	ELA by ELD levels
			EA		Comprehension
432	2431	connect to life experiences the information about story content	0	0.2.3	ELA by ELD levels
			A		Comprehension
433	2432	retell familiar stories	0	0.2.4	ELA by ELD levels
				C 0.2.4	Comprehension
434	2433	identify, using drawings or pictures, the basic sequence of events in familiar stories read aloud	0	0.2.4	ELA by ELD levels
			B		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
435	2434	orally identify, using drawings and key words o phrases, the basic sequence of events in familiar stories read aloud	0	0.2.4	ELA by ELD levels
			EI		Comprehension
436	2435	retell familiar stories using phrases and simple sentences	0	0.2.4	ELA by ELD levels
			I		Comprehension
437	2436	retell familiar stories using expanded vocabulary and some detail	0	0.2.4	ELA by ELD levels
			EA		Comprehension
438	2437	retell familiar stories	0	0.2.4	ELA by ELD levels
			A		Comprehension
439	2438	ask and answer questions about essential elements of text	0	0.2.5	ELA by ELD levels
				C 0.2.5	Comprehension
440	2439	respond orally to stories read aloud, using non verbal communication and giving one o two word responses (e.g., "brown bear") to factual comprehension questions	0	0.2.5	ELA by ELD levels
			B		Comprehension
441	2440	respond to simple sortries read aloud using phrases o simple sentences to answer factual comprehension questions	0	0.2.5	ELA by ELD levels
			EI		Comprehension
442	2441	ask simple questions about a story read aloud	0	0.2.5	ELA by ELD levels
			I		Comprehension
443	2442	ask questions about essential elements of a story read aloud	0	0.2.5	ELA by ELD levels
			EA		Comprehension
444	2443	ask and answer questions about essential elements of text	0	0.2.5	ELA by ELD levels
			A		Comprehension
445	2444	respond to who, what, when, where, and how questions	1	1.2.2	ELA by ELD levels
				C 1.2.2	Comprehension
446	2445	respond to who, what, when, where, and how questions (e.g., by matching objects, pointing to an answer, drawing pictures)	1	1.2.2	ELA by ELD levels
			B		Comprehension
447	2446	respond to who, what, when, where, and how questions (e.g., by responding with a few word o short phrases)	1	1.2.2	ELA by ELD levels
			EI		Comprehension
448	2447	respond to who, what, when, where, and how questions responding with simple sentences	1	1.2.2	ELA by ELD levels
			I		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
449	2448	respond to who, what, when, where and how questions	1	1.2.2	ELA by ELD levels
			EA		Comprehension
450	2449	respond to who, what, when, where and how questions	1	1.2.2	ELA by ELD levels
			A		Comprehension
451	2450	follow one-step written instructions	1	1.2.3	ELA by ELD levels
					Comprehension
452	2451	understand and follow simple one step directions for classroom activities using non verbal responses (e.g., open the book)	1	1.2.3	ELA by ELD levels
			B		Comprehension
453	2452	understand and follow oral directions read by the teacher for routine classroom activities (e.g., open a book and read)	1	1.2.3	ELA by ELD levels
			EI		Comprehension
454	2453	understand and follow some written one step directions by recognizing key words and phrases (e.g., underline, circle, bubble in, fill out)	1	1.2.3	ELA by ELD levels
			I		Comprehension
455	2454	follow one-step written instructions	1	1.2.3	ELA by ELD levels
			EA		Comprehension
456	2455	follow one-step written instructions	1	1.2.3	ELA by ELD levels
			A		Comprehension
457	2456	use context to resolve ambiguities about word and sentence meanings	1	1.2.4	ELA by ELD levels
					Comprehension
458	2457	use picture cues and teacher explanation to acquire meaning of previously unknown word	1	1.2.4	ELA by ELD levels
			B		Comprehension
459	2458	use picture cues, known words and teacher explanation to acquire meaning of previously unknown words and sentences	1	1.2.4	ELA by ELD levels
			EI		Comprehension
460	2459	use picture cues, text and teacher explanation to understand ambiguous words and sentence meaning in stories read along with the teacher	1	1.2.4	ELA by ELD levels
			I		Comprehension
461	2460	use context to resolve ambiguities about word and sentence meanings in stories read along with the teacher	1	1.2.4	ELA by ELD levels
			EA		Comprehension
462	2461	use context to resolve ambiguities about word and sentence meanings	1	1.2.4	ELA by ELD levels
			A		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
463	2462	confirm predictions about what happen next in a text by identifying key words (i.e., signpost words)	1	1.2.5.	ELA by ELD levels Comprehension
464	2463	confirm predictions about what happen next in a text read by the teacher, using illustrations, non-verbal responses and begin to recognize signpost words pointed out by the teacher	1 B	1.2.5.	ELA by ELD levels Comprehension
465	2464	orally confirm predictions about what happen next in a text read by the teacher, identifying key words (e.g., signpost words) using yes o no answers and simple phrases	1 EI	1.2.5.	ELA by ELD levels Comprehension
466	2465	orally confirm predictions about what happen next in a text identifying key words (e.g., so, because) previously learned, using simple sentences	1 I	1.2.5.	ELA by ELD levels Comprehension
467	2466	orally confirm predictions about what happen next in a text identifying key words (e.g., so, but, because, finally, at last) previously learned, using detailed sentences	1 EA	1.2.5.	ELA by ELD levels Comprehension
468	2467	confirm predictions about what happen next in a text by identifying key words (i.e., signpost words)	1 A	1.2.5	ELA by ELD levels Comprehension
469	2468	relate prior knowledge to textual information	1	1.2.6	ELA by ELD levels Comprehension
470	2469	relate prior knowledge to textual information by drawing and labeling pictures from one's own experience and using key words or phrases	1 B	1.2.6	ELA by ELD levels Comprehension
471	2470	relate prior knowledge to textual information by drawing pictures from one's own experience and using phrases	1 EI	1.2.6	ELA by ELD levels Comprehension
472	2471	relate to textual information from one's own experience by drawing pictures and using simple sentences	1 I	1.2.6	ELA by ELD levels Comprehension
473	2472	relate prior knowledge to textual information	1 EA	1.2.6	ELA by ELD levels Comprehension
474	2473	relate prior knowledge to textual information	1 A	1.2.6	ELA by ELD levels Comprehension
475	2474	retell the central ideas of simple expository or narrative passages	1	1.2.7 C 1.2.7	ELA by ELD levels Comprehension
476	2475	respond to stories read by drawing pictures or giving one- or two-word responses to factual comprehension questions	1 B	1.2.7	ELA by ELD levels Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
477	2476	respond orally to stories read aloud, giving short phrase responses to factual comprehension questions	1	1.2.7	ELA by ELD levels
			EI		Comprehension
478	2477	retell the central ideas of simple expository o narrative passages using simple phrases o sentences	1	1.2.7	ELA by ELD levels
			I		Comprehension
479	2478	retell the central ideas of simple expository o narrative passages using detailed sentences	1	1.2.7	ELA by ELD levels
			EA		Comprehension
480	2479	retell the central ideas of simple expository o narrative passages	1	1.2.7	ELA by ELD levels
			A		Comprehension
481	2480	state the purpose in reading (i.e., tell what information is sought)	2	2.2.2	ELA by ELD levels
					Comprehension
482	2481	demonstrate understanding that text offers information by using graphic organizers, illustrations and key words to restate information from text	2	2.2.2	ELA by ELD levels
			B		Comprehension
483	2482	orally identify, using key words or phrases the purpose in reading	2	2.2.2	ELA by ELD levels
			EI		Comprehension
484	2483	orally identify, using simple sentences the purpose in reading	2	2.2.2	ELA by ELD levels
			I		Comprehension
485	2484	state the purpose in reading (i.e., tell what information is sought)	2	2.2.2	ELA by ELD levels
			EA		Comprehension
486	2485	state the purpose in reading (i.e., tell what information is sought)	2	2.2.2	ELA by ELD levels
			A		Comprehension
487	2486	use knowledge of author's purpose(s) to comprehend informational text	2	2.2.3	ELA by ELD levels
					Comprehension
488	2487	demonstrate understanding of author's purpose by using graphic organizers, illustrations and key words	2	2.2.3	ELA by ELD levels
			B		Comprehension
489	2488	orally identify, using key words or phrases, the author's purpose to comprehend informational text	2	2.2.3	ELA by ELD levels
			EI		Comprehension
490	2489	orally identify simple sentences the author's purpose to comprehend informational text	2	2.2.3	ELA by ELD levels
			I		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
491	2490	use knowledge of author's purpose(s) to comprehend informational text	2	2.2.3	ELA by ELD levels
			EA		Comprehension
492	2491	use knowledge of author's purpose(s) to comprehend informational text	2	2.2.3	ELA by ELD levels
			A		Comprehension
493	2492	ask clarifying questions concerning essential textual elements of exposition (e.g., why, what if, how)	2	2.2.4	ELA by ELD levels
				C 2.2.4	Comprehension
494	2493	listen to expository text read aloud, use key words, graphic organizers and pictures to determine why, what if and how with assistance	2	2.2.4	ELA by ELD levels
			B		Comprehension
495	2494	ask clarifying questions concerning essential textual elements of exposition (e.g., why, what if, how) by using key words o phrases	2	2.2.4	ELA by ELD levels
			EI		Comprehension
496	2495	ask clarifying questions concerning essential textual elements of exposition (e.g., why, what if, how) by using simple sentences	2	2.2.4	ELA by ELD levels
			I		Comprehension
497	2496	ask clarifying questions concerning essential textual elements of exposition (e.g., why, what if, how)	2	2.2.4	ELA by ELD levels
			EA		Comprehension
498	2497	ask clarifying questions concerning essential textual elements of exposition (e.g., why, what if, how)	2	2.2.4	ELA by ELD levels
			A		Comprehension
499	2498	restate facts and details in text to clarify and organize ideas	2	2.2.5	ELA by ELD levels
				C 2.2.5	Comprehension
500	2499	restate facts and details in text to clarify and organize ideas using graphic organizers, key words and phrases	2	2.2.5	ELA by ELD levels
			B		Comprehension
501	2500	restate facts and details in text to clarify and organize ideas using outlines, key words and phrases	2	2.2.5	ELA by ELD levels
			EI		Comprehension
502	2501	restate facts and details in text to clarify and organize ideas using simple sentences	2	2.2.5	ELA by ELD levels
			I		Comprehension
503	2502	restate facts and details in text to clarify and organize ideas	2	2.2.5	ELA by ELD levels
			EA		Comprehension
504	2503	restate facts and details in text to clarify and organize ideas	2	2.2.5	ELA by ELD levels
			A		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
505	2504	recognize cause-and-effect relationships in text	2	2.2.6	ELA by ELD levels Comprehension
506	2505	recognize cause-and-effect relationships in text by using graphic organizers, illustrations, key words and phrases	2 B	2.2.6	ELA by ELD levels Comprehension
507	2506	recognize cause-and-effect relationships in text by identifying key cause and effect terms	2 EI	2.2.6	ELA by ELD levels Comprehension
508	2507	recognize cause-and-effect relationships in text by identifying cause and effect sentence structures	2 I	2.2.6	ELA by ELD levels Comprehension
509	2508	recognize cause-and-effect relationships in text	2 EA	2.2.6	ELA by ELD levels Comprehension
510	2509	recognize cause-and-effect relationships in text	2 A	2.2.6	ELA by ELD levels Comprehension
511	2510	interpret information from diagrams, charts and graphs	2	2.2.7	ELA by ELD levels Comprehension
512	2511	interpret information from diagrams, charts and graphs by pointing and responding to yes/no questions	2 B	2.2.7	ELA by ELD levels Comprehension
513	2512	interpret information from diagrams, charts and graphs using key words and phrases	2 EI	2.2.7	ELA by ELD levels Comprehension
514	2513	interpret information from diagrams, charts and graphs	2 I	2.2.7	ELA by ELD levels Comprehension
515	2514	interpret information from diagrams, charts and graphs	2 EA	2.2.7	ELA by ELD levels Comprehension
516	2515	interpret information from diagrams, charts and graphs	2 A	2.2.7	ELA by ELD levels Comprehension
517	2516	follow two-step written instructions	2	2.2.8	ELA by ELD levels Comprehension
518	2517	understand and follow simple one-step directions for classroom activities (e.g., open the book)	2 B	2.2.8	ELA by ELD levels Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
519	2518	follow two-step written instructions	2	2.2.8	ELA by ELD levels
			EI		Comprehension
520	2519	follow two-step written instructions	2	2.2.8	ELA by ELD levels
			I		Comprehension
521	2520	follow two-step written instructions	2	2.2.8	ELA by ELD levels
			EA		Comprehension
522	2521	follow two-step written instructions	2	2.2.8	ELA by ELD levels
			A		Comprehension
523	2522	ask questions and support answers by connection prior knowledge with literal information found in, and inferred from, the text	3	3.2.2	ELA by ELD levels
					Comprehension
524	2523	orally identify the relationship between simple text read to them and their own experience using key words and/or phrases to infer meaning (e.g., "Do you think she feels happy about what happened?")	3	3.2.2	ELA by ELD levels
			B		Comprehension
525	2524	read and orally identify relationships between written text and their own experience by using simple sentences to infer meaning (e.g., "How does she feel?")	3	3.2.2	ELA by ELD levels
			EI		Comprehension
526	2525	read and use more detailed sentences to orally describe relationships between text and their own experience to infer meaning (e.g., "How can you tell she is sad?")	3	3.2.2	ELA by ELD levels
			I		Comprehension
527	2526	describe relationships between text and their own experiences to infer meaning (e.g., "How would you feel if this happened to you?")	3	3.2.2	ELA by ELD levels
			EA		Comprehension
528	2527	ask some questions and support many answers by connecting prior knowledge with literal information found in, and inferred from, the text	3	3.2.2	ELA by ELD levels
			A		Comprehension
529	2528	demonstrate comprehension by identifying answers in the text	3	3.2.3	ELA by ELD levels
					Comprehension
530	2529	respond orally to stories read aloud by giving one or two-word responses (e.g., "brown bear") to a few factual comprehension questions	3	3.2.3	ELA by ELD levels
			B		Comprehension
531	2530	read and listen to simple stories and demonstrate understanding by using simple sentences to respond to a few explicit detailed questions (e.g., "The bear is brown")	3	3.2.3	ELA by ELD levels
			EI		Comprehension
532	2531	use detailed sentences to orally respond to some comprehension questions about text (e.g., "The brown bear lives with his family in the forest")	3	3.2.3	ELA by ELD levels
			I		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
533	2532	generate and accurately respond to many comprehension questions related to the text	3	3.2.3	ELA by ELD levels
			EA		Comprehension
534	2533	generate and accurately respond to most comprehension questions related to the text	3	3.2.3	ELA by ELD levels
			A		Comprehension
535	2534	recall major points in the text and make and modify predictions about forthcoming information	3	3.2.4	ELA by ELD levels
					Comprehension
536	2535	use key words or pictures, to affirm or negate simple predictions made by their teacher about forthcoming information in one or two word answers (e.g., "Did we learn how ice melts from this paragraph I read to you after all?")	3	3.2.4	ELA by ELD levels
			B		Comprehension
537	2536	recall a few points in the text to make predictions about forthcoming information using simple sentences (e.g., When asked what the next paragraph be about, student reply "gas and steam")	3	3.2.4	ELA by ELD levels
			EI		Comprehension
538	2537	recall a few points in the text to make predictions about forthcoming information (e.g., When asked what the next paragraph be about, student reply "How water freezes to become ice")	3	3.2.4	ELA by ELD levels
			I		Comprehension
539	2538	recall some points in the text, and make/modify a few predictions about forthcoming information (e.g., "I think we read about how to melt ice")	3	3.2.4	ELA by ELD levels
			EA		Comprehension
540	2539	recall many points in the text, and make/modify predictions about forthcoming information (e.g., "I believe we learn that ice is made when water is really cold")	3	3.2.4	ELA by ELD levels
			A		Comprehension
541	2540	distinguish the main idea and supporting details in expository text	3	3.2.5	ELA by ELD levels
					Comprehension
542	2541	identify, using key words and/or phrases, the main idea in expository text read aloud (e.g., Students answer correctly that the sun gives the earth "energy" such as heat)	3	3.2.5	ELA by ELD levels
			B		Comprehension
543	2542	read and orally identify the main ideas and by using simple sentences to draw inferences about text (e.g., "The moon orbits the Earth" "The Earth orbits the Sun")	3	3.2.5	ELA by ELD levels
			EI		Comprehension
544	2543	read and use detailed sentences to identify orally the main ideas and supporting details in expository text (e.g., "The sun is our closest star")	3	3.2.5	ELA by ELD levels
			I		Comprehension
545	2544	describe main ideas and supporting details of expository text (e.g., "The Earth is only one planet orbiting the sun" "Mercury is the closest planet to the sun")	3	3.2.5	ELA by ELD levels
			EA		Comprehension
546	2545	describe main ideas and supporting details, including supporting evidence in expository text (e.g., "Only some planets can be seen without a telescope")	3	3.2.5	ELA by ELD levels
			A		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
547	2546	extract appropriate and significant information from the text, including problems and solutions	3	3.2.6	ELA by ELD levels Comprehension
548	2547	repeat the problem and solutions in a text read aloud to them	3 B	3.2.6	ELA by ELD levels Comprehension
549	2548	restate the problem and solutions of a text read aloud to them in short phrases	3 EI	3.2.6	ELA by ELD levels Comprehension
550	2549	extract some significant information from the text, including problems and solutions	3 I	3.2.6	ELA by ELD levels Comprehension
551	2550	extract much significant information from the text, including problems and solutions	3 EA	3.2.6	ELA by ELD levels Comprehension
552	2551	extract most significant information from the text, including problems and solutions	3 A	3.2.6	ELA by ELD levels Comprehension
553	2552	follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	3	3.2.7	ELA by ELD levels Comprehension
554	2553	understand and follow simple one-step directions for classroom or work-related activities	3 B	3.2.7	ELA by ELD levels Comprehension
555	2554	understand and follow simple two-step directions for classroom or work-related activities	3 EI	3.2.7	ELA by ELD levels Comprehension
556	2555	understand and follow multi-step directions for classroom or work-related activities	3 I	3.2.7	ELA by ELD levels Comprehension
557	2556	follow many multiple-step instructions for classroom or work-related activities	3 EA	3.2.7	ELA by ELD levels Comprehension
558	2557	follow most multiple-step instructions for classroom or work-related activities	3 A	3.2.7	ELA by ELD levels Comprehension
559	2558	use appropriate strategies when reading for different purposes (e.g., full comprehension, locating information and personal enjoyment)	4	4.2.2	ELA by ELD levels Comprehension
560	2559	recognize the words/terms used to identify reading comprehension strategies in familiar text read to them (e.g., visualizing, tapping prior knowledge, using illustrations)	4 B	4.2.2	ELA by ELD levels Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
561	2560	use a few beginner strategies when reading for different purposes (e.g., predicting, noting details)	4	4.2.2	ELA by ELD levels
			EI		Comprehension
562	2561	use a few appropriate strategies when reading for different purposes (e.g., predicting, inferring)	4	4.2.2	ELA by ELD levels
			I		Comprehension
563	2562	use some varied and appropriate strategies when reading for different purposes (e.g., summarizing, questioning)	4	4.2.2	ELA by ELD levels
			EA		Comprehension
564	2563	use many varied and appropriate strategies when reading for different purposes (e.g., monitoring, clarifying, evaluating)	4	4.2.2	ELA by ELD levels
			A		Comprehension
565	2564	make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words and foreshadowing clues	4	4.2.3	ELA by ELD levels
				C 4.2.3	Comprehension
566	2565	use illustrations, key words or actions to make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences. key words and foreshadowing clues	4	4.2.3	ELA by ELD levels
			B		Comprehension
567	2566	use words and simple phrases to make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences. key words and foreshadowing clues	4	4.2.3	ELA by ELD levels
			EI		Comprehension
568	2567	use simple sentences to make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words and foreshadowing clues	4	4.2.3	ELA by ELD levels
			I		Comprehension
569	2568	make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words and foreshadowing clues	4	4.2.3	ELA by ELD levels
			EA		Comprehension
570	2569	make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, key words and foreshadowing clues	4	4.2.3	ELA by ELD levels
			A		Comprehension
571	2570	evaluate new information and hypotheses by testing them against known information and ideas	4	4.2.4	ELA by ELD levels
					Comprehension
572	2571	repeat known and new information in texts (e.g., students list names of a few states on a map in a textbook and recite the capitals)	4	4.2.4	ELA by ELD levels
			B		Comprehension
573	2572	interpret new information based in texts on known information and ideas (e.g., students draw and label locations and distinguishing feature of various regions of California)	4	4.2.4	ELA by ELD levels
			EI		Comprehension
574	2573	analyze new information based in texts on known information and ideas (e.g., students describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos and pueblos compared to their own daily	4	4.2.4	ELA by ELD levels
			I		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
575	2574	synthesize new information in texts based on known information and ideas (e.g., students explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed. changes in towns	4	4.2.4	ELA by ELD levels
			EA		Comprehension
576	2575	evaluate new information in texts based on known information and ideas (e.g., students form an opinion on the treaty of Guadalupe Hidalgo or the 1882 Chinese Exclusion Act based on various texts read and current state of immigrants)	4	4.2.4	ELA by ELD levels
			A		Comprehension
577	2576	compare and contrast information on the same topic after reading several passages or articles	4	4.2.5	ELA by ELD levels
				C 4.2.5	Comprehension
578	2577	recognize meaning of words "compare" and "contrast"; identify similarities or differences of information found in two passages (e.g., sort information read aloud about habitats into categories of animals, plants, etc.)	4	4.2.5	ELA by ELD levels
			B		Comprehension
579	2578	orally identify similarities and differences in two passages (e.g. complete a Venn diagram comparing and contrasting bats and owls)	4	4.2.5	ELA by ELD levels
			EI		Comprehension
580	2579	compare and contrast information on the same topic after reading two related passages	4	4.2.5	ELA by ELD levels
			I		Comprehension
581	2580	compare and contrast information on the same topic after reading a few related passages	4	4.2.5	ELA by ELD levels
			EA		Comprehension
582	2581	compare and contrast information on the same topic after reading some related passages or articles	4	4.2.5	ELA by ELD levels
			A		Comprehension
583	2582	distinguish between cause and effect and fact and opinion in expository text	4	4.2.6	ELA by ELD levels
				C 4.2.6	Comprehension
584	2583	demonstrate understanding of fact/opinion in familiar texts read to them (e.g., provided a list read with their teacher, select items that are opinions: commence with "I think" or "I believe")	4	4.2.6	ELA by ELD levels
			B		Comprehension
585	2584	recognize and identify key words and phrases related to fact/opinion in familiar expository texts read aloud	4	4.2.6	ELA by ELD levels
			EI		Comprehension
586	2585	recognize and identify key words and phrases related to cause and effect in familiar expository texts read aloud	4	4.2.6	ELA by ELD levels
			I		Comprehension
587	2586	recognize and distinguish explicit examples of facts, opinions and cause and effect in familiar expository text	4	4.2.6	ELA by ELD levels
			EA		Comprehension
588	2587	distinguish explicit examples of cause and effect and fact and opinion in familiar texts	4	4.2.6	ELA by ELD levels
			A		Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
589	2588	follow multiple-step instructions from a basic technical manual (e.g., how to use computer commands or video games)	4	4.2.7	ELA by ELD levels Comprehension
590	2589	understand and follow simple one-step directions for classroom or work-related activities	4 B	4.2.7	ELA by ELD levels Comprehension
591	2590	understand and follow simple two-step directions for classroom or work-related activities	4 EI	4.2.7	ELA by ELD levels Comprehension
592	2591	understand and follow some multi-step directions for classroom or work-related activities	4 I	4.2.7	ELA by ELD levels Comprehension
593	2592	follow many multiple-step instructions for classroom or work-related activities	4 EA	4.2.7	ELA by ELD levels Comprehension
594	2593	follow most multiple-step instructions for classroom or work-related activities	4 A	4.2.7	ELA by ELD levels Comprehension
595	2594	discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	5	5.2.3 C 5.2.3	ELA by ELD levels Comprehension
596	2595	identify, using key words and/or phrases, illustrations and or graphic organizers the main idea in text read aloud	5 B	5.2.3	ELA by ELD levels Comprehension
597	2596	read and orally identify the main ideas and concepts and by using simple sentences	5 EI	5.2.3	ELA by ELD levels Comprehension
598	2597	read and use detailed sentences to identify the main ideas and supporting details in text	5 I	5.2.3	ELA by ELD levels Comprehension
599	2598	describe main ideas and supporting details in a text, and identify evidence that supports those ideas	5 EA	5.2.3	ELA by ELD levels Comprehension
600	2599	describe main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas	5 A	5.2.3	ELA by ELD levels Comprehension
601	2600	draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge	5	5.2.4 C 5.2.4	ELA by ELD levels Comprehension
602	2601	draw inferences, conclusions or generalizations about text read aloud using illustrations, graphic organizers and support them with textual evidence and prior knowledge using words or phrases	5 B	5.2.4	ELA by ELD levels Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
603	2602	draw inferences, conclusions or generalizations about text read aloud using illustrations, graphic organizers and support them with textual evidence and prior knowledge using simple sentences	5	5.2.4	ELA by ELD levels
			EI		Comprehension
604	2603	draw inferences, conclusions or generalizations about text read aloud using illustrations, graphic organizers and support them with textual evidence and prior knowledge using more detailed sentences	5	5.2.4	ELA by ELD levels
			I		Comprehension
605	2604	draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge	5	5.2.4	ELA by ELD levels
			EA		Comprehension
606	2605	draw inferences, conclusions or generalizations about text and support them with textual evidence and prior knowledge	5	5.2.4	ELA by ELD levels
			A		Comprehension
607	2606	distinguish fantasy from realistic text	0	0.3.1	ELA by ELD levels
					Narrative Analysis of Text
608	2607	listen to a story and respond with non-verbal communication, pointing and using one or two words to demonstrate understanding of fantasy vs. reality	0	0.3.1	ELA by ELD levels
			B		Narrative Analysis of Text
609	2608	respond orally to distinguish fantasy from realistic text in a story read aloud by answering factual questions in simple sentences	0	0.3.1	ELA by ELD levels
			EI		Narrative Analysis of Text
610	2609	distinguish fantasy from realistic text	0	0.3.1	ELA by ELD levels
			I		Narrative Analysis of Text
611	2610	distinguish fantasy from realistic text	0	0.3.1	ELA by ELD levels
			EA		Narrative Analysis of Text
612	2611	distinguish fantasy from realistic text	0	0.3.1	ELA by ELD levels
			A		Narrative Analysis of Text
613	2612	identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)	0	0.3.2	ELA by ELD levels
					Narrative Analysis of Text
614	2613	identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels) by pointing and using one or two word responses	0	0.3.2	ELA by ELD levels
			B		Narrative Analysis of Text
615	2614	identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels) by using short phrases and simple sentences	0	0.3.2	ELA by ELD levels
			EI		Narrative Analysis of Text
616	2615	identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels) by using expanded vocabulary and descriptive words to specifically refer to different text genres	0	0.3.2	ELA by ELD levels
			I		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
617	2616	identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)	0	0.3.2	ELA by ELD levels
			EA		Narrative Analysis of Text
618	2617	identify different text genres, including everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)	0	0.3.2	ELA by ELD levels
			A		Narrative Analysis of Text
619	2618	identify characters, settings and key events	0	0.3.3	ELA by ELD levels
					Narrative Analysis of Text
620	2619	identify characters, settings and key events by drawing pictures related to the work of literature	0	0.3.3	ELA by ELD levels
			B		Narrative Analysis of Text
621	2620	orally identify characters, setting by using simple sentences and vocabulary	0	0.3.3	ELA by ELD levels
			EI		Narrative Analysis of Text
622	2621	orally identify characters, setting by using expanded vocabulary and descriptive words	0	0.3.3	ELA by ELD levels
			I		Narrative Analysis of Text
623	2622	identify characters, settings and key events	0	0.3.3	ELA by ELD levels
			EA		Narrative Analysis of Text
624	2623	identify characters, settings and key events	0	0.3.3	ELA by ELD levels
			A		Narrative Analysis of Text
625	2624	identify and describe the story elements of plot, setting and characters, a story's beginning, as well as a story's middle and ending	1	1.3.1	ELA by ELD levels
					Narrative Analysis of Text
626	2625	identify and describe the story elements of plot, setting and characters illustrating a story map with assistance of the teacher	1	1.3.1	ELA by ELD levels
			B		Narrative Analysis of Text
627	2626	identify orally the setting and characters by using simple sentences patterns and key vocabulary (e.g., "This story is about a _____. The _____ lives in _____.")	1	1.3.1	ELA by ELD levels
			EI		Narrative Analysis of Text
628	2627	identify orally the setting and characters by using simple sentences patterns following a story outline and close passage with literary vocabulary (e.g., "character," "setting," "beginning, middle, end")	1	1.3.1	ELA by ELD levels
			I		Narrative Analysis of Text
629	2628	identify and describe the story elements of plot, setting and characters, a story's beginning, as well as a story's middle and ending	1	1.3.1	ELA by ELD levels
			EA		Narrative Analysis of Text
630	2629	identify and describe the story elements of plot, setting and characters, a story's beginning, as well as a story's middle and ending	1	1.3.1	ELA by ELD levels
			A		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
631	2630	describe the roles of authors and illustrators and their contributions to print materials	1	1.3.2	ELA by ELD levels Narrative Analysis of Text
632	2631	identify the author and illustrator of a book or story with the assistance of the teacher	1 B	1.3.2	ELA by ELD levels Narrative Analysis of Text
633	2632	recognize the roles of authors and illustrator of a book identifying them by name (e.g., "The name of the _____ is _____.")	1 EI	1.3.2	ELA by ELD levels Narrative Analysis of Text
634	2633	orally describe the role of an author and illustrator using simple sentence pattern (e.g, "The illustrator is one who draws _____ to illustrate the story.")	1 I	1.3.2	ELA by ELD levels Narrative Analysis of Text
635	2634	describe the roles of authors and illustrators and their contributions to print material using detailed sentences	1 EA	1.3.2	ELA by ELD levels Narrative Analysis of Text
636	2635	describe the roles of authors and illustrators and their contributions to print materials	1 A	1.3.2	ELA by ELD levels Narrative Analysis of Text
637	2636	recollect, talk and write about books read during the school year	1	1.3.3	ELA by ELD levels Narrative Analysis of Text
638	2637	recollect and respond to books read using drawings and graphic organizers and answering factual comprehension questions with one or two words	1 B	1.3.3	ELA by ELD levels Narrative Analysis of Text
639	2638	recollect, talk and write about books read during the school year by illustrating graphic organizers, story maps and using key words and phrases	1 EI	1.3.3	ELA by ELD levels Narrative Analysis of Text
640	2639	recollect , talk and write about books read during the school year by completing outlines, patterned book reports and illustrations using simple sentences	1 I	1.3.3	ELA by ELD levels Narrative Analysis of Text
641	2640	recollect , talk and write about books read during the school year by using sentences and descriptive vocabulary	1 EA	1.3.3	ELA by ELD levels Narrative Analysis of Text
642	2641	recollect, talk and write about books read during the school year	1 A	1.3.3	ELA by ELD levels Narrative Analysis of Text
643	2642	compare and contrast plots, settings and characters presented by different authors	2	2.3.1	ELA by ELD levels Narrative Analysis of Text
644	2643	compare and contrast plots, settings and characters presented by different authors using graphic organizers, pictures, key words and phrases with assistance	2 B	2.3.1	ELA by ELD levels Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
645	2644	compare and contrast plots, settings and characters presented by different authors using compare and contrast key terms in modeled sentence structures	2	2.3.1	ELA by ELD levels
			EI		Narrative Analysis of Text
646	2645	compare and contrast plots, settings and characters presented by different authors using compare and contrast sentence structures	2	2.3.1	ELA by ELD levels
			I		Narrative Analysis of Text
647	2646	compare and contrast plots, settings and characters presented by different authors using compare and contrast sentence structures with expanded vocabulary and details	2	2.3.1	ELA by ELD levels
			EA		Narrative Analysis of Text
648	2647	compare and contrast plots, settings and characters presented by different authors	2	2.3.1	ELA by ELD levels
			A		Narrative Analysis of Text
649	2648	generate alternative endings to plots and identify the reason or reasons for, and impact of, the alternatives	2	2.3.2	ELA by ELD levels
					Narrative Analysis of Text
650	2649	generate alternative endings to plots using graphic organizers, pictures, key words and phrases	2	2.3.2	ELA by ELD levels
			B		Narrative Analysis of Text
651	2650	generate alternative endings to plots and identify the reason or reasons for, and impact of, the alternatives using key words or phrases	2	2.3.2	ELA by ELD levels
			EI		Narrative Analysis of Text
652	2651	generate alternative endings to plots and identify the reason or reasons for, and impact of, the alternatives using simple sentences	2	2.3.2	ELA by ELD levels
			I		Narrative Analysis of Text
653	2652	generate alternative endings to plots and identify the reason or reasons for, and impact of, the alternatives using sentences with expanded vocabulary and details	2	2.3.2	ELA by ELD levels
			EA		Narrative Analysis of Text
654	2653	generate alternative endings to plots and identify the reason or reasons for, and impact of, the alternatives	2	2.3.2	ELA by ELD levels
			A		Narrative Analysis of Text
655	2654	compare and contrast different versions of the same stories that reflect different cultures	2	2.3.3	ELA by ELD levels
					Narrative Analysis of Text
656	2655	compare and contrast different versions of the same stories that reflect different cultures using graphic organizers, pictures, key words and phrases	2	2.3.3	ELA by ELD levels
			B		Narrative Analysis of Text
657	2656	compare and contrast different versions of the same stories that reflect different cultures using compare and contrast key terms in modeled sentence structures	2	2.3.3	ELA by ELD levels
			EI		Narrative Analysis of Text
658	2657	compare and contrast different versions of the same stories that reflect different cultures using compare and contrast sentence structures	2	2.3.3	ELA by ELD levels
			I		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
659	2658	compare and contrast different versions of the same stories that reflect different cultures with expanded vocabulary and details	2	2.3.3	ELA by ELD levels
			EA		Narrative Analysis of Text
660	2659	compare and contrast different versions of the same stories that reflect different cultures	2	2.3.3	ELA by ELD levels
			A		Narrative Analysis of Text
661	2660	identify rhythm, rhyme and alliteration in poetry	2	2.3.4	ELA by ELD levels
					Narrative Analysis of Text
662	2661	listen and respond to poems, chants and songs with physical action and other means of non-verbal communication	2	2.3.4	ELA by ELD levels
			B		Narrative Analysis of Text
663	2662	listen, respond to and recite poems, chants and songs by echoing and choral participation	2	2.3.4	ELA by ELD levels
			EI		Narrative Analysis of Text
664	2663	listen, respond to and recite poems, chants and songs independently	2	2.3.4	ELA by ELD levels
			I		Narrative Analysis of Text
665	2664	identify rhythm and rhyme in familiar poetry	2	2.3.4	ELA by ELD levels
			EA		Narrative Analysis of Text
666	2665	identify rhythm, rhyme and alliteration in poetry	2	2.3.4	ELA by ELD levels
			A		Narrative Analysis of Text
667	2666	comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world	3	3.3.2	ELA by ELD levels
					Narrative Analysis of Text
668	2667	create pictures, lists, charts and tables to identify the characteristics of fairy tales, folktales, myths and legends (e.g., "godmothers" "witches" "magic" "heroes" "gods")	3	3.3.2	ELA by ELD levels
			B		Narrative Analysis of Text
669	2668	describe orally in simple sentences the setting and basic plot of fairy tales and legend (e.g., "This book is about a princess who kissed the frog who was really a prince")	3	3.3.2	ELA by ELD levels
			EI		Narrative Analysis of Text
670	2669	orally identify the basic plot of a few fairy tales, myths and legends in simple sentences (e.g., "This story tells how Anansi the spider put the moon in the sky")	3	3.3.2	ELA by ELD levels
			I		Narrative Analysis of Text
671	2670	read a literary selection and orally identify the basic plot of some classic fairy tales, myths, folktales, legends (e.g., "The story explains how a Lakota boy got the first horse from the Great Spirit")	3	3.3.2	ELA by ELD levels
			EA		Narrative Analysis of Text
672	2671	comprehend basic plots of many classic fairy tales, myths, folktales, legends and fables from around the world (e.g., "This story is about how Toad saved the world from drought by asking the Emperor of Heaven for rain")	3	3.3.2	ELA by ELD levels
			A		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
673	2672	determine what characteristics are like by what they say or do and by how the author or illustrator portrays them	3	3.3.3	ELA by ELD levels Narrative Analysis of Text
674	2673	identify orally different characters and settings in simple literary texts using words or phrases (e.g., name "Mulan" and "the Emperor")	3 B	3.3.3	ELA by ELD levels Narrative Analysis of Text
675	2674	describe orally in simple sentences a character in a literary selection according to his or her actions (e.g., "Mulan is brave")	3 EI	3.3.3	ELA by ELD levels Narrative Analysis of Text
676	2675	use increasingly complex sentences to describe a character's actions in a work of fiction (e.g., "Mulan is brave to fight in her father's place")	3 I	3.3.3	ELA by ELD levels Narrative Analysis of Text
677	2676	identify the motives of characters in a work of fiction (e.g., "Mulan fights in her father's place because she loves him")	3 EA	3.3.3	ELA by ELD levels Narrative Analysis of Text
678	2677	compare and contrast the motives of characters in a work of fiction (e.g., "To save her father Mulan did something usually only boys do, but Cinderella did not")	3 A	3.3.3	ELA by ELD levels Narrative Analysis of Text
679	2678	determine the underlying theme or author's message in fiction and non-fiction text	3	3.3.4	ELA by ELD levels Narrative Analysis of Text
680	2679	repeat the theme stated in a text read aloud (e.g., restate "pufflings" when the teacher asks about the animals being saved by children in a non-fiction text about preservation)	3 B	3.3.4	ELA by ELD levels Narrative Analysis of Text
681	2680	recognize the theme stated in a text read aloud in simple phrases (e.g., restate "saving pufflings" when their teacher cues them for the reasons birds were captured in a non-fiction text)	3 EI	3.3.4	ELA by ELD levels Narrative Analysis of Text
682	2681	paraphrase themes or author's messages stated directly in fiction or non-fiction text (e.g., "Pufflings are being saved by children from cats and cars")	3 I	3.3.4	ELA by ELD levels Narrative Analysis of Text
683	2682	recognize and describe themes or author's messages stated directly in fiction or non-fiction text (e.g., "Pufflings are important animals to save")	3 EA	3.3.4	ELA by ELD levels Narrative Analysis of Text
684	2683	recognize and describe themes or author's messages stated directly or implied in fiction or non-fiction text (e.g., "Without help, many pufflings would die in the city")	3 A	3.3.4	ELA by ELD levels Narrative Analysis of Text
685	2684	recognize the similarities of sounds in words and rhythmical patterns in a selection (e.g., onomatopoeia, alliteration)	3	3.3.5	ELA by ELD levels Narrative Analysis of Text
686	2685	recite and repeat the rhymes as they appear in a simple poem read aloud	3 B	3.3.5	ELA by ELD levels Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
687	2686	recite simple poems with rhythmical patterns	3	3.3.5	ELA by ELD levels
			EI		Narrative Analysis of Text
688	2687	read simple poetry and recognize a few similarities of sounds in words and rhymes in a selection	3	3.3.5	ELA by ELD levels
			I		Narrative Analysis of Text
689	2688	read simple poetry and recognize a some similarities of sounds in words and rhymes in a selection	3	3.3.5	ELA by ELD levels
			EA		Narrative Analysis of Text
690	2689	read simple poetry and recognize many similarities of sounds in words and rhythmical patterns (e.g., onomatopoeia, alliteration) in a selection	3	3.3.5	ELA by ELD levels
			A		Narrative Analysis of Text
691	2690	identify the speaker or narrator in a selection	3	3.3.6	ELA by ELD levels
					Narrative Analysis of Text
692	2691	repeat the name of the speaker or narrator in a selection	3	3.3.6	ELA by ELD levels
			B		Narrative Analysis of Text
693	2692	identify the name of the speaker or narrator mentioned when a text was read aloud	3	3.3.6	ELA by ELD levels
			EI		Narrative Analysis of Text
694	2693	read a literary selection and orally identify the speaker or narrator by using simple phrases	3	3.3.6	ELA by ELD levels
			I		Narrative Analysis of Text
695	2694	read a literary selection and orally identify the speaker or narrator by using simple sentences	3	3.3.6	ELA by ELD levels
			EA		Narrative Analysis of Text
696	2695	identify the speaker or narrator in a selection	3	3.3.6	ELA by ELD levels
			A		Narrative Analysis of Text
697	2696	identify the main events of the plot, their causes and the influence of each event on future actions	4	4.3.2	ELA by ELD levels
					Narrative Analysis of Text
698	2697	listen to a story and respond orally by answering simple factual comprehension questions about the main events questions using one- or two- word responses	4	4.3.2	ELA by ELD levels
			B		Narrative Analysis of Text
699	2698	orally identify the main events of the plot using simple sentences	4	4.3.2	ELA by ELD levels
			EI		Narrative Analysis of Text
700	2699	use expanded vocabulary and descriptive words in paraphrasing oral and written responses to identify a few main events and causes in texts	4	4.3.2	ELA by ELD levels
			I		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
701	2700	identify some of the main events of the plot, a few of their causes and the influence of one event on future actions	4	4.3.2	ELA by ELD levels
			EA		Narrative Analysis of Text
702	2701	identify many of the main events of the plot, most of their causes and the influence of a few events on future actions	4	4.3.2	ELA by ELD levels
			A		Narrative Analysis of Text
703	2702	use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	4	4.3.3	ELA by ELD levels
					Narrative Analysis of Text
704	2703	identify orally different characters and settings in simple literary texts using words or phrases	4	4.3.3	ELA by ELD levels
			B		Narrative Analysis of Text
705	2704	identify and describe orally the setting and a character's traits using simple sentences	4	4.3.3	ELA by ELD levels
			EI		Narrative Analysis of Text
706	2705	recognize and identify character traits and motivations in literary text using complete sentences	4	4.3.3	ELA by ELD levels
			I		Narrative Analysis of Text
707	2706	recognize and determine the causes of a character's action based on identified character traits and motivations in literary text	4	4.3.3	ELA by ELD levels
			EA		Narrative Analysis of Text
708	2706	recognize and determine the causes of a character's action based on identified character traits and motivations in literary text	4	4.3.3	ELA by ELD levels
			EA		Narrative Analysis of Text
709	2707	use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions	4	4.3.3	ELA by ELD levels
			A		Narrative Analysis of Text
710	2708	compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (eg. trickster tales)	4	4.3.4	ELA by ELD levels
					Narrative Analysis of Text
711	2709	orally identify characteristics of familiar characters using known vocabulary (e.g., sort descriptive words using a Venn diagram about the grandfathers from Grandfather's Journey and A Dav's Work)	4	4.3.4	ELA by ELD levels
			B		Narrative Analysis of Text
712	2710	compare and contrast two characters in tales with similar plots (e.g., Akiak, Stone Fox)	4	4.3.4	ELA by ELD levels
			EI		Narrative Analysis of Text
713	2711	compare and contrast tales from different cultures with similar characters (e.g., Grimm's Cinderella, Charles Perault's Cinderella, Mufaro's Beautiful Daughters, The Rough Faced Girl. etc)	4	4.3.4	ELA by ELD levels
			I		Narrative Analysis of Text
714	2712	compare and contrast tales from different cultures with similar characters to develop a group theory to account for analogous tales in diverse cultures (e.g., heroes)	4	4.3.4	ELA by ELD levels
			EA		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
715	2713	compare and contrast tales from different cultures with similar characters to develop theories to account for analogous tales in diverse cultures(e.g., creation myths)	4	4.3.4	ELA by ELD levels
			A		Narrative Analysis of Text
716	2714	define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works	4	4.3.5	ELA by ELD levels
				L 4.3.5	Narrative Analysis of Text
717	2715	demonstrate understanding of simple similes, metaphors, hyperbole and personification using drawings, words or phrases	4	4.3.5	ELA by ELD levels
			B		Narrative Analysis of Text
718	2716	recognize and identify simple similes, metaphors, hyperbole and personification in literary text	4	4.3.5	ELA by ELD levels
			EI		Narrative Analysis of Text
719	2717	demonstrate understanding of similes, metaphors, hyperbole and personification using appropriate sentence patterns	4	4.3.5	ELA by ELD levels
			I		Narrative Analysis of Text
720	2718	identify and describe figurative language (e.g., similes, metaphors and personification) in literary works	4	4.3.5	ELA by ELD levels
			EA		Narrative Analysis of Text
721	2719	define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works	4	4.3.5	ELA by ELD levels
			A		Narrative Analysis of Text
722	2720	identify the main problem or conflict of the plot and how it is resolved	5	5.3.2	ELA by ELD levels
					Narrative Analysis of Text
723	2721	demonstrate understanding of words that indicate conflict or problems in text (e.g., "hates," "got mad," "could not," "did not want," etc.) using pictures or illustrations	5	5.3.2	ELA by ELD levels
			B		Narrative Analysis of Text
724	2722	read a literary selection and orally identify conflicts in the plot by using simple sentences	5	5.3.2	ELA by ELD levels
			EI		Narrative Analysis of Text
725	2723	read a literary selection and orally identify conflicts in the plot in more detailed sentences	5	5.3.2	ELA by ELD levels
			I		Narrative Analysis of Text
726	2724	read a literary selection and orally identify the main conflict in the plot and its resolution	5	5.3.2	ELA by ELD levels
			EA		Narrative Analysis of Text
727	2725	identify the main problem or conflict of the plot and how it is resolved	5	5.3.2	ELA by ELD levels
			A		Narrative Analysis of Text
728	2726	contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	5	5.3.3	ELA by ELD levels
					Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
729	2727	contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction using illustrations, charts, words and phrases	5	5.3.3	ELA by ELD levels
			B		Narrative Analysis of Text
730	2728	contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction using simple sentences	5	5.3.3	ELA by ELD levels
			EI		Narrative Analysis of Text
731	2729	contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction using detailed sentences	5	5.3.3	ELA by ELD levels
			I		Narrative Analysis of Text
732	2730	contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot	5	5.3.3	ELA by ELD levels
			EA		Narrative Analysis of Text
733	2731	contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to theme	5	5.3.3	ELA by ELD levels
			A		Narrative Analysis of Text
734	2732	understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works	5	5.3.4	ELA by ELD levels
					Narrative Analysis of Text
735	2733	demonstrate understanding that theme refers to the meaning or moral of a selection by depicting the theme of a story using pictures, illustrations, key words and phrases	5	5.3.4	ELA by ELD levels
			B		Narrative Analysis of Text
736	2734	demonstrate understanding that theme refers to the meaning or moral of a selection using simple sentences	5	5.3.4	ELA by ELD levels
			EI		Narrative Analysis of Text
737	2735	demonstrate understanding that theme refers to the meaning or moral of a selection using detailed sentences	5	5.3.4	ELA by ELD levels
			I		Narrative Analysis of Text
738	2736	recognize and describe themes stated directly in a text	5	5.3.4	ELA by ELD levels
			EA		Narrative Analysis of Text
739	2737	understand that theme refers to the meaning or moral of a selection, and recognize themes whether implied or stated directly in sample works	5	5.3.4	ELA by ELD levels
			A		Narrative Analysis of Text
740	2738	describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	5	5.3.5	ELA by ELD levels
					Narrative Analysis of Text
741	2739	demonstrate understanding of the function and effect of common literary devices (e.g., imagery, metaphor, symbolism) using pictures, illustrations, key words and phrases	5	5.3.5	ELA by ELD levels
			B		Narrative Analysis of Text
742	2740	recognize the function and effect of literary devices (e.g., imagery, metaphor, symbolism) in context of simple literary text	5	5.3.5	ELA by ELD levels
			EI		Narrative Analysis of Text

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
743	2741	identify and describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism) using detailed sentences	5	5.3.5	ELA by ELD levels
			I		Narrative Analysis of Text
744	2742	describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	5	5.3.5	ELA by ELD levels
			EA		Narrative Analysis of Text
745	2743	describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	5	5.3.5	ELA by ELD levels
			A		Narrative Analysis of Text
746	2744	distinguish common forms of literature (e.g., poetry, drama, fiction, non-fiction)	3	3.3.1	ELA by ELD levels
					Structural Features of
747	2745	distinguish between fiction and non-fiction by giving one- and two- word oral responses	3	3.3.1	ELA by ELD levels
			B		Structural Features of
748	2746	distinguish orally between poetry, drama, and short stories by using simple sentences	3	3.3.1	ELA by ELD levels
			EI		Structural Features of
749	2747	use increasingly complex sentences to distinguish among poetry, dramas and short stories	3	3.3.1	ELA by ELD levels
			I		Structural Features of
750	2748	describe some characteristics of poetry, drama, fiction and non-fiction	3	3.3.1	ELA by ELD levels
			EA		Structural Features of
751	2749	describe the major characteristics of poetry, drama, fiction and non-fiction	3	3.3.1	ELA by ELD levels
			A		Structural Features of
752	2750	identify and analyze the characteristics of poetry, drama, fiction and non-fiction as literary forms chosen by an author for a specific purpose	5	5.3.1	ELA by ELD levels
					Structural Features of
753	2751	identify and analyze the characteristics of poetry, drama, fiction and non-fiction using key words and phrases along with graphic organizers, pictures, lists, charts and tables	5	5.3.1	ELA by ELD levels
			B		Structural Features of
754	2752	identify and analyze the characteristics of poetry, drama, fiction and non-fiction using phrases and simple sentences	5	5.3.1	ELA by ELD levels
			EI		Structural Features of
755	2753	identify and analyze the characteristics of poetry, drama, fiction and non-fiction using phrases and detailed sentences	5	5.3.1	ELA by ELD levels
			I		Structural Features of
756	2754	identify poetry, drama, fiction, non-fiction as literary forms chosen by an author for a specific purpose	5	5.3.1	ELA by ELD levels
			EA		Structural Features of

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
757	2755	identify and analyze the characteristics of poetry, drama, fiction and non-fiction as literary forms chosen by an author for a specific purpose	5 A	5.3.1 ELA by ELD levels Structural Features of
758	2756	describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends and fairy tales	4	4.3.1 ELA by ELD levels Literary Response and
759	2757	distinguish between fiction and non-fiction using one- or two-word oral responses and create pictures, lists, charts and tables to identify the characteristics of fairy tales, folktales, myths and legends	4 B	4.3.1 ELA by ELD levels Literary Response and
760	2758	distinguish orally among poetry, drama and short stories, using simple sentences	4 EI	4.3.1 ELA by ELD levels Literary Response and
761	2759	describe a few structural characteristics of imaginative forms of literature, including non-fiction, poetry, drama and imaginative fiction like fantasies, fables, myths, legends and fairy tales	4 I	4.3.1 ELA by ELD levels Literary Response and
762	2760	describe some structural characteristics of imaginative forms of literature, including non-fiction, poetry, drama and imaginative fiction like fantasies, fables, myths, legends and fairy tales	4 EA	4.3.1 ELA by ELD levels Literary Response and
763	2761	describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends and fairy tales	4 A	4.3.1 ELA by ELD levels Literary Response and
764	2762	distinguish facts, supported inferences and opinions in text	5	5.2.5 ELA by ELD levels Expository Critique
765	2763	recognize facts, supported inferences and opinions in text using graphic organizers, charts, illustrations, words and phrases	5 B	5.2.5 ELA by ELD levels Expository Critique
766	2764	identify facts, supported inferences and opinions in text using phrases and simple sentences	5 EI	5.2.5 ELA by ELD levels Expository Critique
767	2765	distinguish facts, supported inferences and opinions using key words and structural patterns in text	5 I	5.2.5 ELA by ELD levels Expository Critique
768	2766	distinguish facts, supported inferences and opinions in text	5 EA	5.2.5 ELA by ELD levels Expository Critique
769	2767	distinguish facts, supported inferences and opinions in text	5 A	5.2.5 ELA by ELD levels Expository Critique
770	2768	evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	5	5.3.6 ELA by ELD levels L 5.3.6 Literary Criticism

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
771	2769	demonstrate understanding the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures through the use of graphic organizers, charts, illustrations, key words and	5	5.3.6	ELA by ELD levels
			B		Literary Criticism
772	2770	identify archetypal patterns and symbols that are found in myth and tradition in simple stories read aloud from different eras and cultures	5	5.3.6	ELA by ELD levels
			EI		Literary Criticism
773	2771	recognize and identify archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	5	5.3.6	ELA by ELD levels
			I		Literary Criticism
774	2772	compare and contrast examples of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	5	5.3.6	ELA by ELD levels
			EA		Literary Criticism
775	2773	evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures	5	5.3.6	ELA by ELD levels
			A		Literary Criticism
776	2774	evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives	5	5.3.7	ELA by ELD levels
					Literary Criticism
777	2775	demonstrate understanding of various techniques used by authors to influence reader's perspectives using graphic organizers, charts, illustrations, key words and phrases	5	5.3.7	ELA by ELD levels
			B		Literary Criticism
778	2776	identify various techniques used by authors to influence reader's perspectives in simple stories read aloud	5	5.3.7	ELA by ELD levels
			EI		Literary Criticism
779	2777	recognize and identify examples of various techniques used by authors to influence reader's perspectives using detailed sentences	5	5.3.7	ELA by ELD levels
			I		Literary Criticism
780	2778	compare and contrast examples of various techniques used by authors to influence reader's perspectives	5	5.3.7	ELA by ELD levels
			EA		Literary Criticism
781	2779	evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives	5	5.3.7	ELA by ELD levels
			A		Literary Criticism
782	2780	use letters and phonetically-spelled word to write about experiences, stories, people, objects or events	0	0.1.1	ELA by ELD levels
					Organization and Focus
783	2781	copy phonetically spelled words	0	0.1.1	ELA by ELD levels
			B		Organization and Focus
784	2782	match and copy phonetically spelled words with pictures of people, objects from a word bank	0	0.1.1	ELA by ELD levels
			EI		Organization and Focus

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
785	2783	write phonetically spelled words about people, objects, stories, events and experiences by following a model	0	0.1.1	ELA by ELD levels
			I		Organization and Focus
786	2784	use letters and phoentically-spelled words to write about experiences, stories, people, objects or events	0	0.1.1	ELA by ELD levels
			EA		Organization and Focus
787	2785	use letters and phoentically-spelled words to write about experiences, stories, people, objects or events	0	0.1.1	ELA by ELD levels
			A		Organization and Focus
788	2786	write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)	0	0.1.2	ELA by ELD levels
					Organization and Focus
789	2787	copy familiar and known consonant-vowel-consonant words	0	0.1.2	ELA by ELD levels
			B		Organization and Focus
790	2788	fill in the correct first consonant in a familiar and known consonant-vowel-consonant word (e.g., m for the word mat)	0	0.1.2	ELA by ELD levels
			EI		Organization and Focus
791	2789	fill in the correct final consonant in a familiar consonant-vowel-consonant word (e.g., t for the word pet)	0	0.1.2	ELA by ELD levels
			I		Organization and Focus
792	2790	write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)	0	0.1.2	ELA by ELD levels
			EA		Organization and Focus
793	2791	write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)	0	0.1.2	ELA by ELD levels
			A		Organization and Focus
794	2792	write by moving from left-to-right and top-to-bottom	0	0.1.3	ELA by ELD levels
				S 0.1.3	Organization and Focus
795	2793	identify rightt and left, up and down	0	0.1.3	ELA by ELD levels
			B		Organization and Focus
796	2794	write by moving from left-to-right and top-to-bottom	0	0.1.3	ELA by ELD levels
			EI		Organization and Focus
797	2795	write by moving from left-to-right and top-to-bottom	0	0.1.3	ELA by ELD levels
			I		Organization and Focus
798	2796	write by moving from left-to-right and top-to-bottom	0	0.1.3	ELA by ELD levels
			EA		Organization and Focus

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
799	2797	write by moving from left-to-right and top-to-bottom	0	0.1.3	ELA by ELD levels
			A		Organization and Focus
800	2798	select a focus when writing	1	1.1.1	ELA by ELD levels
					Organization and Focus
801	2799	use visuals, illustrations or concrete objects, actions and few words to select a focus and maintain the focus by labeling illustrations	1	1.1.1	ELA by ELD levels
			B		Organization and Focus
802	2800	use graphic organizer, key words or phrases to select and maintain focus when writing	1	1.1.1	ELA by ELD levels
			EI		Organization and Focus
803	2801	select a focus when writing	1	1.1.1	ELA by ELD levels
			I		Organization and Focus
804	2802	select a focus when writing	1	1.1.1	ELA by ELD levels
			EA		Organization and Focus
805	2803	select a focus when writing	1	1.1.1	ELA by ELD levels
			A		Organization and Focus
806	2804	use descriptive words when writing	1	1.1.2	ELA by ELD levels
					Organization and Focus
807	2805	use visuals, illustrations, actions and few words to describe	1	1.1.2	ELA by ELD levels
			B		Organization and Focus
808	2806	use descriptive words from a word bank and close sentences modeling a descriptive pattern (e.g., The _____ cat is _____ and _____.)	1	1.1.2	ELA by ELD levels
			EI		Organization and Focus
809	2807	use descriptive words from a word bank to write simple sentences	1	1.1.2	ELA by ELD levels
			I		Organization and Focus
810	2808	use descriptive words when writing	1	1.1.2	ELA by ELD levels
			EA		Organization and Focus
811	2809	use descriptive words when writing	1	1.1.2	ELA by ELD levels
			A		Organization and Focus
812	2810	group related ideas, and maintain a consistent focus	2	2.1.1	ELA by ELD levels
				S 2.1.1	Organization and Focus

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
813	2811	group related ideas, and maintain a consistent focus using graphic organizers and key words of phrases	2	2.1.1	ELA by ELD levels
			B		Organization and Focus
814	2812	group related ideas, and maintain a consistent focus using simple sentences and phrases	2	2.1.1	ELA by ELD levels
			EI		Organization and Focus
815	2813	group related ideas, and maintain a consistent focus using detailed sentences and key transition terms (e.g., first, next, last)	2	2.1.1	ELA by ELD levels
			I		Organization and Focus
816	2814	group related ideas, and maintain a consistent focus	2	2.1.1	ELA by ELD levels
			EA		Organization and Focus
817	2815	group related ideas, and maintain a consistent focus	2	2.1.1	ELA by ELD levels
			A		Organization and Focus
818	2816	create a single paragraph: (a) develops a topic sentence; (b) includes simple supporting facts and details	3	3.1.1	ELA by ELD levels
				S 3.1.1	Organization and Focus
819	2817	use illustration, graphic organizers or outline to depict: (a) main idea; (b) facts and details	3	3.1.1	ELA by ELD levels
			B		Organization and Focus
820	2818	write words and phrases to convey: (a) main idea; (b) supporting facts and details	3	3.1.1	ELA by ELD levels
			EI		Organization and Focus
821	2819	write simple sentences and arranges them to convey: (a) main idea; (b) supporting facts and details	3	3.1.1	ELA by ELD levels
			I		Organization and Focus
822	2820	write more complex sentences and arranges them to convey: (a) main idea; (b) supporting facts and details	3	3.1.1	ELA by ELD levels
			EA		Organization and Focus
823	2821	create a single paragraph: (a) develops a topic sentence; (b) includes simple supporting facts and details	3	3.1.1	ELA by ELD levels
			A		Organization and Focus
824	2822	select focus, an organizational structure and point of view based upon purpose, audience, length and format requirements	4	4.1.1	ELA by ELD levels
					Organization and Focus
825	2823	use visuals, illustrations or concrete objects to select a focus use graphic organizers, outlines, lists and charts to organize ideas and maintain a point of view based upon purpose, audience. length and format requirements	4	4.1.1	ELA by ELD levels
			B		Organization and Focus
826	2824	use words, phrases and simple sentences to define a focus, organizational structure and point of view based upon purpose, audience, length and format requirements	4	4.1.1	ELA by ELD levels
			EI		Organization and Focus

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
827	2825	given choices, select focus, an organizational structure and point of view based upon purpose, audience, length and format requirements	4	4.1.1	ELA by ELD levels Organization and Focus
828	2826	select focus, an organizational structure and point of view based upon purpose, audience, length and format requirements	4	4.1.1	ELA by ELD levels Organization and Focus
829	2827	select focus, an organizational structure and point of view based upon purpose, audience, length and format requirements	4	4.1.1	ELA by ELD levels Organization and Focus
830	2828	create multiple paragraph compositions: (a) provide an introductory paragraph; (b) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; (c) include supporting	4	4.1.2	ELA by ELD levels Organization and Focus
831	2829	create illustrations, lists, charts, graphic organizers and outlines to visually depict a multi-paragraph structure, that: (a) establish introduction; (b) show and support a central idea on a topic; (c) depict facts, details and explanations; (d) establish	4	4.1.2	ELA by ELD levels Organization and Focus
832	2830	write words, phrases and simple sentences to: (a) establish introduction; (b) show and support a central idea on a topic; (c) depict facts, details and explanations; (d) establish a conclusion	4	4.1.2	ELA by ELD levels Organization and Focus
833	2831	use paragraph structure to: (a) establish introduction; (b) show and support a central idea on a topic; (c) depict facts, details and explanations; (d) establish a conclusion; (e) use correct indentation	4	4.1.2	ELA by ELD levels Organization and Focus
834	2832	use complex vocabulary and sentences to create multiple paragraph compositions: (a) provide an introductory paragraph; (b) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; (c)	4	4.1.2	ELA by ELD levels Organization and Focus
835	2833	create multiple paragraph compositions: (a) provide an introductory paragraph; (b) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph; (c) include supporting paragraphs with simple	4	4.1.2	ELA by ELD levels Organization and Focus
836	2834	use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference and posing and answering a question)	4	4.1.3	ELA by ELD levels Organization and Focus
837	2835	use a graphic organizer or outline to recognize and follow traditional structures used for conveying information writing (e.g., chronological order, cause and effect, similarity and difference and posing and answering a question).	4	4.1.3	ELA by ELD levels Organization and Focus
838	2836	identify and use key words, phrases and sentence patterns that correspond to traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference and posing and answering a	4	4.1.3	ELA by ELD levels Organization and Focus
839	2837	identify and use traditional structures used for conveying information in a paragraph (e.g., chronological order, cause and effect, similarity and difference and posing and answering a question).	4	4.1.3	ELA by ELD levels Organization and Focus
840	2838	use more complex vocabulary and sentence patterns corresponding to traditional structures, for conveying information in a multi-paragraph format (e.g., chronological order, cause and effect, similarity and difference and posing	4	4.1.3	ELA by ELD levels Organization and Focus

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
841	2839	use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference and posing and answering a question).	4	4.1.3	ELA by ELD levels Organization and Focus
842	2840	create a multiple-paragraph narrative composition: (a) establish and develop a situation or plot; (b) describe the setting; (c) present an ending	5	5.1.1	ELA by ELD levels Organization and Focus
843	2841	create illustrations, lists, charts, graphic organizers and outlines to visually depict a multiple paragraph narrative composition that: (a) establishes and develops a situation or plot: (b) describes the setting: (c) presents an ending	5	5.1.1	ELA by ELD levels Organization and Focus
844	2842	use word, phrases and simple sentences to: (a) establish and develop a situation or plot; (b) describe the setting; (c) present an ending	5	5.1.1	ELA by ELD levels Organization and Focus
845	2843	use paragraph structure to: (a) establish and develop a situation or plot; (b) describe the setting; (c) present an ending	5	5.1.1	ELA by ELD levels Organization and Focus
846	2844	create a multiple-paragraph narrative composition: (a) establish and develop a situation or plot; (b) describe the setting; (c) present an ending	5	5.1.1	ELA by ELD levels Organization and Focus
847	2845	create a multiple-paragraph narrative composition: (a) establish and develop a situation or plot; (b) describe the setting; (c) present an ending	5	5.1.1	ELA by ELD levels Organization and Focus
848	2846	create a multiple-paragraph expository composition that:(a) establishes a topic, important ideas or events in sequence or chronological order; (b) provides details and transitional expressions that link one paragraph to	5	5.1.2	ELA by ELD levels Organization and Focus
849	2847	create illustrations, lists, charts, graphic organizers and outlines to visually depict a multi-paragraph structure that (a) establishes a topic, important ideas or events in sequence or chronological order: (b) provides details: (c) offers support for	5	5.1.2	ELA by ELD levels Organization and Focus
850	2848	write words, phrases and simple sentences to: (a) establish a topic, important ideas or events in sequence or chronological order; (b) provide details and a clear line of thought; (c) offer support for a concluding paragraph that summarizes	5	5.1.2	ELA by ELD levels Organization and Focus
851	2849	use paragraph structure to: (a) establish a topic, important ideas or events in sequence or chronological order; (b) provide details and transitional expressions that link one idea to another in a clear line of thought: (c) offer concluding	5	5.1.2	ELA by ELD levels Organization and Focus
852	2850	create a multiple-paragraph expository composition that: (a) establishes a topic, important ideas or events in sequence or chronological order; (b) provides details and transitional expressions that link one paragraph to another in a clear line	5	5.1.2	ELA by ELD levels Organization and Focus
853	2851	create a multiple-paragraph expository composition that: (a) establishes a topic, important ideas or events in sequence or chronological order; (b) provides details and transitional expressions that link one paragraph to another in a clear line of	5	5.1.2	ELA by ELD levels Organization and Focus
854	2852	write uppercase and lowercase letters independently, attending to form and proper spacing of the letters	0	0.1.4	ELA by ELD levels Penmanship

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
855	2853	copy the English alphabet legibly, following teacher modeling in tracing letters that require simple top to bottom and left to right directionality	0	0.1.4	ELA by ELD levels
			B		Penmanship
856	2854	copy or trace uppercase and lowercase letters independently, attending to form and proper spacing of the letters	0	0.1.4	ELA by ELD levels
			EI		Penmanship
857	2855	write uppercase and lowercase letters independently, attending to form and proper spacing of the letters	0	0.1.4	ELA by ELD levels
			I		Penmanship
858	2856	write uppercase and lowercase letters independently, attending to form and proper spacing of the letters	0	0.1.4	ELA by ELD levels
			EA		Penmanship
859	2857	write uppercase and lowercase letters independently, attending to form and proper spacing of the letters	0	0.1.4	ELA by ELD levels
			A		Penmanship
860	2858	print legibly and space letters, words and sentences appropriately	1	1.1.3	ELA by ELD levels
				S 1.1.3	Penmanship
861	2859	copy the English alphabet legibly	1	1.1.3	ELA by ELD levels
			B		Penmanship
862	2860	print letters and words legibly	1	1.1.3	ELA by ELD levels
			EI		Penmanship
863	2861	print legibly and space letters, words and sentences appropriately	1	1.1.3	ELA by ELD levels
			I		Penmanship
864	2862	print legibly and space letters, words and sentences appropriately	1	1.1.3	ELA by ELD levels
			EA		Penmanship
865	2863	print legibly and space letters, words and sentences appropriately	1	1.1.3	ELA by ELD levels
			A		Penmanship
866	2864	create readable documents with legible handwriting	2	2.1.2	ELA by ELD levels
					Penmanship
867	2865	copy the English alphabet legibly	2	2.1.2	ELA by ELD levels
			B		Penmanship
868	2866	print legibly and space letters, words and sentences appropriately	2	2.1.2	ELA by ELD levels
			EI		Penmanship

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
869	2867	create readable documents with legible handwriting	2	2.1.2	ELA by ELD levels
			I		Penmanship
870	2868	create readable documents with legible handwriting	2	2.1.2	ELA by ELD levels
			EA		Penmanship
871	2869	create readable documents with legible handwriting	2	2.1.2	ELA by ELD levels
			A		Penmanship
872	2870	write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	3	3.1.2	ELA by ELD levels
					Penmanship
873	2871	write the English alphabet legible in block lettering	3	3.1.2	ELA by ELD levels
			B		Penmanship
874	2872	write legibly most of the time in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	3	3.1.2	ELA by ELD levels
			EI		Penmanship
875	2873	write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	3	3.1.2	ELA by ELD levels
			I		Penmanship
876	2874	write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	3	3.1.2	ELA by ELD levels
			EA		Penmanship
877	2875	write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence	3	3.1.2	ELA by ELD levels
			A		Penmanship
878	2876	write fluidly and legibly in cursive or joined italic	4	4.1.4	ELA by ELD levels
					Penmanship
879	2877	write the English alphabet legibly	4	4.1.4	ELA by ELD levels
			B		Penmanship
880	2878	begin to write fluidly and legibly in cursive or joined italic	4	4.1.4	ELA by ELD levels
			EI		Penmanship
881	2879	generally write fluidly and legibly in cursive or joined italic	4	4.1.4	ELA by ELD levels
			I		Penmanship
882	2880	frequently write fluidly and legibly in cursive or joined italic	4	4.1.4	ELA by ELD levels
			EA		Penmanship

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
883	2881	always write fluidly and legibly in cursive or joined italic	4	4.1.4	ELA by ELD levels Penmanship
884	2882	recognize and use complete and coherent sentences when speaking	0	0.1.1	ELA by ELD levels Sentence Structure
885	2883	listen to and repeat simple sentences, using standard word order	0	0.1.1	ELA by ELD levels Sentence Structure
886	2884	recognize and repeat simple sentence patterns that use standard word order when speaking	0	0.1.1	ELA by ELD levels Sentence Structure
887	2885	use standard word order to produce simple sentences when speaking	0	0.1.1	ELA by ELD levels Sentence Structure
888	2886	use standard word order to produce coherent sentences when speaking	0	0.1.1	ELA by ELD levels Sentence Structure
889	2887	recognize and use complete and coherent sentences when speaking	0	0.1.1	ELA by ELD levels Sentence Structure
890	2888	write and speak in complete coherent sentences	1	1.1.1	ELA by ELD levels Sentence Structure
891	2889	repeat simple recognizable messages, using standard word order	1	1.1.1	ELA by ELD levels Sentence Structure
892	2890	use modeled sentence patterns to begin to speak and write simple sentences, using standard word order	1	1.1.1	ELA by ELD levels Sentence Structure
893	2891	write or speak independently using standard word order with some inconsistency	1	1.1.1	ELA by ELD levels Sentence Structure
894	2892	write or speak independently using standard word order with some inconsistent grammatical form	1	1.1.1	ELA by ELD levels Sentence Structure
895	2893	write and speak in complete coherent sentences	1	1.1.1	ELA by ELD levels Sentence Structure
896	2895	distinguish between complete and incomplete sentences	2	2.1.2	ELA by ELD levels Sentence Structure
				C 2.1.2	

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
897	2896	copy complete sentence and illustrate of diagram with assistance to identify the subject and with predicate (e.g., who/did what)	2	2.1.2	ELA by ELD levels
			B		Sentence Structure
898	2897	recognize and identify subject and predicate in a sentence using a sentence diagram (e.g., who/did what)	2	2.1.2	ELA by ELD levels
			EI		Sentence Structure
899	2898	distinguish between complete and incomplete simple sentences	2	2.1.2	ELA by ELD levels
			I		Sentence Structure
900	2899	distinguish between complete and incomplete sentences	2	2.1.2	ELA by ELD levels
			EA		Sentence Structure
901	2900	distinguish between complete and incomplete sentences	2	2.1.2	ELA by ELD levels
			A		Sentence Structure
902	2901	recognize and use correct word order in written sentences	2	2.1.2	ELA by ELD levels
					Sentence Structure
903	2902	follow a sentence model and choose from an illustrated word bank to write a sentence using correct word order	2	2.1.2	ELA by ELD levels
			B		Sentence Structure
904	2903	follow a sentence model and choose from a word bank to write a sentence using correct word order	2	2.1.2	ELA by ELD levels
			EI		Sentence Structure
905	2904	use standard word order to write a sentence, but may have some inconsistent grammatical forms (e.g., subject/verb without inflections)	2	2.1.2	ELA by ELD levels
			I		Sentence Structure
906	2905	use standard word order to write a sentence with some inconsistent grammar forms (e.g., subject/verb without agreement)	2	2.1.2	ELA by ELD levels
			EA		Sentence Structure
907	2906	recognize and use correct word order in written sentences	2	2.1.2	ELA by ELD levels
			A		Sentence Structure
908	2907	understand and use complete and correct declarative, interrogative, imperative and exclamatory sentences in writing and speaking	3	3.1.1	ELA by ELD levels
					Sentence Structure
909	2908	understand the difference between declarative and interrogative and correctly copy them	3	3.1.1	ELA by ELD levels
			B		Sentence Structure
910	2909	understand the difference between declarative and interrogative sentences in writing and speaking	3	3.1.1	ELA by ELD levels
			EI		Sentence Structure

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
911	2910	mostly understand and sometimes use complete and correct declarative, interrogative, imperative and exclamatory sentences in writing and speaking	3	3.1.1	ELA by ELD levels Sentence Structure
912	2911	mostly understand and often use complete and correct declarative, interrogative, imperative and exclamatory sentences in writing and speaking	3	3.1.1	ELA by ELD levels Sentence Structure
913	2912	almost always understand and frequently use complete and correct declarative, interrogative, imperative and exclamatory sentences in writing and speaking	3	3.1.1	ELA by ELD levels Sentence Structure
914	2913	write narratives: (a) relate ideas, observations or recollections of an event or experience; (b) provide a context to enable the reader to imagine the world of the event or experience; (c) use concrete sensory details; (d)	4	4.2.1	ELA by ELD levels Sentence Structure
915	2914	use illustrations, graphic organizers, outlines, words and phrases to depict: (a) related ideas, observations or recollections of an event or experience; (b) a context that enables the viewer to imagine the world of the event or	4	4.2.1	ELA by ELD levels Sentence Structure
916	2915	use words, phrases and simple sentences to: (a) relate ideas, observations or recollections of an event or experience; (b) provide a context to enable the reader to imagine the world of the event or experience; (c) use sensory details; (d) provide	4	4.2.1	ELA by ELD levels Sentence Structure
917	2916	use paragraph structure to: (a) relate ideas, observations or recollections of an event or experience; (b) provide a context to enable the reader to imagine the world of the event or experience; (c) use concrete sensory details; (d) provide	4	4.2.1	ELA by ELD levels Sentence Structure
918	2917	use more complex vocabulary and sentences in a multi-paragraph structure to write narratives that: (a) relate ideas, observations or recollections of an event or experience; (b) provide a context to enable the reader to imagine the	4	4.2.1	ELA by ELD levels Sentence Structure
919	2918	write narratives: (a) relate ideas, observations or recollections of an event or experience; (b) provide a context to enable the reader to imagine the world of the event or experience; (c) use concrete sensory details; (d) provide insight into why this	4	4.2.1	ELA by ELD levels Sentence Structure
920	2919	write responses to literature: (a) demonstrate an understanding of the literary work; (b) support judgments through references both to the text and to prior knowledge	4	4.2.2	ELA by ELD levels Sentence Structure
921	2920	use illustrations, genre specific graphic organizers, outlines, words and phrases to depict responses to literature that: (a) demonstrate an understanding of the literary work; (b) support judgments through references both to the text and to prior	4	4.2.2	ELA by ELD levels Sentence Structure
922	2921	use words, phrases and simple sentences to write responses to literature that: (a) demonstrate an understanding of the literary work; (b) support judgments through references both to the text and to prior knowledge	4	4.2.2	ELA by ELD levels Sentence Structure
923	2922	use paragraph structure to write responses to literature that: (a) demonstrate an understanding of the literary work; (b) support judgments through references both to the text and to prior knowledge	4	4.2.2	ELA by ELD levels Sentence Structure
924	2923	use more complex vocabulary and sentences in a multi-paragraph structure to write responses to literature that: (a) demonstrate an understanding of the literary work; (b) support judgments through references both to the text and to	4	4.2.2	ELA by ELD levels Sentence Structure

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
925	2924	write responses to literature: (a) demonstrate an understanding of the literary work; (b) support judgments through references both to the text and to prior knowledge	4	4.2.2	ELA by ELD levels
			A		Sentence Structure
926	2925	write information reports: (a) frame a key question about an issue or situation; (b) include facts and details for focus; (c) draw from more than one source of information (e.g. speakers, books, newspapers, other media sources)	4	4.2.3	ELA by ELD levels
					Writing Applications
927	2926	use illustrations, graphic organizers, outlines, words and phrases to report on a central topic: (a) guided by a key question about an issue or situation; (b) supported by facts and details; (c) drawn from more than one source of	4	4.2.3	ELA by ELD levels
			B		Sentence Structure
928	2927	use words, phrases and simple sentences to report on a central topic: (a) guided by a key question about an issue or situation; (b) supported by facts and details; (c) drawn from more than one source of information (e.g., speakers, books,	4	4.2.3	ELA by ELD levels
			EI		Sentence Structure
929	2928	use paragraph structure to report on a central topic:(a) guided by a key question about an issue or situation; (b) supported by facts and details; (c) drawn from more than one source of information (e.g., speakers, books, newspapers, other media	4	4.2.3	ELA by ELD levels
			I		Sentence Structure
930	2929	use more complex vocabulary and sentences in a multi-paragraph structure to report on a central topic: (a) frame a key question about an issue or situation; (b) include facts and details for focus: (c) draw from more than one	4	4.2.3	ELA by ELD levels
			EA		Sentence Structure
931	2930	write information reports: (a) frame a key question about an issue or situation; (b) include facts and details for focus; (c) draw from more than one source of information (e.g., speakers, books, newspapers, other media sources)	4	4.2.3	ELA by ELD levels
			A		Sentence Structure
932	2931	write summaries that contain the main ideas of the reading selection and the most significant details	4	4.2.4	ELA by ELD levels
					Sentence Structure
933	2932	use illustrations, graphic organizers, outlines, words and phrases to depict a summary including: (a) main ideas of text; (b) significant details	4	4.2.4	ELA by ELD levels
			B		Sentence Structure
934	2933	use words, phrases and simple sentences to summarize: (a) main ideas of text; (b) significant details	4	4.2.4	ELA by ELD levels
			EI		Sentence Structure
935	2934	use paragraph structure to summarize: (a) main ideas of text; (b) significant details	4	4.2.4	ELA by ELD levels
			I		Sentence Structure
936	2935	use more complex vocabulary and sentences in a multi-paragraph structure to summarize: (a) main ideas of text; (b) most significant details	4	4.2.4	ELA by ELD levels
			EA		Sentence Structure
937	2936	write summaries that contain the main ideas of the reading selection and the most significant details	4	4.2.4	ELA by ELD levels
			A		Sentence Structure
938	2937	use simple and compound sentences in writing and speaking	4	4.1.1	ELA by ELD levels
					Sentence Structure

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
939	2938	recognize and identify the structure of a simple sentence (subject/verb) using familiar vocabulary, models, diagrams and patterns with assistance	4	4.1.1	ELA by ELD levels
			B		Sentence Structure
940	2939	produce simple sentences (subject/verb) using familiar vocabulary, models, diagrams and patterns with assistance	4	4.1.1	ELA by ELD levels
			EI		Sentence Structure
941	2940	produce simple sentences and combine them using conjunctions to create compound sentences with assistance	4	4.1.1	ELA by ELD levels
			I		Sentence Structure
942	2941	use simple and compound sentences in writing and speaking	4	4.1.1	ELA by ELD levels
			EA		Sentence Structure
943	2942	use simple and compound sentences in writing and speaking	4	4.1.1	ELA by ELD levels
			A		Sentence Structure
944	2943	combine short, related sentences with appositives, participle phrases, adjectives, adverbs and prepositional phrases	4	4.1..2	ELA by ELD levels
					Sentence Structure
945	2944	recognize appositives, participle phrases, adjectives, adverbs and prepositional phrases in familiar text with assistance	4	4.1..2	ELA by ELD levels
			B		Sentence Structure
946	2945	identify the characteristics and functions of appositives, participle phrases, adjectives, adverbs and prepositional phrases in familiar text with assistance	4	4.1..2	ELA by ELD levels
			EI		Sentence Structure
947	2946	use oppositives, participle phrases, adjectives, adverbs and prepositional phrases to produce a sentence	4	4.1..2	ELA by ELD levels
			I		Sentence Structure
948	2947	combine short, related sentences with appositives, participle phrases, adjectives, adverbs and prepositional phrases	4	4.1.2	ELA by ELD levels
			EA		Sentence Structure
949	2948	combine short, related sentences with appositives, participle phrases, adjectives, adverbs and prepositional phrases	4	4.1.2	ELA by ELD levels
			A		Sentence Structure
950	2949	identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to elaborate ideas	5	5.1.1	ELA by ELD levels
				C 5.1.1	Sentence Structure
951	2950	identify and use a few common prepositions and conjunctions in writing and speaking (e.g., "by" "into" "between" "and" "or" "but" "so", etc.)	5	5.1.1	ELA by ELD levels
			B		Sentence Structure
952	2951	identify and use a few common prepositional phrases and conjunctions in writing and speaking (e.g., "close to" "in front of" "right behind" "both...and..." "either...or..." "because" "after" "since" "even if". etc.)	5	5.1.1	ELA by ELD levels
			EI		Sentence Structure

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
953	2952	identify and use a few varied forms of prepositional phrases, appositives and independent and dependent clauses; occasionally use transitions and conjunctions to elaborate ideas (e.g., "according to" "whenever" "rather than" "in the	5	5.1.1	ELA by ELD levels
			I		Sentence Structure
954	2953	identify and use a few varied forms of prepositional phrases, appositives and independent and dependent clauses; sometimes use transitions and conjunctions to elaborate ideas (e.g., "by the time" "from then on" "in addition" "on the	5	5.1.1	ELA by ELD levels
			EA		Sentence Structure
955	2954	identify and use many varied forms of prepositional phrases, appositives and independent and dependent clauses; sometimes use transitions and conjunctions to elaborate ideas (e.g., "for a while" "ever since" "directly on top of"	5	5.1.1	ELA by ELD levels
			A		Sentence Structure
956	2955	write brief narratives describing an experience (e.g., fictional, autobiographical)	1	1.2.1	ELA by ELD levels
					Writing Applications
957	2956	use illustrations, graphic organizers, outlines, words and phrases to depict brief narratives describing an experience (e.g., fictional, autobiographical)	1	1.2.1	ELA by ELD levels
			B		Writing Applications
958	2957	use words from a word bank and patterned writing structure to write brief narratives describing an experience (e.g., fictional, autobiographical)	1	1.2.1	ELA by ELD levels
			EI		Writing Applications
959	2958	use simple related sentences to write brief narratives describing an experience (e.g., fictional, autobiographical)	1	1.2.1	ELA by ELD levels
			I		Writing Applications
960	2959	use related sentences with supporting details to write brief narratives describing an experience (e.g., fictional, autobiographical)	1	1.2.1	ELA by ELD levels
			EA		Writing Applications
961	2960	write brief narratives describing an experience (e.g., fictional, autobiographical)	1	1.2.1	ELA by ELD levels
			A		Writing Applications
962	2961	write brief expository descriptions of a real object, person, place or event using sensory details	1	1.2.2	ELA by ELD levels
				A 1.2.2	Writing Applications
963	2962	use illustrations, graphic organizers, outlines, charts, lists, words and phrases to write brief expository descriptions of a real object, person, place or event using sensory details	1	1.2.2	ELA by ELD levels
			B		Writing Applications
964	2963	use words from a word bank and patterned writing structure to complete brief expository descriptions of a real object, person, place or event using sensory details	1	1.2.2	ELA by ELD levels
			EI		Writing Applications
965	2964	use simple related sentences to write brief expository descriptions of a real object, person, place or event using sensory details	1	1.2.2	ELA by ELD levels
			I		Writing Applications
966	2965	use related sentences with supporting details to write brief expository descriptions of a real object, person, place or event using sensory details	1	1.2.2	ELA by ELD levels
			EA		Writing Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
967	2966	write brief expository descriptions of a real object, person, place or event using sensory details	1	1.2.2	ELA by ELD levels
			A		Writing Applications
968	2967	write brief narratives based on their experience that: (a) move through a logical sequence of events; (b) describe the setting, characters, objects and events in detail	2	2.2.1	ELA by ELD levels
				A 2.2.1	Writing Applications
969	2968	use illustrations, pictures, graphic organizers, lists, charts and outlines to write brief narratives based on their experience that: (a) move through a logical sequence of events; (b) describe the setting, characters, objects and events in detail	2	2.2.1	ELA by ELD levels
			B		Writing Applications
970	2969	use words and phrases along with sequentially arranged illustrations to write brief narratives based on their experience that: (a) move through a logical sequence of events; (b) describe the setting, characters, objects and events in detail	2	2.2.1	ELA by ELD levels
			EI		Writing Applications
971	2970	use simple sentences along with sequentially arranged illustrations to write brief narratives based on their experience that: (a) move through a logical sequence of events; (b) describe the setting, characters, objects and events in detail	2	2.2.1	ELA by ELD levels
			I		Writing Applications
972	2971	use detailed and related sentences along with sequentially arranged illustrations to write brief narratives based on their experience that: (a) move through a logical sequence of events; (b) describe the setting, characters, objects and	2	2.2.1	ELA by ELD levels
			EA		Writing Applications
973	2972	write brief narratives based on their experience that: (a) move through a logical sequence of events; (b) describe the setting, characters, objects and events in detail	2	2.2.1	ELA by ELD levels
			A		Writing Applications
974	2973	write a friendly letter complete with date, salutation, body, closing and signature	2	2.2.2	ELA by ELD levels
				A 2.2.2	Writing Applications
975	2974	use friendly letter model or outline and illustrations to write a friendly letter complete with date, salutation, body, closing and signature	2	2.2.2	ELA by ELD levels
			B		Writing Applications
976	2975	use friendly letter model and words and phrases to write a friendly letter complete with date, salutation, body, closing and signature	2	2.2.2	ELA by ELD levels
			EI		Writing Applications
977	2976	use simple sentences to write a friendly letter complete with date, salutation, body, closing and signature	2	2.2.2	ELA by ELD levels
			I		Writing Applications
978	2977	use detailed and related sentences to write a friendly letter complete with date, salutation, body, closing and signature	2	2.2.2	ELA by ELD levels
			EA		Writing Applications
979	2978	write a friendly letter complete with date, salutation, body, closing and signature	2	2.2.2	ELA by ELD levels
			A		Writing Applications
980	2979	write narratives: (a) provide a context within which an action takes place; (b) include well-chosen detail to develop the plot; (c) provide insight into why the selected incident is memorable	3	3.2.1	ELA by ELD levels
					Writing Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
981	2980	use illustrations, graphic organizers and outlines to: (a) provide a context within which an action takes place; (b) include well-chosen detail to develop the plot; (c) provide insight into why the selected incident is memorable	3	3.2.1	ELA by ELD levels
			B		Writing Applications
982	2981	use words and phrases along with sequentially arranged illustrations to: (a) provide a context within which an action takes place; (b) include well-chosen detail to develop the plot; (c) provide insight into why the selected incident is memorable	3	3.2.1	ELA by ELD levels
			EI		Writing Applications
983	2982	use simple sentences to convey a narrative sequence to: (a) provide a context within which an action takes place; (b) include well-chosen detail to develop the plot; (c) provide insight into why the selected incident is memorable	3	3.2.1	ELA by ELD levels
			I		Writing Applications
984	2983	use more complex sentences to write narratives that: (a) provide a context within which an action takes place; (b) include well-chosen detail to develop the plot; (c) provide insight into why the selected incident is memorable	3	3.2.1	ELA by ELD levels
			EA		Writing Applications
985	2984	use paragraph structure to write narratives that: (a) provide a context within which an action takes place; (b) include well-chosen detail to develop the plot; (c) provide insight into why the selected incident is memorable	3	3.2.1	ELA by ELD levels
			A		Writing Applications
986	2985	write descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences	3	3.2.2	ELA by ELD levels Writing Applications
987	2986	use illustrations, graphic organizers, outlines, lists and charts to visually portray descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences	3	3.2.2	ELA by ELD levels
			B		Writing Applications
988	2987	use words and phrases along with close structures to convey descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences	3	3.2.2	ELA by ELD levels
			EI		Writing Applications
989	2988	use simple sentences to convey descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences	3	3.2.2	ELA by ELD levels
			I		Writing Applications
990	2989	use more complex sentences and vocabulary to write descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences	3	3.2.2	ELA by ELD levels
			EA		Writing Applications
991	2990	write descriptions that use concrete sensory details to present and support unified impressions of people, places, things or experiences	3	3.2.2	ELA by ELD levels
			A		Writing Applications
992	2991	write personal and formal letters, thank-you notes and invitations: (a) show awareness of the knowledge and interests of the audience and establish a purpose and context; (b) include the date, proper salutation, body	3	3.2.3	ELA by ELD levels Writing Applications
993	2992	use illustrations, graphic organizers, outlines, to visually depict information in personal and formal letters, thank-you notes and invitations to: (a) show awareness of the knowledge and interests of the audience and establish a purpose and	3	3.2.3	ELA by ELD levels
			B		Writing Applications
994	2993	use words, phrases along with illustrations and close structure to write personal and formal letters, thank-you notes and invitations: (a) show awareness of the knowledge and interests of the audience and establish a purpose and	3	3.2.3	ELA by ELD levels
			EI		Writing Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
995	2994	use simple sentences to write personal and formal letters, thank-you notes and invitations: (a) show awareness of the knowledge and interests of the audience and establish a purpose and context; (b) include the date, proper salutation.	3	3.2.3	ELA by ELD levels Writing Applications
996	2995	use more complex sentences to write personal and formal letters, thank-you notes and invitations: (a) show awareness of the knowledge and interests of the audience and establish a purpose and context; (b) include the date, proper salutation.	3	3.2.3	ELA by ELD levels Writing Applications
997	2996	use paragraph structure to write personal and formal letters, thank-you notes and invitations: (a) show awareness of the knowledge and interests of the audience and establish a purpose and context; (b) include the date, proper salutation.	3	3.2.3	ELA by ELD levels Writing Applications
998	2997	write narratives that: (a) establish plot, point of view, setting and/or conflict; (b) show rather than tell the events of the story	5	5.2.1	ELA by ELD levels Writing Applications
999	2998	use illustrations, graphic organizers, outlines, words and phrases to visually depict narratives that: (a) establish plot, point of view, setting and/or conflict; (b) show rather than tell the events of the story	5	5.2.1	ELA by ELD levels Writing Applications
100	2999	use words, phrases and simple sentences to craft narratives that: (a) establish plot, point of view, setting and/or conflict; (b) show rather than tell the events of the story	5	5.2.1	ELA by ELD levels Writing Applications
100	3000	use paragraph structure to write narratives that: (a) establish plot, point of view, setting and/or conflict; (b) show rather than tell the events of the story	5	5.2.1	ELA by ELD levels Writing Applications
100	3001	write narratives that: (a) establish plot, point of view, setting and/or conflict; (b) show rather than tell the events of the story	5	5.2.1	ELA by ELD levels Writing Applications
100	3002	write narratives that: (a) establish plot, point of view, setting and/or conflict; (b) show rather than tell the events of the story	5	5.2.1	ELA by ELD levels Writing Applications
100	3003	write responses to literature that (a) demonstrate an understanding of a literary work; (b) support judgments through references both to the text and to prior knowledge; (c) develop interpretations that exhibit	5	5.2.2	ELA by ELD levels Writing Applications
100	3004	use illustrations, graphic organizers, outlines, words and phrases to visually depict responses to literature that: (a) demonstrate an understanding of a literary work; (b) support judgments through references both to the text and to prior	5	5.2.2	ELA by ELD levels Writing Applications
100	3005	use words, phrases and simple sentences to craft responses to literature that: (a) demonstrate an understanding of a literary work; (b) support judgments through references both to the text and to prior knowledge; (c) develop interpretations	5	5.2.2	ELA by ELD levels Writing Applications
100	3006	use paragraph structure to write responses to literature that: (a) demonstrate an understanding of a literary work; (b) support judgments through references both to the text and to prior knowledge; (c) develop interpretations that exhibit and	5	5.2.2	ELA by ELD levels Writing Applications
100	3007	use multi-paragraph structure to write responses to literature that: (a) demonstrate an understanding of a literary work; (b) support judgments through references both to the text and to prior knowledge; (c) develop interpretations that exhibit and	5	5.2.2	ELA by ELD levels Writing Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
100	3008	write responses to literature that: (a) demonstrate an understanding of a literary work; (b) support judgments through references both to the text and to prior knowledge; (c) develop interpretations that exhibit careful reading and	5	5.2.2	ELA by ELD levels
			A		Writing Applications
101	3009	write research reports about important ideas, issues or events that: (a) frame questions that direct the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple facts, details, examples	5	5.2.3	ELA by ELD levels
					Writing Applications
101	3010	use illustrations, graphic organizers, outlines, words and phrases to visually depict important ideas, issues or events: (a) guided by a central question that directs the investigation; (b) establish a controlling idea/topic; (c) develop the topic with	5	5.2.3	ELA by ELD levels
			B		Writing Applications
101	3011	use words, phrases and simple sentences to articulate important ideas, issues or events: (a) guided by a central question that directs the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple facts.	5	5.2.3	ELA by ELD levels
			EI		Writing Applications
101	3012	use paragraph structure to report important ideas, issues or events: (a) guided by a central question that directs the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple facts, details, examples and	5	5.2.3	ELA by ELD levels
			I		Writing Applications
101	3013	use multi-paragraph structure to write research report about important ideas, issues or events: (a) guided by a central question that directs the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple facts.	5	5.2.3	ELA by ELD levels
			EA		Writing Applications
101	3014	write research reports about important ideas, issues or events that: (a) frame questions that direct the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple facts, details, examples and explanations	5	5.2.3	ELA by ELD levels
			A		Writing Applications
101	3015	write persuasive letters or compositions that: (a) state clear position in support of proposal; (b) support position with relevant evidence; (c) follow simple organization patterns; (d) address reader concerns	5	5.2.4	ELA by ELD levels
				A 4.2.4	Writing Applications
101	3016	use illustrations, graphic organizers, outlines, words and phrases to visually depict persuasive letters or compositions that: (a) show a clear position; (b) support that position with relevant evidence; (c) follow simple organization patterns; (d)	5	5.2.4	ELA by ELD levels
			B		Writing Applications
101	3017	use words, phrases and simple sentences to craft persuasive letters or compositions that: (a) state a clear position; (b) support position with relevant evidence; (c) follow simple organization patterns; (d) address reader concerns	5	5.2.4	ELA by ELD levels
			EI		Writing Applications
101	3018	use paragraph structure to write persuasive letters or compositions that: (a) state clear position in support of proposal; (b) support position with relevant evidence; (c) follow simple organization patterns; (d) address reader	5	5.2.4	ELA by ELD levels
			I		Writing Applications
102	3019	use multi-paragraph structure to write persuasive letters or compositions that: (a) state clear position in support of proposal; (b) support position with relevant evidence; (c) follow simple organization patterns; (d) address reader	5	5.2.4	ELA by ELD levels
			EA		Writing Applications
102	3020	write persuasive letters or compositions that: (a) state clear position in support of proposal; (b) support position with relevant evidence; (c) follow simple organization patterns; (d) address reader concerns	5	5.2.4	ELA by ELD levels
			A		Writing Applications
102	3021	identify and correctly use singular and plural nouns	1	1.1.2	ELA by ELD levels
					Grammar

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
102	3022	identify regular singular/plural nouns using pictures and labels (e.g., match pairs of illustrated singular/plural)	1	1.1.2	ELA by ELD levels Grammar
			B		
102	3023	identify known regular singular and plural nouns (e.g., dog/dogs, tree/trees)	1	1.1.2	ELA by ELD levels Grammar
			EI		
102	3024	identify common irregular singular and plural nouns (e.g., mouse/mice) using pictures and illustrations	1	1.1.2	ELA by ELD levels Grammar
			I		
102	3025	identify and begin to correctly use singular and plural nouns	1	1.1.2	ELA by ELD levels Grammar
			EA		
102	3026	identify and correctly use singular and plural nouns	1	1.1.2	ELA by ELD levels Grammar
			A		
102	3027	identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers/yours) in writing and speaking	1	1.1.3	ELA by ELD levels Grammar
				C 1.1.3	
102	3028	identify a few common contractions (e.g., I'm, I'll) and a few singular possessive pronouns (e.g., my/mine, his/her) in writing and speaking by using visuals and matching pairs	1	1.1.3	ELA by ELD levels Grammar
			B		
103	3029	identify and correctly use a few common contractions (e.g., isn't, aren't) and a few singular possessive pronouns (e.g., my/mine, his/her) in writing and speaking short phrases with assistance	1	1.1.3	ELA by ELD levels Grammar
			EI		
103	3030	identify and correctly use some common contractions (e.g., isn't, aren't, can't) and a few singular possessive pronouns (e.g., my/mine, his/her) in writing and speaking simple sentences with some assistance	1	1.1.3	ELA by ELD levels Grammar
			I		
103	3031	begin to identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking independently	1	1.1.3	ELA by ELD levels Grammar
			EA		
103	3032	identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers/yours) in writing and speaking	1	1.1.3	ELA by ELD levels Grammar
			A		
103	3033	identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	2.1.3	ELA by ELD levels Grammar
103	3034	recognize and identify various parts of speech, including nouns and verbs, using familiar vocabulary, models, diagrams and pattern sentences with assistance	2	2.1.3	ELA by ELD levels Grammar
			B		
103	3035	identify and use various parts of speech, including nouns and verbs, following a sentence model and choosing from a word bank to form a simple sentence	2	2.1.3	ELA by ELD levels Grammar
			EI		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
103	3036	identify and use various parts of speech, including nouns and verbs, in writing and speaking using standard word order but may have some inconsistent grammatical forms	2	2.1.3	ELA by ELD levels Grammar
103	3037	identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking more detailed sentences but may have some inconsistent grammatical forms	2	2.1.3	ELA by ELD levels Grammar
103	3038	identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	2.1.3	ELA by ELD levels Grammar
104	3039	identify subject and verbs that are in agreement and identify and use pronouns, adjectives, compound words and articles correctly in speaking and writing	3	3.1.2	ELA by ELD levels Grammar
104	3040	understand, repeat and copy sentences using pronouns and adjectives	3	3.1.2	ELA by ELD levels Grammar
104	3041	occasionally use correct pronouns, adjectives, compound words and articles in writing and speaking	3	3.1.2	ELA by ELD levels Grammar
104	3042	sometimes identify subjects and verbs that are in agreement; sometimes correctly use pronouns, adjectives, compound words and articles in writing and speaking	3	3.1.2	ELA by ELD levels Grammar
104	3043	often identify subjects and verbs that are in agreement; mostly correctly use pronouns, adjectives, compound words and articles in writing and speaking	3	3.1.2	ELA by ELD levels Grammar
104	3044	almost always identify subjects and verbs that are in agreement; frequently identify and correctly use pronouns, adjectives, compound words and articles in writing and speaking	3	3.1.2	ELA by ELD levels Grammar
104	3045	identify and use past, present and future verb tenses properly in writing and speaking	3	3.1.3	ELA by ELD levels Grammar
104	3046	recognize the general time significance of past, present and future verb tenses properly and copy them correctly when writing	3	3.1.3	ELA by ELD levels Grammar
104	3047	occasionally use past, present and future verb tenses properly in writing and speaking	3	3.1.3	ELA by ELD levels Grammar
104	3048	sometimes use past, present and future verb tenses in writing and speaking	3	3.1.3	ELA by ELD levels Grammar
105	3049	often use past, present and future verb tenses in writing and speaking	3	3.1.3	ELA by ELD levels Grammar

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
105	3050	almost always use past, present and future verb tenses in writing and speaking	3	3.1.3	ELA by ELD levels Grammar
105	3051	Identify and use subjects and verbs correctly in speaking and writing simple sentences	3	3.1.4	ELA by ELD levels Grammar
105	3052	recognize verbs and their function using words and pictures, copy simple sentences and identify subjects and verbs	3	3.1.4	ELA by ELD levels Grammar
105	3053	identify subjects and verbs using pictures, words and phrases, copy sentences and identify subjects and verbs	3	3.1.4	ELA by ELD levels Grammar
105	3054	identify and use subjects and verbs in speaking and writing simple sentences, but may have inconsistent grammatical forms (e.g., subject/verb agreement)	3	3.1.4	ELA by ELD levels Grammar
105	3055	identify and use subjects and verbs in speaking and writing simple sentences, but may have consistent grammatical forms, including inflections	3	3.1.4	ELA by ELD levels Grammar
105	3056	identify and use subjects and verbs correctly in speaking and writing simple sentences	3	3.1.4	ELA by ELD levels Grammar
105	3057	Identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking	4	4.1.3	ELA by ELD levels Grammar
105	3058	recognize and identify regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in familiar text with assistance	4	4.1.3	ELA by ELD levels Grammar
106	3059	identify characteristics and functions of regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in text with assistance	4	4.1.3	ELA by ELD levels Grammar
106	3060	identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in simple text	4	4.1.3	ELA by ELD levels Grammar
106	3061	identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in student's own writing and when speaking	4	4.1.3	ELA by ELD levels Grammar
106	3062	identify and use regular and irregular verbs, adverbs, prepositions and coordinating conjunctions in writing and speaking	4	4.1.3	ELA by ELD levels Grammar
106	3063	Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise); modifiers and pronouns	5	5.1.2	ELA by ELD levels Grammar

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
106	3064	correctly use a few common verbs (e.g., "sit/sat" "tell/told" "say/said") & common pronouns (e.g., "I" "you" "they", etc)	5	5.1.2	ELA by ELD levels
			B		Grammar
106	3065	identify and correctly use common irregular verbs:(e.g., "do/did/done" "fly/flew/flown"), common modifiers:(e.g., "fast" "faster" "fastest"), common pronouns:(e.g., "her" "their", etc.)	5	5.1.2	ELA by ELD levels
			EI		Grammar
106	3066	identify and correctly use many irregular verbs: (e.g., "drive/drove/driven" "fall/fell/fallen") modifiers(e.g., here, there, now)y pronouns (e.g., all, anyone, everyone)	5	5.1.2	ELA by ELD levels
			I		Grammar
106	3067	identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise); modifiers(e.g., "well" "badly"); & pronouns (e.g., who/whom/which)	5	5.1.2	ELA by ELD levels
			EA		Grammar
106	3068	identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise); modifiers and pronouns	5	5.1.2	ELA by ELD levels
			A		Grammar
107	3069	distinguish between declarative, exclamatory and interrogative sentences	1	1.1.4	ELA by ELD levels
					Punctuation
107	3070	distinguish between declarative and interrogative sentences by repeating simple statements and questions (e.g. You are in first grade. Are you in first grade?)	1	1.1.4	ELA by ELD levels
			B		Punctuation
107	3071	distinguish between declarative and exclamatory sentences by repeating simple sentence patterns and finding examples in text (e.g., You are in first grade. Are you in first grade? You are in first grade!)	1	1.1.4	ELA by ELD levels
			EI		Punctuation
107	3072	distinguish between declarative, exclamatory and interrogative sentences	1	1.1.4	ELA by ELD levels
			I		Punctuation
107	3073	distinguish between declarative, exclamatory and interrogative sentences	1	1.1.4	ELA by ELD levels
			EA		Punctuation
107	3074	distinguish between declarative, exclamatory and interrogative sentences	1	1.1.4	ELA by ELD levels
			A		Punctuation
107	3075	use period, exclamation point or question mark at the end of sentences	1	1.1.5	ELA by ELD levels
				C 1.1.5	Punctuation
107	3076	recognize purpose of periods, question marks and exclamation points at the end of a sentence in text and use periods or question mark at the end of a sentence	1	1.1.5	ELA by ELD levels
			B		Punctuation
107	3077	use period or question mark at the end of a sentence. Begin to use exclamation point at the end of an exclamatory sentence in their own writing	1	1.1.5	ELA by ELD levels
			EI		Punctuation

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
107	3078	use period, exclamation point or question mark at the end of sentences	1	1.1.5	ELA by ELD levels Punctuation
108	3079	use period, exclamation point or question mark at the end of sentences	1	1.1.5	ELA by ELD levels Punctuation
108	3080	use period, exclamation point or question mark at the end of sentences	1	1.1.5	ELA by ELD levels Punctuation
108	3081	use knowledge of the basic rules of punctuation and capitalization when writing	1	1.1.6	ELA by ELD levels Punctuation
108	3082	use capitalization when writing own name and at the beginning of sentences	1	1.1.6	ELA by ELD levels Punctuation
108	3083	use knowledge of the basic rules of punctuation and capitalization when writing	1	1.1.6	ELA by ELD levels Punctuation
108	3084	use knowledge of the basic rules of punctuation and capitalization when writing	1	1.1.6	ELA by ELD levels Punctuation
108	3085	use knowledge of the basic rules of punctuation and capitalization when writing	1	1.1.6	ELA by ELD levels Punctuation
108	3086	use knowledge of the basic rules of punctuation and capitalization when writing	1	1.1.6	ELA by ELD levels Punctuation
108	3087	use commas in the greeting and closure of a letter and with dates and words in a series	2	2.1.4	ELA by ELD levels Punctuation
108	3088	use commas in the greeting and closure of a letter and with dates copying from a model. Recognize the use of commas in a series text	2	2.1.4	ELA by ELD levels Punctuation
109	3089	use commas in the greeting and closure of a letter and with dates by using an outline or letter structure and demonstrate understanding of the use of commas in a series of words by drawing from a word bank to complete a sentence	2	2.1.4	ELA by ELD levels Punctuation
109	3090	use commas in the greeting and closure of a letter and with dates and words in a series with some inconsistency	2	2.1.4	ELA by ELD levels Punctuation
109	3091	use commas in the greeting and closure of a letter and with dates and words in a series independently and edit for consistency	2	2.1.4	ELA by ELD levels Punctuation

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
109	3092	use commas in the greeting and closure of a letter and with dates and words in a series	2	2.1.4	ELA by ELD levels
			A		Punctuation
109	3093	punctuate dates, city and state and titles of books correctly	3	3.1.5	ELA by ELD levels
				C 3.1.5	Punctuation
109	3094	recognize and use correct English capitalization in book titles	3	3.1.5	ELA by ELD levels
			B		Punctuation
109	3095	recognize and use correct English punctuation for dates	3	3.1.5	ELA by ELD levels
			EI		Punctuation
109	3096	recognize and use correct English punctuation for city and state	3	3.1.5	ELA by ELD levels
			I		Punctuation
109	3097	punctuate dates, city and state and titles of books correctly	3	3.1.5	ELA by ELD levels
			EA		Punctuation
109	3098	punctuate dates, city and state and titles of books correctly	3	3.1.5	ELA by ELD levels
			A		Punctuation
110	3099	use commas in dates, locations and addresses and for items in a series	3	3.1.6	ELA by ELD levels
					Punctuation
110	3100	employ the pause for a comma when reading aloud and copy correctly commas as needed	3	3.1.6	ELA by ELD levels
			B		Punctuation
110	3101	use commas in series	3	3.1.6	ELA by ELD levels
			EI		Punctuation
110	3102	use commas in series, locations and addresses	3	3.1.6	ELA by ELD levels
			I		Punctuation
110	3103	use commas in series, dates, locations and addresses	3	3.1.6	ELA by ELD levels
			EA		Punctuation
110	3104	use commas in dates, locations and addresses and for items in a series	3	3.1.6	ELA by ELD levels
			A		Punctuation
110	3105	use parenthesis, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions	4	4.1.4	ELA by ELD levels
				C 4.1.4	Punctuation

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
110	3106	recognize and identify parenthesis, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions in familiar text with assistance	4	4.1.4	ELA by ELD levels
			B		Punctuation
110	3107	identify characteristics and functions of parenthesis, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions with assistance	4	4.1.4	ELA by ELD levels
			EI		Punctuation
110	3108	identify and use parenthesis, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions in simple text	4	4.1.4	ELA by ELD levels
			I		Punctuation
111	3109	identify and use parenthesis, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions in student's own writing and when speaking	4	4.1.4	ELA by ELD levels
			EA		Punctuation
111	3110	use parenthesis, commas in direct quotations and apostrophes in the possessive case of nouns and in contractions	4	4.1.4	ELA by ELD levels
			A		Punctuation
111	3111	use underlining, quotations of italics to identify titles of documents	4	4.1.5	ELA by ELD levels
				C 4.1.5	Punctuation
111	3112	memorize and reproduce underlining, quotations or italics to identify titles of documents taught	4	4.1.5	ELA by ELD levels
			B		Punctuation
111	3113	occasionally use underlining, quotations or italics to identify titles of documents	4	4.1.5	ELA by ELD levels
			EI		Punctuation
111	3114	sometimes use underlining, quotations or italics to identify titles of documents	4	4.1.5	ELA by ELD levels
			I		Punctuation
111	3115	frequently use underlining, quotations or italics to identify titles of documents	4	4.1.5	ELA by ELD levels
			EA		Punctuation
111	3116	always use underlining, quotations or italics to identify titles of documents	4	4.1.5	ELA by ELD levels
			A		Punctuation
111	3117	use colon to separate hours and minutes and to introduce a list; use quotation mark around exact words of speaker and names of poems, songs, short stories and so forth	5	5.1.3	ELA by ELD levels
				C 5.1.3	Punctuation
111	3118	recognize the use of colon to separate hours and minutes and to introduce a list	5	5.1.3	ELA by ELD levels
			B		Punctuation
112	3119	recognize the use of quotation marks around exact words of speaker and names of poems, songs, short stories and so forth	5	5.1.3	ELA by ELD levels
			EI		Punctuation

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
112	3120	use colon to separate hours and minutes and to introduce a list; use quotation mark around exact words of speaker and names of poems, songs, short stories and so forth	5 I	5.1.3 Punctuation	ELA by ELD levels
112	3121	use colon to separate hours and minutes and to introduce a list; use quotation mark around exact words of speaker and names of poems, songs, short stories and so forth	5 EA	5.1.3 Punctuation	ELA by ELD levels
112	3122	use colon to separate hours and minutes and to introduce a list; use quotation mark around exact words of speaker and names of poems, songs, short stories and so forth	5 A	5.1.3 Punctuation	ELA by ELD levels
112	3123	capitalize the first word of a sentence, names of people and the pronoun "I"	1	1.1.7	ELA by ELD levels Capitalization
112	3124	use capitalization when writing one's own name	1 B	1.1.7 Capitalization	ELA by ELD levels
112	3125	use capitalization to begin sentences	1 EI	1.1.7 Capitalization	ELA by ELD levels
112	3126	capitalize the first word of a sentence, names of people and the pronoun "I"	1 I	1.1.7 Capitalization	ELA by ELD levels
112	3127	capitalize the first word of a sentence, names of people and the pronoun "I"	1 EA	1.1.7 Capitalization	ELA by ELD levels
112	3128	capitalize the first word of a sentence, names of people and the pronoun "I"	1 A	1.1.7 Capitalization	ELA by ELD levels
113	3129	capitalize all proper nouns, words at the beginning of sentences and in greetings, months, days of the week, titles and initials of people	2	2.1.6 C 2.1.6	ELA by ELD levels Capitalization
113	3130	use capitalization when writing own name and initials of people	2 B	2.1.6 Capitalization	ELA by ELD levels
113	3131	use capitalization to begin sentences, titles and for proper nouns	2 EI	2.1.6 Capitalization	ELA by ELD levels
113	3132	capitalize months and days of the week and greetings	2 I	2.1.6 Capitalization	ELA by ELD levels
113	3133	capitalize all proper nouns, words at the beginning of sentences and in greetings, months, days of the week, titles and initials of people independently and edit for consistency	2 EA	2.1.6 Capitalization	ELA by ELD levels

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
113	3134	capitalize all proper nouns, words at the beginning of sentences and in greetings, months, days of the week, titles and initials of people	2	2.1.6	ELA by ELD levels
			A		Capitalization
113	3135	capitalize geographical names, holidays, historical periods and special events correctly	3	3.1.7	ELA by ELD levels
					Capitalization
113	3136	use capital letters when writing their own name and at the beginning of sentences	3	3.1.7	ELA by ELD levels
			B		Capitalization
113	3137	use capital letters at the beginning of sentences and for proper nouns (e.g., familiar geographic names and holidays)	3	3.1.7	ELA by ELD levels
			EI		Capitalization
113	3138	produce independent writing that may include some inconsistent use of capitalization for familiar geographic names, holidays and special events	3	3.1.7	ELA by ELD levels
			I		Capitalization
114	3139	produce independent writing with consistent use of correct capitalization for familiar geographic names, holidays and special events	3	3.1.7	ELA by ELD levels
			EA		Capitalization
114	3140	capitalize geographical names, holidays, historical periods and special events correctly	3	3.1.7	ELA by ELD levels
			A		Capitalization
114	3141	capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations and the first word in quotations as appropriate	4	4.1.6	ELA by ELD levels
					Capitalization
114	3142	use capitalization when writing their own name and at the beginning of sentences and occasionally correctly capitalize well familiar words as appropriate	4	4.1.6	ELA by ELD levels
			B		Capitalization
114	3143	use capitalization to begin sentences and for proper nouns. Occasionally correctly capitalize names of organizations and the first word in quotations as appropriate	4	4.1.6	ELA by ELD levels
			EI		Capitalization
114	3144	occasionally correctly capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations and the first word in quotations as appropriate	4	4.1.6	ELA by ELD levels
			I		Capitalization
114	3145	sometimes correctly capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations and the first word in quotations as appropriate	4	4.1.6	ELA by ELD levels
			EA		Capitalization
114	3146	often correctly capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations and the first word in quotations as appropriate	4	4.1.6	ELA by ELD levels
			A		Capitalization
114	3147	use correct capitalization	5	5.1.4	ELA by ELD levels
				C 5.1.4	Capitalization

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
114	3148	use capitalization when writing their own name and at the beginning of sentences	5	5.1.4	ELA by ELD levels
			B		Capitalization
115	3149	use capitalization to begin sentences and for proper nouns	5	5.1.4	ELA by ELD levels
			EI		Capitalization
115	3150	use correct capitalization for names of magazines, newspapers, works of art, musical compositions, names of organizations and the first word in quotations as appropriate	5	5.1.4	ELA by ELD levels
			I		Capitalization
115	3151	use correct capitalization	5	5.1.4	ELA by ELD levels
			EA		Capitalization
115	3152	use correct capitalization	5	5.1.4	ELA by ELD levels
			A		Capitalization
115	3153	spell independently using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names	0	0.1.2	ELA by ELD levels
				C 0.1.2	Spelling
115	3154	copy correct spelling of words in writing	0	0.1.2	ELA by ELD levels
			B		Spelling
115	3155	repeat and copy correct spelling of dictated spelling words in writing	0	0.1.2	ELA by ELD levels
			EI		Spelling
115	3156	begin to spell familiar and common words independently	0	0.1.2	ELA by ELD levels
			I		Spelling
115	3157	spell independently using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names	0	0.1.2	ELA by ELD levels
			EA		Spelling
115	3158	spell independently using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names	0	0.1.2	ELA by ELD levels
			A		Spelling
116	3159	spell three- and four-letter short vowel words and grade-level-appropriate sight words correctly	1	1.1.8	ELA by ELD levels
					Spelling
116	3160	spell one-letter short vowel known words and sight words correctly (e.g., l, a)	1	1.1.8	ELA by ELD levels
			B		Spelling
116	3161	spell two-letter short-vowel known words and sight words correctly (e.g., by, my)	1	1.1.8	ELA by ELD levels
			EI		Spelling

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
116	3162	spell three- letter short vowel known words and sight words correctly (e.g., you, the)	1	1.1.8	ELA by ELD levels Spelling
116	3163	spell three- and four-letter short vowel words and grade-level-appropriate sight words correctly	1	1.1.8	ELA by ELD levels Spelling
116	3164	spell three- and four-letter short vowel words and grade-level-appropriate sight words correctly	1	1.1.8	ELA by ELD levels Spelling
116	3165	spell frequently used irregular words correctly (e.g., was, were, says, said, who, why)	2	2.1.7	ELA by ELD levels Spelling
116	3166	demonstrate understanding meaning of frequently used irregular words in context and with teacher assistance	2	2.1.7	ELA by ELD levels Spelling
116	3167	identify and copy frequently used irregular words (eg, was, were, says, said, who, why) from a word bank to use in context	2	2.1.7	ELA by ELD levels Spelling
116	3168	spell frequently used irregular words correctly (e.g., was, were, says, said, who, why) with some consistency	2	2.1.7	ELA by ELD levels Spelling
117	3169	spell frequently used irregular words correctly (e.g., was, were, says, said, who, why) independently and edit for consistency	2	2.1.7	ELA by ELD levels Spelling
117	3170	spell frequently used irregular words correctly (e.g., was, were, says, said, who, why)	2	2.1.7	ELA by ELD levels Spelling
117	3171	spell basic short-vowel, long-vowel, r-controlled and consonant-blend patterns correctly	2	2.1.8	ELA by ELD levels Spelling
117	3172	recognize and use knowledge of a few simple spelling patterns that correspond to sounds students hear and produce in their primary language	2	2.1.8	ELA by ELD levels Spelling
117	3173	recognize and use knowledge of most simple spelling patterns (e.g., long and short vowels) and phonemes that do not correspond to sounds students hear and produce in their primary language	2	2.1.8	ELA by ELD levels Spelling
117	3174	spell basic short-vowel, long-vowel, r-controlled and consonant-blend patterns correctly with some inconsistency	2	2.1.8	ELA by ELD levels Spelling
117	3175	spell basic short-vowel, long-vowel, r-controlled and consonant-blend patterns independently and edit for consistency	2	2.1.8	ELA by ELD levels Spelling

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
117	3176	spell basic short-vowel, long-vowel, r-controlled and consonant-blend patterns correctly	2	2.1.8	ELA by ELD levels
			A		Spelling
117	3177	spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns (e.i., qu, consonant doubling, changing the ending of a word from -v to -ies when forming a plural) and common	3	3.1.8	ELA by ELD levels
				C 3.1.8	Spelling
117	3178	spell correctly one-syllable words that have been taught	3	3.1.8	ELA by ELD levels
			B		Spelling
118	3179	spell correctly some one-syllable words that have blends, some contractions, some compounds and a few orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -v to -ies when forming a plural)	3	3.1.8	ELA by ELD levels
			EI		Spelling
118	3180	spell correctly many one-syllable words that have blends, some contractions, most compounds and a many orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -v to -ies when forming a plural)	3	3.1.8	ELA by ELD levels
			I		Spelling
118	3181	spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming a plural). and common homophones (e.a..	3	3.1.8	ELA by ELD levels
			EA		Spelling
118	3182	spell correctly one-syllable words that have blends, contractions, compounds and orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming a plural). and common homophones (e.a..	3	3.1.8	ELA by ELD levels
			A		Spelling
118	3183	arrange words in alphabetical order	3	3.1.9	ELA by ELD levels
					Spelling
118	3184	recite and write all letters of the English alphabet in sequential order	3	3.1.9	ELA by ELD levels
			B		Spelling
118	3185	sort words by alphabetical order (e.g., arrange words under an alphabet strip by their first letter)	3	3.1.9	ELA by ELD levels
			EI		Spelling
118	3186	arrange words in alphabetical order	3	3.1.9	ELA by ELD levels
			I		Spelling
118	3187	arrange words in alphabetical order	3	3.1.9	ELA by ELD levels
			EA		Spelling
118	3188	arrange words in alphabetical order	3	3.1.9	ELA by ELD levels
			A		Spelling
119	3189	spell correctly roots, inflections, suffixes, prefixes and syllable constructions	4	4.1.7	ELA by ELD levels
				C 4.1.7	Spelling

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
119	3190	spell correctly word with roots, and affixes that have been taught and well understood	4		ELA by ELD levels
			B		Spelling
119	3191	spell correctly word with roots, and affixes that have been taught and well understood	4		ELA by ELD levels
			EI		Spelling
119	3192	spell correctly word with roots, and affixes that have been taught and well understood	4		ELA by ELD levels
			I		Spelling
119	3193	spell correctly word with roots, and affixes that have been taught and well understood	4		ELA by ELD levels
			EA		Spelling
119	3194	spell correctly word with roots, and affixes that have been taught and well understood	4		ELA by ELD levels
			A		Spelling
119	3195	spell roots, suffixes, prefixes, contractions and syllable constructions correctly	5	5.1.5	ELA by ELD levels
				C 5.1.5	Spelling
119	3196	spell correctly few familiar words with roots and affixes that have been taught and well-understood (e.g., immigration, immigrant, immigrated, migrant)	5	5.1.5	ELA by ELD levels
			B		Spelling
119	3197	spell correctly roots, suffixes, prefixes, contractions and syllable constructions that have taught and well-understood	5	5.1.5	ELA by ELD levels
			EI		Spelling
119	3198	spell roots, suffixes, prefixes, contractions and syllable constructions correctly	5	5.1.5	ELA by ELD levels
			I		Spelling
120	3199	spell roots, suffixes, prefixes, contractions and syllable constructions correctly	5	5.1.5	ELA by ELD levels
			EA		Spelling
120	3200	spell roots, suffixes, prefixes, contractions and syllable constructions correctly	5	5.1.5	ELA by ELD levels
			A		Spelling
120	3201	understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas)	2	2.1.3	ELA by ELD levels
					Research
120	3202	understand the purpose and use a grade level dictionary in English and in the student's primary language	2	2.1.3	ELA by ELD levels
			B		Research
120	3203	understand the purpose and use an English picture dictionary	2	2.1.3	ELA by ELD levels
			EI		Research

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
120	3204	understand the purpose and use of some reference materials (e.g., picture encyclopedia, atlas)	2	2.1.3	ELA by ELD levels Research
120	3205	understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas)	2	2.1.3	ELA by ELD levels Research
120	3206	understand the purpose of various reference materials (e.g., dictionary, thesaurus, atlas)	2	2.1.3	ELA by ELD levels Research
120	3207	understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	3.1.3	ELA by ELD levels Research
120	3208	understand and use a picture dictionary and an illustrated grade-level dictionary	3	3.1.3	ELA by ELD levels Research
121	3209	understand the structure and organization of a few reference materials (e.g., bilingual dictionary, dictionaries, glossaries)	3	3.1.3	ELA by ELD levels Research
121	3210	understand the structure and organization of some reference materials (e.g., bilingual dictionary, thesaurus, dictionaries, glossaries)	3	3.1.3	ELA by ELD levels Research
121	3211	understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	3.1.3	ELA by ELD levels Research
121	3212	understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	3	3.1.3	ELA by ELD levels Research
121	3213	quote or paraphrase information sources, citing them appropriately	4	4.1.5	ELA by ELD levels Research and Technology
121	3214	memorize and repeat key words from familiar text	4	4.1.5	ELA by ELD levels Research and Technology
121	3215	memorize and recite key phrases and sentences from familiar text	4	4.1.5	ELA by ELD levels Research and Technology
121	3216	quote some information sources, citing them fairly	4	4.1.5	ELA by ELD levels Research and Technology
121	3217	quote or paraphrase much information sources, citing them moderately	4	4.1.5	ELA by ELD levels Research and Technology

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
121	3218	quote or paraphrase most information sources, citing them justly	4	4.1.5	ELA by ELD levels
			A		Research and Technology
122	3219	locate information in reference texts by using organizational features (e.g., prefaces, appendixes)	4	4.1.6	ELA by ELD levels
				S 4.1.6	Research and Technology
122	3220	quote information in reference texts by a few organizational features with support of their teacher (e.g., note words highlighted in a special font, labels on illustrations)	4	4.1.6	ELA by ELD levels
			B		Research and Technology
122	3221	locate information in reference texts by a few organizational features (e.g., bold font, italics, section headings).	4	4.1.6	ELA by ELD levels
			EI		Research and Technology
122	3222	occasionally locate information in reference texts by a few organizational features (e.g., table of contents, chapter headings)	4	4.1.6	ELA by ELD levels
			I		Research and Technology
122	3223	sometimes locate information in reference texts by using some organizational features (e.g., diagrams, glossary).	4	4.1.6	ELA by ELD levels
			EA		Research and Technology
122	3224	often and readily locate information in reference texts by using most organizational features (e.g., prefaces, appendixes)	4	4.1.6	ELA by ELD levels
			A		Research and Technology
122	3225	use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information) as an aid to writing	4	4.1.7	ELA by ELD levels
				S 4.1.7	Research and Technology
122	3226	use a translation and illustrated dictionary as an aid to writing	4	4.1.7	ELA by ELD levels
			B		Research and Technology
122	3227	use translation and illustrated dictionaries and thesaurus as an aid to writing	4	4.1.7	ELA by ELD levels
			EI		Research and Technology
122	3228	use a few reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information)	4	4.1.7	ELA by ELD levels
			I		Research and Technology
123	3229	use some reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information)	4	4.1.7	ELA by ELD levels
			EA		Research and Technology
123	3230	use many reference materials as an aid to writing (e.g., dictionary, thesaurus, card catalog, encyclopedia, on-line information)	4	4.1.7	ELA by ELD levels
			A		Research and Technology
123	3231	understand the organization of almanacs, newspapers and periodicals and how to use those print materials	4	4.1.8	ELA by ELD levels
					Research and Technology

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
123	3232	understand the organization of newspapers and follow along as they are read	4	4.1.8	ELA by ELD levels
			B		Research and Technology
123	3233	understand the organization of newspapers and how to use them	4	4.1.8	ELA by ELD levels
			EI		Research and Technology
123	3234	understand the organization of almanacs and newspapers and know reasonably how to use those print materials	4	4.1.8	ELA by ELD levels
			I		Research and Technology
123	3235	understand the organization of almanacs, newspapers and periodicals and know competently how to use those print materials	4	4.1.8	ELA by ELD levels
			EA		Research and Technology
123	3236	understand the organization of almanacs, newspapers and periodicals and know skillfully how to use those print materials	4	4.1.8	ELA by ELD levels
			A		Research and Technology
123	3237	will demonstrate basic keyboarding skills and familiarity with computer technology (e.g., cursor, software, memory, disk drive, hard drive)	4	4.1.9	ELA by ELD levels
					Research and Technology
123	3238	demonstrate essential keyboarding skills (e.g., producing small/capital letters, space bar) and familiarity with rudimentary computer technology (e.g., cursor, mouse, screen, power button)	4	4.1.9	ELA by ELD levels
			B		Research and Technology
124	3239	demonstrate some basic keyboarding skills (e.g., using the shift to access the colon or quotation marks) and familiarity with some computer technology (e.g., cursor, software, memory, disk drive, hard drive, audio headsets, computer)	4	4.1.9	ELA by ELD levels
			EI		Research and Technology
124	3240	demonstrate some basic keyboarding skills (e.g., selecting the ampersand and other symbols above the numbers) and familiarity with some computer technology (e.g., cursor, software, memory, disk drive, hard drive, laptop, LCD)	4	4.1.9	ELA by ELD levels
			I		Research and Technology
124	3241	demonstrate many basic keyboarding skills (e.g., resetting margins) and familiarity with some computer technology (e.g., cursor, software, memory, disk drive, hard drive, external card, flash memory stick)	4	4.1.9	ELA by ELD levels
			EA		Research and Technology
124	3242	demonstrate most basic keyboarding skills (e.g., resetting tabs) and familiarity with a lot of computer technology (e.g., cursor, software, memory, disk drive, hard drive, wireless mouse, USB port)	4	4.1.9	ELA by ELD levels
			A		Research and Technology
124	3243	use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	5	5.1.3	ELA by ELD levels
					Research and Technology
124	3244	recognize and identify organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information by pointing out features such as title, table of contents and chapter headings	5	5.1.3	ELA by ELD levels
			B		Research and Technology
124	3245	read and identify organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	5	5.1.3	ELA by ELD levels
			EI		Research and Technology

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
124 124	3246	read text and identify organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	5	5.1.3	ELA by ELD levels
			I		Research and Technology
124 124	3247	locate and use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	5	5.1.3	ELA by ELD levels
			EA		Research and Technology
124 124	3248	use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	5	5.1.3	ELA by ELD levels
			A		Research and Technology
125 125	3249	create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	5	5.1.4	ELA by ELD levels
					Research and Technology
125 125	3250	demonstrate basic keyboarding skills and familiarity with rudimentary computer technology terms to create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	5	5.1.4	ELA by ELD levels
			B		Research and Technology
125 125	3251	create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	5	5.1.4	ELA by ELD levels
			EI		Research and Technology
125 125	3252	create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	5	5.1.4	ELA by ELD levels
			I		Research and Technology
125 125	3253	create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	5	5.1.4	ELA by ELD levels
			EA		Research and Technology
125 125	3254	create simple documents using electronic media, employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)	5	5.1.4	ELA by ELD levels
			A		Research and Technology
125 125	3255	use a thesaurus to identify alternative word choices and meanings	5	5.1.5	ELA by ELD levels
					Research and Technology
125 125	3256	demonstrate understanding of purpose and function of a thesaurus as a tool to identify alternative word choices and meanings	5	5.1.5	ELA by ELD levels
			B		Research and Technology
125 125	3257	use a thesaurus to identify alternative word choices and meanings	5	5.1.5	ELA by ELD levels
			EI		Research and Technology
125 125	3258	use a thesaurus to identify alternative word choices and meanings	5	5.1.5	ELA by ELD levels
			I		Research and Technology
126 126	3259	use a thesaurus to identify alternative word choices and meanings	5	5.1.5	ELA by ELD levels
			EA		Research and Technology

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
126	3260	use a thesaurus to identify alternative word choices and meanings	5	5.1.5	ELA by ELD levels Research and Technology
126	3261	revise original drafts to improve sequence and provide more descriptive detail	2	2.1.4	ELA by ELD levels Oral Media
126	3262	draw from illustrations to provide more descriptive detail and improve sequence and rearrange words in simple sentences to improve readability and grammar, with assistance	2	2.1.4	ELA by ELD levels Oral Media
126	3263	rearrange sentence to improve sequence and provide more descriptive detail with assistance	2	2.1.4	ELA by ELD levels Oral Media
126	3264	revise original drafts to improve sequence and provide more descriptive detail by using extended vocabulary	2	2.1.4	ELA by ELD levels Oral Media
126	3265	revise original drafts to improve sequence and provide more descriptive detail	2	2.1.4	ELA by ELD levels Oral Media
126	3266	revise original drafts to improve sequence and provide more descriptive detail	2	2.1.4	ELA by ELD levels Oral Media
126	3267	revise drafts to improve the coherence and the logical progression of ideas, using an established rubric	3	3.1.4	ELA by ELD levels Oral Media
126	3268	repeat and transcribe the revisions to their sentences per a teacher-established rubric	3	3.1.4	ELA by ELD levels Oral Media
127	3269	revise sentences with support from their teacher and an established rubric (e.g., "most sentences have a person, place of thing and an action")	3	3.1.4	ELA by ELD levels Oral Media
127	3270	use an established rubric to revise and improve drafts for coherence and logic with support from their teacher (e.g., "all sentences say something about the main topic")	3	3.1.4	ELA by ELD levels Oral Media
127	3271	arrange compositions according to simple organizational pattern. Use an established rubric to revise and improve drafts for coherence and logic (e.g., "each sentence says a different detail about the topic")	3	3.1.4	ELA by ELD levels Oral Media
127	3272	independently use all of the steps of the writing process, including the use of an established rubric to revise and improve drafts for coherence and logic	3	3.1.4	ELA by ELD levels Oral Media
127	3273	edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating and rearranging text	4	4.1.10 S 4.1.10	ELA by ELD levels Oral Media

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
127	3274	rearrange sequence of words in simple sentences to improve readability and grammar with assistance	4	4.1.10	ELA by ELD levels Oral Media
			B		
127	3275	rearrange sequence of simple sentences with support to improve coherence and progression of text with assistance	4	4.1.10	ELA by ELD levels Oral Media
			EI		
127	3276	edit and revise sentences in paragraphs according to simple organizational patterns to improve coherence and progression of text with assistance	4	4.1.10	ELA by ELD levels Oral Media
			I		
127	3277	edit and revise multiple-paragraph compositions according to simple organizational patterns to improve coherence and progression of text by adding, deleting, consolidating and rearranging text with some assistance	4	4.1.10	ELA by ELD levels Oral Media
			EA		
127	3278	edit and revise multiple-paragraph compositions according to simple organizational patterns to improve coherence and progression by adding, deleting, consolidating and rearranging text with assistance	4	4.1.10	ELA by ELD levels Oral Media
			A		
128	3279	edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying and rearranging words and sentences	5	5.1.6	ELA by ELD levels Oral Media
128	3280	rearrange sequence of words in simple sentences to improve readability and grammar with support of the teacher	5	5.1.6	ELA by ELD levels Oral Media
			B		
128	3281	rearrange sequence of sentences in a paragraph to improve coherence and progression of text with support of the teacher	5	5.1.6	ELA by ELD levels Oral Media
			EI		
128	3282	edit and revise compositions according to organizational patterns to improve coherence and progression of text	5	5.1.6	ELA by ELD levels Oral Media
			I		
128	3283	edit and revise multiple paragraphs of manuscripts to improve meaning and focus of the text	5	5.1.6	ELA by ELD levels Oral Media
			EA		
128	3284	edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying and rearranging words and sentences	5	5.1.6	ELA by ELD levels Oral Media
			A		
128	3285	understand and follow one- and two-step oral directions	0	0.1.1	ELA by ELD levels Listening Comprehension
128	3286	respond to simple one-step directions and questions using physical actions and other means of non-verbal communication (e.g., matching object, pointing to an answer, drawing pictures)	0	0.1.1	ELA by ELD levels Listening Comprehension
			B		
128	3287	understand or follow simple two-step directions for classroom related activities	0	0.1.1	ELA by ELD levels Listening Comprehension
			EI		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
128	3288	understand and follow one- and two-step oral directions for classroom related activities	0	0.1.1	ELA by ELD levels
			I		Listening Comprehension
129	3289	understand and follow one- and two-step oral directions	0	0.1.1	ELA by ELD levels
			EA		Listening Comprehension
129	3290	understand and follow one- and two-step oral directions	0	0.1.1	ELA by ELD levels
			A		Listening Comprehension
129	3291	share information and ideas, speaking audibly in coherent, complete sentences	0	0.1.2	ELA by ELD levels
					Listening Comprehension
129	3292	begin to speak a few words or phrase to share information and ideas	0	0.1.2	ELA by ELD levels
			B		Listening Comprehension
129	3293	begin to understand when speaking when sharing information and ideas, but may have some inconsistent use of standard English grammatical forms and sounds	0	0.1.2	ELA by ELD levels
			EI		Listening Comprehension
129	3294	make oneself understood when speaking by using standard English grammatical forms and sounds when sharing information and ideas; however, some rules may not be followed	0	0.1.2	ELA by ELD levels
			I		Listening Comprehension
129	3295	make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch and modulation when sharing information and ideas but may make random errors	0	0.1.2	ELA by ELD levels
			EA		Listening Comprehension
129	3296	speak clearly and comprehensibly when sharing information and ideas in complete sentences	0	0.1.2	ELA by ELD levels
			A		Listening Comprehension
129	3297	listen attentively	1	1.1.1	ELA by ELD levels
					Listening Comprehension
129	3298	listen attentively and demonstrate understanding by answering simple questions with one or two word responses	1	1.1.1	ELA by ELD levels
			B		Listening Comprehension
130	3299	listen attentively and demonstrate understanding by answering questions using phrases and simple sentences	1	1.1.1	ELA by ELD levels
			EI		Listening Comprehension
130	3300	listen attentively and demonstrate understanding by answering questions using simple sentences	1	1.1.1	ELA by ELD levels
			I		Listening Comprehension
130	3301	listen attentively	1	1.1.1	ELA by ELD levels
			EA		Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
130	3302	listen attentively	1	1.1.1	ELA by ELD levels Listening Comprehension
130	3303	ask questions for clarification and understanding	1	1.1.2	ELA by ELD levels Listening Comprehension
130	3304	answer simple questions with one- or two- word responses (e.g., big hats)	1	1.1.2	ELA by ELD levels Listening Comprehension
130	3305	ask and answer questions using phrases or simple sentences (e.g., "The man sells hats.")	1	1.1.2	ELA by ELD levels Listening Comprehension
130	3306	ask and answer instructional questions using simple sentences (e.g., "The monkeys like the hats.")	1	1.1.2	ELA by ELD levels Listening Comprehension
130	3307	ask questions for clarification and understanding	1	1.1.2	ELA by ELD levels Listening Comprehension
130	3308	ask questions for clarification and understanding	1	1.1.2	ELA by ELD levels Listening Comprehension
131	3309	give, restate and follow simple two-step directions	1	1.1.3	ELA by ELD levels Listening Comprehension
131	3310	follow simple one-step direction using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures)	1	1.1.3	ELA by ELD levels Listening Comprehension
131	3311	give, restate and follow simple two-step directions for classroom activities, using non-verbal communication or one or two word commands	1	1.1.3	ELA by ELD levels Listening Comprehension
131	3312	give, restate and follow simple two-step directions using simple sentences	1	1.1.3	ELA by ELD levels Listening Comprehension
131	3313	give, restate and follow simple two-step directions	1	1.1.3	ELA by ELD levels Listening Comprehension
131	3314	give, restate and follow simple two-step directions	1	1.1.3	ELA by ELD levels Listening Comprehension
131	3315	determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)	2	2.1.1	ELA by ELD levels Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
131	3316	demonstrate understanding that written and oral messages have various purposes by listening attentively to songs, poems, stories and informational text, or explanations and responding using non-verbal and one or two words answers	2 B	2.1.1	ELA by ELD levels Listening Comprehension
131	3317	listen attentively to songs, poems, stories and informational text or explanations and respond using simple phrases to determine purpose	2 EI	2.1.1	ELA by ELD levels Listening Comprehension
131	3318	listen attentively to songs, poems, stories and informational text or explanations and respond using simple sentences to determine purpose	2 I	2.1.1	ELA by ELD levels Listening Comprehension
132	3319	determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)	2 EA	2.1.1	ELA by ELD levels Listening Comprehension
132	3320	determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)	2 A	2.1.1	ELA by ELD levels Listening Comprehension
132	3321	ask for clarification and explanation of stories and ideas	2	2.1.2	ELA by ELD levels Listening Comprehension
132	3322	demonstrate understanding of stories and ideas using non-verbal communication, illustrations and one- or two- words or phrases	2 B	2.1.2	ELA by ELD levels Listening Comprehension
132	3323	ask for clarification and explanation of stories and ideas by asking and answering questions using phrases or simple sentences	2 EI	2.1.2	ELA by ELD levels Listening Comprehension
132	3324	ask for clarification and explanation of stories and ideas by asking and answering questions using simple sentences	2 I	2.1.2	ELA by ELD levels Listening Comprehension
132	3325	ask for clarification and explanation of stories and ideas	2 EA	2.1.2	ELA by ELD levels Listening Comprehension
132	3326	ask for clarification and explanation of stories and ideas	2 A	2.1.2	ELA by ELD levels Listening Comprehension
132	3327	paraphrase information that has been shared orally by others	2	2.1.3	ELA by ELD levels Listening Comprehension
132	3328	repeat verbatim simple comprehensible information that has been shared orally by others (e.g., Ducks are birds.)	2 B	2.1.3	ELA by ELD levels Listening Comprehension
133	3329	repeat simple comprehensible information that has been shared orally by others using simple sentences (e.g., Not all ducks can swim.)	2 EI	2.1.3	ELA by ELD levels Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
133	3330	retell information that has been shared orally by others using expanded vocabulary (e.g., Some ducks live in ponds. They eat fish, insects and plants.)	2	2.1.3	ELA by ELD levels
			I		Listening Comprehension
133	3331	paraphrase information that has been shared orally by others	2	2.1.3	ELA by ELD levels
			EA		Listening Comprehension
133	3332	paraphrase information that has been shared orally by others	2	2.1.3	ELA by ELD levels
			A		Listening Comprehension
133	3333	give and follow three- and four- step oral directions	2	2.1.4	ELA by ELD levels
					Listening Comprehension
133	3334	demonstrate understanding by following simple one- and two-step directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures)	2	2.1.4	ELA by ELD levels
			B		Listening Comprehension
133	3335	demonstrate understanding by following two or three step directions by recognizing key words and phrases. (underline, circle, bubble in, fill out)	2	2.1.4	ELA by ELD levels
			EI		Listening Comprehension
133	3336	give one to two step directions using key words and phrases (underline, circle, fill out, turn, move, bring, take out) related to classroom activities	2	2.1.4	ELA by ELD levels
			I		Listening Comprehension
133	3337	give and follow three- and four- step oral directions	2	2.1.4	ELA by ELD levels
			EA		Listening Comprehension
133	3338	give and follow three- and four- step oral directions	2	2.1.4	ELA by ELD levels
			A		Listening Comprehension
134	3339	retell, paraphrase and explain what has been said by a speaker	3	3.1.1	ELA by ELD levels
					Listening Comprehension
134	3340	retell familiar stories using appropriate gestures, expressions and illustrative objects	3	3.1.1	ELA by ELD levels
			B		Listening Comprehension
134	3341	orally identify the main points of simple conversations and stories that are read aloud or statements of a speaker using phrases or simple sentences	3	3.1.1	ELA by ELD levels
			EI		Listening Comprehension
134	3342	retell stories and explain what has been said by a speaker by using expanded vocabulary, descriptive words and paraphrasing	3	3.1.1	ELA by ELD levels
			I		Listening Comprehension
134	3343	summarize major ideas and retell stories in greater detail to explain what has been said by a speaker (e.g., by including the characters, setting and plot)	3	3.1.1	ELA by ELD levels
			EA		Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
134	3344	retell, paraphrase and explain what has been said by a speaker	3	3.1.1	ELA by ELD levels
			A		Listening Comprehension
134	3345	connect and relate prior experiences, insights and ideas to those of a speaker	3	3.1.2	ELA by ELD levels
					Listening Comprehension
134	3346	understand some words and the general idea of what has been said by a speaker	3	3.1.2	ELA by ELD levels
			B		Listening Comprehension
134	3347	make a connection with what a speaker has said to prior experiences	3	3.1.2	ELA by ELD levels
			EI		Listening Comprehension
134	3348	connect and relate a few prior experiences, insights and ideas to those of a speaker	3	3.1.2	ELA by ELD levels
			I		Listening Comprehension
135	3349	connect and relate some prior experiences, insights and ideas to those of a speaker	3	3.1.2	ELA by ELD levels
			EA		Listening Comprehension
135	3350	connect and relate prior experiences, insights and ideas to those of a speaker	3	3.1.2	ELA by ELD levels
			A		Listening Comprehension
135	3351	respond to a question with appropriate elaboration	3	3.1.3	ELA by ELD levels
					Listening Comprehension
135	3352	answer simple questions with one-to-two- word answers	3	3.1.3	ELA by ELD levels
			B		Listening Comprehension
135	3353	respond to questions by using phrases or simple sentences	3	3.1.3	ELA by ELD levels
			EI		Listening Comprehension
135	3354	respond to questions with complete sentences	3	3.1.3	ELA by ELD levels
			I		Listening Comprehension
135	3355	respond to questions with more detailed sentences	3	3.1.3	ELA by ELD levels
			EA		Listening Comprehension
135	3356	respond to questions with appropriate elaboration	3	3.1.3	ELA by ELD levels
			A		Listening Comprehension
135	3357	identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia)	3	3.1.4	ELA by ELD levels
					Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
135	3358	participate in aural rhymes, songs and simple stories (e.g., the Hokey Pokey)	3	3.1.4	ELA by ELD levels
			B		Listening Comprehension
136	3359	recite familiar rhymes, songs and simple stories	3	3.1.4	ELA by ELD levels
			EI		Listening Comprehension
136	3360	recite rhymes, songs and simple stories and identify a few elements of literary language	3	3.1.4	ELA by ELD levels
			I		Listening Comprehension
136	3361	recite rhymes, songs and simple stories and identify a some elements of literary language	3	3.1.4	ELA by ELD levels
			EA		Listening Comprehension
136	3362	identify the main elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia)	3	3.1.4	ELA by ELD levels
			A		Listening Comprehension
136	3363	ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings	4	4.1.1	ELA by ELD levels
					Listening Comprehension
136	3364	ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings by using illustrations, actions or one or two word responses	4	4.1.1	ELA by ELD levels
			B		Listening Comprehension
136	3365	ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings by using simple phrases	4	4.1.1	ELA by ELD levels
			EI		Listening Comprehension
136	3366	ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings using simple sentences	4	4.1.1	ELA by ELD levels
			I		Listening Comprehension
136	3367	ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings using more complex sentences	4	4.1.1	ELA by ELD levels
			EA		Listening Comprehension
136	3368	ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings	4	4.1.1	ELA by ELD levels
			A		Listening Comprehension
137	3369	summarize major ideas and supporting evidence presented in spoken messages and formal presentations	4	4.1.2	ELA by ELD levels
					Listening Comprehension
137	3370	summarize by restating key words, words presented in spoken messages and formal presentations	4	4.1.2	ELA by ELD levels
			B		Listening Comprehension
137	3371	summarize using simple phrases and key words, the major ideas and supporting evidence presented in spoken messages and formal presentations	4	4.1.2	ELA by ELD levels
			EI		Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
137	3372	summarize using simple sentences the major ideas and supporting evidence presented in spoken messages and formal presentations	4	4.1.2	ELA by ELD levels Listening Comprehension
137	3373	summarize using greater detail, the major ideas and supporting evidence presented in spoken messages and formal presentations	4	4.1.2	ELA by ELD levels Listening Comprehension
137	3374	summarize major ideas and supporting evidence presented in spoken messages and formal presentations	4	4.1.2	ELA by ELD levels Listening Comprehension
137	3375	identify how language usages (e.g., sayings, expressions) reflects regions and cultures	4	4.1.3	ELA by ELD levels Listening Comprehension
137	3376	repeat words, sayings and expressions that reflect different regions and cultures (e.g., "adobe" "corral" "mesa")	4	4.1.3	ELA by ELD levels Listening Comprehension
137	3377	repeat and comprehend sayings and expressions that reflect different regions and cultures (e.g., "soda" vs. "pop"; "sneakers" vs. "tennis shoes")	4	4.1.3	ELA by ELD levels Listening Comprehension
137	3378	identify how language usages (e.g., sayings, expressions) reflects regions and cultures	4	4.1.3	ELA by ELD levels Listening Comprehension
138	3379	identify how language usages (e.g., sayings, expressions) reflects regions and cultures	4	4.1.3	ELA by ELD levels Listening Comprehension
138	3380	identify how language usages (e.g., sayings, expressions) reflects regions and cultures	4	4.1.3	ELA by ELD levels Listening Comprehension
138	3381	give precise directions and instructions	4	4.1.4	ELA by ELD levels Listening Comprehension
138	3382	restate and execute simple multiple step oral directions (e.g., "go to the board, write the word, then change it to the plural")	4	4.1.4	ELA by ELD levels Listening Comprehension
138	3383	restate and execute simple multiple step oral directions	4	4.1.4	ELA by ELD levels Listening Comprehension
138	3384	give novice directions and instructions	4	4.1.4	ELA by ELD levels Listening Comprehension
138	3385	give reasonable directions and instructions	4	4.1.4	ELA by ELD levels Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
138	3386	give fine directions and instructions	4	4.1.4	ELA by ELD levels Listening Comprehension
138	3387	ask questions that seek information not already discussed	5	5.1.1	ELA by ELD levels Listening Comprehension
138	3388	ask simple, relevant questions using one or two word phrases	5	5.1.1	ELA by ELD levels Listening Comprehension
139	3389	ask relevant questions using phrases or simple sentences	5	5.1.1	ELA by ELD levels Listening Comprehension
139	3390	ask relevant questions that seek important details	5	5.1.1	ELA by ELD levels Listening Comprehension
139	3391	ask relevant questions to solicit information and supporting details	5	5.1.1	ELA by ELD levels Listening Comprehension
139	3392	ask questions that seek information not already discussed	5	5.1.1	ELA by ELD levels Listening Comprehension
139	3393	interpret speaker's verbal and non-verbal messages, purposes and perspectives	5	5.1.2	ELA by ELD levels Listening Comprehension
139	3394	demonstrate understanding of verbal and non-verbal messages using appropriate gestures	5	5.1.2	ELA by ELD levels Listening Comprehension
139	3395	demonstrate understanding of verbal and non-verbal messages using phrases and simple sentences	5	5.1.2	ELA by ELD levels Listening Comprehension
139	3396	demonstrate understanding of verbal and non-verbal messages, purposes and perspectives using expanded vocabulary, descriptive words and paraphrasing	5	5.1.2	ELA by ELD levels Listening Comprehension
139	3397	recognize that verbal and non-verbal messages vary according to the purpose audience and subject matter	5	5.1.2	ELA by ELD levels Listening Comprehension
139	3398	interpret speaker's verbal and non-verbal messages, purposes and perspectives	5	5.1.2	ELA by ELD levels Listening Comprehension
140	3399	make inferences or draw conclusions based on an oral report	5	5.1.3	ELA by ELD levels Listening Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
140	3400	make inferences or draw conclusions based on an oral report using illustrations, gestures, single words or phrases	5	5.1.3	ELA by ELD levels
			B		Listening Comprehension
140	3401	make inferences or draw conclusions based on an oral report using phrases and simple sentences	5	5.1.3	ELA by ELD levels
			EI		Listening Comprehension
140	3402	make inferences or draw conclusions based on an oral report using expanded vocabulary, descriptive words and paraphrasing	5	5.1.3	ELA by ELD levels
			I		Listening Comprehension
140	3403	make inferences or draw conclusions based on an oral report	5	5.1.3	ELA by ELD levels
			EA		Listening Comprehension
140	3404	make inferences or draw conclusions based on an oral report	5	5.1.3	ELA by ELD levels
			A		Listening Comprehension
140	3405	describe people, places, things (e.g., size, color, shape), locations and actions	0	0.2.1	ELA by ELD levels
				P 1.1.5	Speaking Applications
140	3406	describe people, places, things (e.g., size, color, shape), locations and actions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures)	0	0.2.1	ELA by ELD levels
			B		Speaking Applications
140	3407	describe people, places, things (e.g., size, color, shape), locations and actions using key words and phrases	0	0.2.1	ELA by ELD levels
			EI		Speaking Applications
140	3408	describe people, places, things (e.g., size, color, shape), locations and actions using simple patterned sentences	0	0.2.1	ELA by ELD levels
			I		Speaking Applications
141	3409	describe people, places, things (e.g., size, color, shape), locations and actions in greater detail	0	0.2.1	ELA by ELD levels
			EA		Speaking Applications
141	3410	describe people, places, things (e.g., size, color, shape), locations and actions	0	0.2.1	ELA by ELD levels
			A		Speaking Applications
141	3411	recite short poems, rhymes and songs	0	0.2.2	ELA by ELD levels
					Speaking Applications
141	3412	participate in aural rhymes, songs and simple stories	0	0.2.2	ELA by ELD levels
			B		Speaking Applications
141	3413	repeat short poems, rhymes and songs	0	0.2.2	ELA by ELD levels
			EI		Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
141	3414	recite short poems, rhymes and songs	0	0.2.2	ELA by ELD levels
			I		Speaking Applications
141	3415	recite short poems, rhymes and songs	0	0.2.2	ELA by ELD levels
			EA		Speaking Applications
141	3416	recite short poems, rhymes and songs	0	0.2.2	ELA by ELD levels
			A		Speaking Applications
141	3417	relate an experience or creative story in a logical sequence	0	0.2.3	ELA by ELD levels
					Speaking Applications
141	3418	relate an experience or creative story in a logical sequence by using drawings, gestures, words and phrases	0	0.2.3	ELA by ELD levels
			B		Speaking Applications
142	3419	relate an experience or creative story in a logical sequence using appropriate gestures, expressions, phrases and simple sentences	0	0.2.3	ELA by ELD levels
			EI		Speaking Applications
142	3420	relate an experience or creative story in a logical sequence using expanded vocabulary and descriptive words	0	0.2.3	ELA by ELD levels
			I		Speaking Applications
142	3421	relate an experience or creative story in a logical sequence identifying key details and concepts	0	0.2.3	ELA by ELD levels
			EA		Speaking Applications
142	3422	relate an experience or creative story in a logical sequence	0	0.2.3	ELA by ELD levels
			A		Speaking Applications
142	3423	recite poems, rhymes, songs and stories	1	1.2.1	ELA by ELD levels
					Speaking Applications
142	3424	participate in aural rhymes, songs and simple stories (e.g., the Hokey Pokey)	1	1.2.1	ELA by ELD levels
			B		Speaking Applications
142	3425	recite familiar rhymes, songs and simple stories	1	1.2.1	ELA by ELD levels
			EI		Speaking Applications
142	3426	recite poems, rhymes, songs and stories	1	1.2.1	ELA by ELD levels
			I		Speaking Applications
142	3427	recite poems, rhymes, songs and stories	1	1.2.1	ELA by ELD levels
			EA		Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
142	3428	recite poems, rhymes, songs and stories	1	1.2.1	ELA by ELD levels
			A		Speaking Applications
143	3429	retell stories using basic story grammar and relating the sequencing of story events by answering who, what, when, where and why and how questions	1	1.2.2	ELA by ELD levels
					Speaking Applications
143	3430	demonstrate understanding of simple stories or events with gestures and other means of non-verbal communication, illustrated story structure maps and graphic organizers	1	1.2.2	ELA by ELD levels
			B		Speaking Applications
143	3431	demonstrate understanding of familiar stories in answering who, what, where, when, why and how questions using appropriate gestures, phrases and one or two word answers	1	1.2.2	ELA by ELD levels
			EI		Speaking Applications
143	3432	retell stories using simple sentences when answering who, what, when, where, why and how questions	1	1.2.2	ELA by ELD levels
			I		Speaking Applications
143	3433	retell stories in greater detail by including the characters, setting, and plot when answering who, what, when, where, why and how questions	1	1.2.2	ELA by ELD levels
			EA		Speaking Applications
143	3434	retell stories using basic story grammar and relating the sequencing of story events by answering who, what, when, where and why and how questions	1	1.2.2	ELA by ELD levels
			A		Speaking Applications
143	3435	relate an important life event or personal experience using simple sequence	1	1.2.3	ELA by ELD levels
					Speaking Applications
143	3436	relate an important life event or personal experience using simple sequence following a graphic organizer, drawing, labeling pictures and using key words or phrases	1	1.2.3	ELA by ELD levels
			B		Speaking Applications
143	3437	relate an important life event or personal experience using simple sequence by following a patterned or close sentences with key sequential terms	1	1.2.3	ELA by ELD levels
			EI		Speaking Applications
143	3438	relate an important life event or personal experience using simple sequence to textual information from one's own experience using simple sentences	1	1.2.3	ELA by ELD levels
			I		Speaking Applications
144	3439	relate an important life event or personal experience using simple sequence	1	1.2.3	ELA by ELD levels
			EA		Speaking Applications
144	3440	relate an important life event or personal experience using simple sequence	1	1.2.3	ELA by ELD levels
			A		Speaking Applications
144	3441	provide descriptions with careful attention to sensory detail	1	1.2.4	ELA by ELD levels
					Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
144	3442	provide descriptions with careful attention to sensory detail using visuals, illustrations and in one or two words labels	1	1.2.4	ELA by ELD levels
			B		Speaking Applications
144	3443	provide descriptions with careful attention to sensory detail using words from a word bank and close sentences modeling a descriptive pattern (e.g, The ____ cat is ____ and ____.)	1	1.2.4	ELA by ELD levels
			EI		Speaking Applications
144	3444	provide descriptions with careful attention to sensory detail using simple related sentences	1	1.2.4	ELA by ELD levels
			I		Speaking Applications
144	3445	provide descriptions with careful attention to sensory detail	1	1.2.4	ELA by ELD levels
			EA		Speaking Applications
144	3446	provide descriptions with careful attention to sensory detail	1	1.2.4	ELA by ELD levels
			A		Speaking Applications
144	3447	recount experiences or present stories that: (a) move through a logical sequence of events; (b) describe story elements (e.g., characters, plot, setting)	2	2.2.1	ELA by ELD levels
					Speaking Applications
144	3448	retell experiences or present stories using illustrations, pictures and graphic organizers that: (a) move through a logical sequence of events; (b) describe story elements (e.g., characters, plot, setting)	2	2.2.1	ELA by ELD levels
			B		Speaking Applications
145	3449	recount experiences or present stories using key words (first, then, after) in sentences that: (a) move through a logical sequence of events; (b) describe story elements (e.g., characters, plot, setting)	2	2.2.1	ELA by ELD levels
			EI		Speaking Applications
145	3450	recount experiences or present stories using key words and expanded vocabulary that: (a) move through a logical sequence of events; (b) describe story elements (e.g., characters, plot, setting)	2	2.2.1	ELA by ELD levels
			I		Speaking Applications
145	3451	recount experiences or present stories that: (a) move through a logical sequence of events; (b) describe story elements (e.g., characters, plot, setting)	2	2.2.1	ELA by ELD levels
			EA		Speaking Applications
145	3452	recount experiences or present stories that: (a) move through a logical sequence of events; (b) describe story elements (e.g., characters, plot, setting)	2	2.2.1	ELA by ELD levels
			A		Speaking Applications
145	3453	report on a topic with facts and details, drawing from several sources of information	2	2.2.2	ELA by ELD levels
					Speaking Applications
145	3454	report on a topic with facts and details, drawing from several sources of information using illustrations, pictures, graphic organizers, using key words and phrases	2	2.2.2	ELA by ELD levels
			B		Speaking Applications
145	3455	report on a topic with facts and details, drawing from several sources of information following an outline or graphic organizer and illustrations using key words in simple sentences	2	2.2.2	ELA by ELD levels
			EI		Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
145	3456	report on a topic with facts and details, drawing from several sources of information following an outline and using expanded vocabulary, descriptive words and paraphrasing	2	2.2.2	ELA by ELD levels
			I		Speaking Applications
145	3457	report on a topic with facts and details, drawing from several sources of information	2	2.2.2	ELA by ELD levels
			EA		Speaking Applications
145	3458	report on a topic with facts and details, drawing from several sources of information	2	2.2.2	ELA by ELD levels
			A		Speaking Applications
146	3459	make brief narrative presentations: (a) provide a context for an incident that is the subject of the presentation; (b) provide insight into why the selected incident is memorable; (c) include well-chosen details to develop	3	3.2.1	ELA by ELD levels
					Speaking Applications
146	3460	state a few words about an incident that was memorable	3	3.2.1	ELA by ELD levels
			B		Speaking Applications
146	3461	make brief narrative presentations using simple sentences about an incident and why it was memorable	3	3.2.1	ELA by ELD levels
			EI		Speaking Applications
146	3462	make brief narrative presentations: (a) provide a context within which an incident occurs; (b) provide an insight into why the selected incident is memorable; (c) include a few details to develop character, setting and/or plot	3	3.2.1	ELA by ELD levels
			I		Speaking Applications
146	3463	make brief narrative presentations: (a) provide a context within which an incident occurs; (b) provide some insight into why the selected incident is memorable; (c) include some details to develop character, setting and/or plot	3	3.2.1	ELA by ELD levels
			EA		Speaking Applications
146	3464	make brief narrative presentations: (a) provide a context within which an incident occurs; (b) provide much insight into why the selected incident is memorable; (c) include many well-chosen details to develop character, setting and/or plot	3	3.2.1	ELA by ELD levels
			A		Speaking Applications
146	3465	plan and present dramatic interpretations of experiences, stories, poems or plays with clear diction, pitch, tempo and tone	3	3.2.2	ELA by ELD levels
					Speaking Applications
146	3466	reread words and repeat expression and intonation demonstrated by their teacher	3	3.2.2	ELA by ELD levels
			B		Speaking Applications
146	3467	repeat or read aloud segments of text with some intonation and expression	3	3.2.2	ELA by ELD levels
			EI		Speaking Applications
146	3468	present dramatic interpretations of experiences, stories, poems or plays with some pitch, tempo and tone	3	3.2.2	ELA by ELD levels
			I		Speaking Applications
147	3469	present dramatic interpretations of experiences, stories, poems or plays with some diction, pitch, tempo and tone	3	3.2.2	ELA by ELD levels
			EA		Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
147	3470	plan and present dramatic interpretations of experiences, stories, poems or plays with clear diction, pitch, tempo and tone	3	3.2.2	ELA by ELD levels Speaking Applications
147	3471	make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences	3	3.2.3	ELA by ELD levels Speaking Applications
147	3472	state a few words about a topic	3	3.2.3	ELA by ELD levels Speaking Applications
147	3473	state a few unified sentences about a topic	3	3.2.3	ELA by ELD levels Speaking Applications
147	3474	make descriptive presentations that use a few concrete sensory details to set forth and support unified impressions of people, places, things or experiences	3	3.2.3	ELA by ELD levels Speaking Applications
147	3475	make descriptive presentations that use some concrete sensory details to set forth and support unified impressions of people, places, things or experiences	3	3.2.3	ELA by ELD levels Speaking Applications
147	3476	make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things or experiences	3	3.2.3	ELA by ELD levels Speaking Applications
147	3477	make narrative presentations on an incident that: (a) relate ideas, observations or recollections about an event or experience; (b) provide context that enables the listener to imagine the circumstances in which the event	4	4.2.1	ELA by ELD levels Speaking Applications
147	3478	make narrative presentations that relate ideas, observations and/or memories through illustrations, photos and other media in simple words or phrases (e.g., using a word bank and patterned sentences. students present where their family	4	4.2.1	ELA by ELD levels Speaking Applications
148	3479	make narrative presentations in simple sentences and phrases on an incident that: (a) relate a few ideas, observations, and/or memories through illustrations, photos and other media: (b) provide a bit of context using labeled	4	4.2.1	ELA by ELD levels Speaking Applications
148	3480	make narrative presentations on an incident that: (a) relate a few ideas, observations or recollections about an event or experience; (b) provide a bit of context that enables the listener to imagine the circumstances in which the event of	4	4.2.1	ELA by ELD levels Speaking Applications
148	3481	make narrative presentations on an incident that: (a) relate some ideas, observations or recollections about an event or experience; (b) provide a bit of context that enables the listener to imagine the circumstances in which the event of	4	4.2.1	ELA by ELD levels Speaking Applications
148	3482	make narrative presentations on an incident that: (a) relate many ideas, observations or recollections about an event or experience; (b) provide some context that enables the listener to imagine the circumstances in which the event of	4	4.2.1	ELA by ELD levels Speaking Applications
148	3483	make informational presentations that: (a) frame a key question; (b) contain facts and details that help listeners to focus; (c) incorporate more than one source of information (e.g. speakers books newspapers	4	4.2.2	ELA by ELD levels Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
148	3484	make informational presentations about a familiar topic using a key question and at least one cited source of information illustrations, photos and other media (e.g., state a few words and phrases about a student-chosen topic "Who built the	4	4.2.2	ELA by ELD levels
			B		Speaking Applications
148	3485	make informational presentations that: (a) frame a key question; (b) contain at least one fact and a detail that help listeners to focus through illustrations, photos and other media; (c) incorporate at least one source of information (e.g.,	4	4.2.2	ELA by ELD levels
			EI		Speaking Applications
148	3486	make informational presentations that: (a) frame a key question; (b) contain a few facts and details that help listeners to focus; (c) incorporate at least one source of information (e.g., speakers, books, newspapers, television or radio	4	4.2.2	ELA by ELD levels
			I		Speaking Applications
148	3487	make informational presentations that: (a) frame a key question; (b) contain some facts and details that help listeners to focus; (c) incorporate at least one source of information (e.g., speakers, books, newspapers, television or radio	4	4.2.2	ELA by ELD levels
			EA		Speaking Applications
148	3488	make informational presentations that: (a) frame a key question; (b) contain many facts and details that help listeners to focus; (c) incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio	4	4.2.2	ELA by ELD levels
			A		Speaking Applications
149	3489	deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details	4	4.2.3	ELA by ELD levels
					Speaking Applications
149	3490	use illustrations, graphic organizers, outlines, charts and key words to deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details	4	4.2.3	ELA by ELD levels
			B		Speaking Applications
149	3491	use key words, phrases and simple sentences to deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details	4	4.2.3	ELA by ELD levels
			EI		Speaking Applications
149	3492	use related simple sentences and transition words to deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details	4	4.2.3	ELA by ELD levels
			I		Speaking Applications
149	3493	use more complex sentences to deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details	4	4.2.3	ELA by ELD levels
			EA		Oral Media
149	3494	deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details	4	4.2.3	ELA by ELD levels
			A		Oral Media
149	3495	recite brief poems (i.e., two or three stanzas), brief soliloquies or dramatic dialogues using clear diction, tempo, volume and phrasing	4	4.2.4	ELA by ELD levels
					Speaking Applications
149	3496	chant poems and songs, replicating the right rhythm and rhyme	4	4.2.4	ELA by ELD levels
			B		Speaking Applications
149	3497	recite familiar rhymes, songs and simple stories, replicating the right rhythm and rhyme	4	4.2.4	ELA by ELD levels
			EI		Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
149	3498	read prose and poetry aloud with novice fluency, rhythm and pace, occasionally using appropriate intonation and vocal patterns to emphasize important passages of the text being read	4	4.2.4	ELA by ELD levels Speaking Applications
150	3499	recite brief, simple poems (i.e., two or three stanzas), soliloquies or dramatic dialogues using some diction, tempo, volume and phrasing	4	4.2.4	ELA by ELD levels Speaking Applications
150	3500	recite brief, simple poems (i.e., two or three stanzas), soliloquies or dramatic dialogues using much diction, tempo, volume and phrasing	4	4.2.4	ELA by ELD levels Speaking Applications
150	3501	deliver narrative presentations: (a) establish a situation, plot point of view, and setting with descriptive words and phrases; (b) show rather than tell the listener what happens	5	5.2.1	ELA by ELD levels Speaking Applications
150	3502	use illustrations, graphic organizers, outlines, words and phrases to support delivery of oral narrative presentations that: (a) establish a situation, plot point of view, and setting with descriptive words and phrases: (b) show rather than tell	5	5.2.1	ELA by ELD levels Speaking Applications
150	3503	use words, phrases and simple sentences to outline the delivery of oral narrative presentations that: (a) establish a situation, plot point of view, and setting with descriptive words and phrases: (b) show rather than tell the listener what	5	5.2.1	ELA by ELD levels Speaking Applications
150	3504	use paragraph structure to support delivery of oral narrative presentations that: (a) establish a situation, plot point of view, and setting with descriptive words and phrases; (b) show rather than tell the listener what happens	5	5.2.1	ELA by ELD levels Speaking Applications
150	3505	use multi-paragraph structure outline to support delivery of oral narrative presentations that: (a) establish a situation, plot point of view, and setting with descriptive words and phrases; (b) show rather than tell the listener what happens	5	5.2.1	ELA by ELD levels Speaking Applications
150	3506	deliver narrative presentations: (a) establish a situation, plot point of view, and setting with descriptive words and phrases; (b) show rather than tell the listener what happens	5	5.2.1	ELA by ELD levels Speaking Applications
150	3507	deliver informative presentations about an important idea, issue or event by the following means: (a) frame questions to direct the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple	5	5.2.2	ELA by ELD levels Speaking Applications
150	3508	use illustrations, graphic organizers, outlines, words and phrases to support delivery of informative oral presentations about an important idea, issue or event by the following means: (a) frame questions to direct the investigation: (b)	5	5.2.2	ELA by ELD levels Speaking Applications
151	3509	use words, phrases and simple sentences to outline the delivery of informative oral presentations about an important idea, issue or event by the following means:(a) frame questions to direct the investigation: (b) establish a controlling	5	5.2.2	ELA by ELD levels Speaking Applications
151	3510	use paragraph structure to support the delivery of informative oral presentations about an important idea, issue or event by the following means: (a) frame questions to direct the investigation: (b) establish a controlling idea/topic: (c) develop	5	5.2.2	ELA by ELD levels Speaking Applications
151	3511	use multi-paragraph structural outline to support the delivery of informative oral presentations about an important idea, issue or event by the following means: (a) frame questions to direct the investigation: (b) establish a controlling idea/topic:	5	5.2.2	ELA by ELD levels Speaking Applications

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
151	3512	deliver informative presentations about an important idea, issue or event by the following means: (a) frame questions to direct the investigation; (b) establish a controlling idea/topic; (c) develop the topic with simple facts, details examples and	5	5.2.2	ELA by ELD levels
			A		Speaking Applications
151	3513	deliver oral responses to literature that: (a) summarize significant events and details; (b) articulate an understanding of several ideas or images communicated by the literary work; (c) use examples or textual evidence	5	5.2.3	ELA by ELD levels
					Speaking Applications
151	3514	use illustrations, graphic organizers, outlines, words and phrases to support delivery of oral responses to literature: (a) summarize significant events and details; (b) articulate an understanding of several ideas or images communicated by	5	5.2.3	ELA by ELD levels
			B		Speaking Applications
151	3515	use words, phrases and simple sentences to outline delivery of oral responses to literature:(a) summarize significant events and details; (b) articulate an understanding of several ideas or images communicated by the literary work: (c) use	5	5.2.3	ELA by ELD levels
			EI		Speaking Applications
151	3516	use paragraph structure to support the delivery of oral responses to literature: (a) summarize significant events and details; (b) articulate an understanding of several ideas or images communicated by the literary work: (c) use examples	5	5.2.3	ELA by ELD levels
			I		Speaking Applications
151	3517	use multi-paragraph structural outline to support the delivery of oral responses to literature: (a) summarize significant events and details; (b) articulate an understanding of several ideas or images communicated by the literary work: (c) use	5	5.2.3	ELA by ELD levels
			EA		Speaking Applications
151	3518	deliver oral responses to literature that: (a) summarize significant events and details; (b) articulate an understanding of several ideas or images communicated by the literary work; (c) use examples or textual evidence from the work to support	5	5.2.3	ELA by ELD levels
			A		Speaking Applications
152	3519	stay on topic when speaking	1	1.1.4	ELA by ELD levels
					Oral Communication
152	3520	stay on topic when speaking by using visuals labeled with key words and phrases	1	1.1.4	ELA by ELD levels
			B		Oral Communication
152	3521	stay on topic when speaking by using an outline and simple related sentences	1	1.1.4	ELA by ELD levels
			EI		Oral Communication
152	3522	stay on topic when speaking	1	1.1.4	ELA by ELD levels
			I		Oral Communication
152	3523	stay on topic when speaking	1	1.1.4	ELA by ELD levels
			EA		Oral Communication
152	3524	stay on topic when speaking	1	1.1.4	ELA by ELD levels
			A		Oral Communication
152	3525	use descriptive words when speaking about people, places, things and events	1	1.1.5	ELA by ELD levels
					Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
152	3526	use descriptive words when speaking about people, places, things and events using word banks or known words, illustrations and label	1	1.1.5	ELA by ELD levels
			B		Oral Communication
152	3527	use descriptive words when speaking about people, places, things and events using word banks or known words and filling in patterned sentences	1	1.1.5	ELA by ELD levels
			EI		Oral Communication
152	3528	use descriptive words when speaking about people, places, things and events using simple sentences	1	1.1.5	ELA by ELD levels
			I		Oral Communication
153	3529	use descriptive words when speaking about people, places, things and events	1	1.1.5	ELA by ELD levels
			EA		Oral Communication
153	3530	use descriptive words when speaking about people, places, things and events	1	1.1.5	ELA by ELD levels
			A		Oral Communication
153	3531	organize presentations to maintain a clear focus	2	2.1.5	ELA by ELD levels
					Oral Communication
153	3532	use illustrations, pictures, graphic organizers, lists, charts and outlines to organize presentations and maintain a clear focus	2	2.1.5	ELA by ELD levels
			B		Oral Communication
153	3533	use key words and phrases along with sequentially arranged illustrations to organize presentations and maintain a clear focus	2	2.1.5	ELA by ELD levels
			EI		Oral Communication
153	3534	use simple sentences along with sequentially arranged illustrations to organize presentations and maintain a clear focus	2	2.1.5	ELA by ELD levels
			I		Oral Communication
153	3535	organize presentations to maintain a clear focus	2	2.1.5	ELA by ELD levels
			EA		Oral Communication
153	3536	organize presentations to maintain a clear focus	2	2.1.5	ELA by ELD levels
			A		Oral Communication
153	3537	speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class)	2	2.1.6	ELA by ELD levels
				P 2.1.6	Oral Communication
153	3538	begin to speak clearly using single words and phrases	2	2.1.6	ELA by ELD levels
			B		Oral Communication
154	3539	begin to be understood when speaking clearly using simple sentences and rudimentary English grammatical forms and sounds	2	2.1.6	ELA by ELD levels
			EI		Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
154	3540	make oneself understood when speaking using expanded vocabulary, descriptive words in simple sentences	2	2.1.6	ELA by ELD levels
			I		Oral Communication
154	3541	make oneself understood when speaking using consistent standard English grammatical forms, sounds, intonation, pitch and modulation, but may make random errors	2	2.1.6	ELA by ELD levels
			EA		Oral Communication
154	3542	speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class)	2	2.1.6	ELA by ELD levels
			A		Oral Communication
154	3543	recount experiences in a logical sequence	2	2.1.7	ELA by ELD levels
					Oral Communication
154	3544	speak a few words about an experience in a logical sequence using illustrations, pictures and graphic organizers (e.g., I get up. I walk to school. I do my work.)	2	2.1.7	ELA by ELD levels
			B		Oral Communication
154	3545	recount experiences using key words in simple sentences to emphasize a logical sequence (e.g., I get up. Then, I walk to school. Later, I do my work.)	2	2.1.7	ELA by ELD levels
			EI		Oral Communication
154	3546	recount experiences in a logical sequence using key words and expanded vocabulary (e.g., I wake up early in the morning. Then I walk to school with my friends. At school, I read. write and learn a lot.)	2	2.1.7	ELA by ELD levels
			I		Oral Communication
154	3547	recount experiences in a logical sequence	2	2.1.7	ELA by ELD levels
			EA		Oral Communication
154	3548	recount experiences in a logical sequence	2	2.1.7	ELA by ELD levels
			A		Oral Communication
155	3549	retell stories including characters, setting and plot	2	2.1.8	ELA by ELD levels
					Oral Communication
155	3550	retell simple stories by using drawings, words or phrases	2	2.1.8	ELA by ELD levels
			B		Oral Communication
155	3551	retell familiar stories by using characters, setting and plot by using appropriate gestures, expressions, illustrations and simple sentences	2	2.1.8	ELA by ELD levels
			EI		Oral Communication
155	3552	retell stories in greater detail using characters, setting and plot using expanded vocabulary and descriptive words and paraphrasing	2	2.1.8	ELA by ELD levels
			I		Oral Communication
155	3553	retell stories including characters, setting and plot	2	2.1.8	ELA by ELD levels
			EA		Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
155	3554	retell stories including characters, setting and plot	2	2.1.8	ELA by ELD levels
			A		Oral Communication
155	3555	report on a topic, including supportive facts and details	2	2.1.9	ELA by ELD levels
					Oral Communication
155	3556	use illustrations, pictures, graphic organizers, lists, charts and outlines to report on a topic, including supportive facts and details	2	2.1.9	ELA by ELD levels
			B		Oral Communication
155	3557	use key words and phrases along with illustrations that follow an organizational pattern and focus to report on a topic, including supportive facts and details	2	2.1.9	ELA by ELD levels
			EI		Oral Communication
155	3558	use simple related sentences along with illustrations that follow an organizational pattern and focus to report on a topic, including supportive facts and details	2	2.1.9	ELA by ELD levels
			I		Oral Communication
156	3559	report on a topic, including supportive facts and details	2	2.1.9	ELA by ELD levels
			EA		Oral Communication
156	3560	report on a topic, including supportive facts and details	2	2.1.9	ELA by ELD levels
			A		Oral Communication
156	3561	organize ideas chronologically or around major points of information	3	3.1.5	ELA by ELD levels
					Oral Communication
156	3562	understand and use terms to denote chronological order (first, next, then, last, finally)	3	3.1.5	ELA by ELD levels
			B		Oral Communication
156	3563	state a few sentences in chronological order	3	3.1.5	ELA by ELD levels
			EI		Oral Communication
156	3564	organize a few ideas chronologically or around major points of information	3	3.1.5	ELA by ELD levels
			I		Oral Communication
156	3565	organize many ideas chronologically or around major points of information	3	3.1.5	ELA by ELD levels
			EA		Oral Communication
156	3566	organize ideas chronologically or around major points of information	3	3.1.5	ELA by ELD levels
			A		Oral Communication
156	3567	provide a beginning, middle and end including concrete details that develop a central idea	3	3.1.6	ELA by ELD levels
					Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
156	3568	understand short, simple narratives that have a beginning, middle and end, including a few concrete details	3	3.1.6	ELA by ELD levels
			B		Oral Communication
157	3569	provide a beginning and at least one detail to develop a central idea	3	3.1.6	ELA by ELD levels
			EI		Oral Communication
157	3570	provide a beginning, middle and end including a few concrete details that develop a central idea	3	3.1.6	ELA by ELD levels
			I		Oral Communication
157	3571	provide a beginning, middle and end including a some concrete details that develop a central idea	3	3.1.6	ELA by ELD levels
			EA		Oral Communication
157	3572	provide a beginning, middle and end, including concrete details that develop a central idea	3	3.1.6	ELA by ELD levels
			A		Oral Communication
157	3573	use clear and specific vocabulary to communicate ideas and establish the tone	3	3.1.7	ELA by ELD levels
					Oral Communication
157	3574	comprehend and repeat vocabulary that specifies to communicate an idea	3	3.1.7	ELA by ELD levels
			B		Oral Communication
157	3575	use a few specific vocabulary terms to communicate ideas	3	3.1.7	ELA by ELD levels
			EI		Oral Communication
157	3576	use a few specific vocabulary terms to communicate ideas and establish the tone	3	3.1.7	ELA by ELD levels
			I		Oral Communication
157	3577	use some specific vocabulary to communicate ideas and establish the tone	3	3.1.7	ELA by ELD levels
			EA		Oral Communication
157	3578	use clear and specific vocabulary to communicate ideas and establish the tone	3	3.1.7	ELA by ELD levels
			A		Oral Communication
158	3579	clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)	3	3.1.8	ELA by ELD levels
					Oral Communication
158	3580	state a few words about familiar props (e.g., objects, pictures)	3	3.1.8	ELA by ELD levels
			B		Oral Communication
158	3581	enhance oral presentations through the use of a few appropriate props (e.g., objects, pictures, charts)	3	3.1.8	ELA by ELD levels
			EI		Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
158	3582	clarify and enhance oral presentations through the use of a few appropriate props (e.g., objects, pictures, charts)	3	3.1.8	ELA by ELD levels Oral Communication
158	3583	clarify and enhance oral presentations through the use of some appropriate props (e.g., objects, pictures, charts)	3	3.1.8	ELA by ELD levels Oral Communication
158	3584	clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)	3	3.1.8	ELA by ELD levels Oral Communication
158	3585	read prose and poetry aloud with fluency, rhythm and pace using appropriate intonation and vocal patterns to emphasize important passages of the text being read	3	3.1.9	ELA by ELD levels Oral Communication
158	3586	chant poems and songs, replicating the right rhythm and rhyme	3	3.1.9	ELA by ELD levels Oral Communication
158	3587	recite simple poems, replicating the right rhythm and rhyme	3	3.1.9	ELA by ELD levels Oral Communication
158	3588	read prose and poetry aloud with some fluency, rhythm and pace occasionally using appropriate intonation and vocal patterns to emphasize important passages of the text being read	3	3.1.9	ELA by ELD levels Oral Communication
159	3589	read prose and poetry aloud with fluency, rhythm and pace sometimes using appropriate intonation and vocal patterns to emphasize important passages of the text being read	3	3.1.9	ELA by ELD levels Oral Communication
159	3590	read prose and poetry aloud with fluency, rhythm and pace frequently using appropriate intonation and vocal patterns to emphasize important passages of the text being read	3	3.1.9	ELA by ELD levels Oral Communication
159	3591	present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	4	4.1.5	ELA by ELD levels Oral Communication
159	3592	use illustrations, graphic organizers, outlines, actions, key words and phrases to present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	4	4.1.5	ELA by ELD levels Oral Communication
159	3593	use key words and phrases to present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	4	4.1.5	ELA by ELD levels Oral Communication
159	3594	use simple related sentences to present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	4	4.1.5	ELA by ELD levels Oral Communication
159	3595	use more complex vocabulary and detailed sentences to present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	4	4.1.5	ELA by ELD levels Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
159	3596	present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	4	4.1.5	ELA by ELD levels Oral Communication
159	3597	use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)	4	4.1.6	ELA by ELD levels Oral Communication
159	3598	use illustrations, graphic organizers, outlines, lists and charts to organize ideas according to traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)	4	4.1.6	ELA by ELD levels Oral Communication
160	3599	use key words, phrases and sentence patterns correlating to traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)	4	4.1.6	ELA by ELD levels Oral Communication
160	3600	use simple related sentences and transition words correlating to traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)	4	4.1.6	ELA by ELD levels Oral Communication
160	3601	use more complex vocabulary and detailed sentences correlating to traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)	4	4.1.6	ELA by ELD levels Oral Communication
160	3602	use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)	4	4.1.6	ELA by ELD levels Oral Communication
160	3603	emphasize points in ways that assist the listener or viewer in following key ideas and concepts	4	4.1.7	ELA by ELD levels Oral Communication
160	3604	use illustration, graphic organizers, outlines, lists and charts to emphasize points in ways that assist the listener or viewer in following key ideas and concepts	4	4.1.7	ELA by ELD levels Oral Communication
160	3605	use key words, phrases and sentence patterns to emphasize points in ways that assist the listener or viewer in following key ideas and concepts	4	4.1.7	ELA by ELD levels Oral Communication
160	3606	use simple related sentences and transition words to emphasize points in ways that assist the listener or viewer in following key ideas and concepts	4	4.1.7	ELA by ELD levels Oral Communication
160	3607	use more complex vocabulary and detailed sentences to emphasize points in ways that assist the listener or viewer in following key ideas and concepts	4	4.1.7	ELA by ELD levels Oral Communication
160	3608	emphasize points in ways that assist the listener or viewer in following key ideas and concepts	4	4.1.7	ELA by ELD levels Oral Communication
161	3609	use details, examples, anecdotes or experiences to explain or clarify information	4	4.1.8	ELA by ELD levels Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
161	3610	use a few words for details, examples, anecdotes or experiences to explain or clarify information	4	4.1.8	ELA by ELD levels
			B		Oral Communication
161	3611	use simple sentences and phrases for details, examples, anecdotes or experiences to explain or clarify information	4	4.1.8	ELA by ELD levels
			EI		Oral Communication
161	3612	use a few details, examples, anecdotes or experiences to explain or clarify information	4	4.1.8	ELA by ELD levels
			I		Oral Communication
161	3613	use some details, examples, anecdotes or experiences to explain or clarify information	4	4.1.8	ELA by ELD levels
			EA		Oral Communication
161	3614	use many details, examples, anecdotes or experiences to explain or clarify information	4	4.1.8	ELA by ELD levels
			A		Oral Communication
161	3615	use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning	4	4.1.9	ELA by ELD levels
					Oral Communication
161	3616	occasionally use volume, pace, and gestures appropriately to enhance meaning	4	4.1.9	ELA by ELD levels
			B		Oral Communication
161	3617	occasionally use volume, phrasing, pace, and gestures appropriately to enhance meaning	4	4.1.9	ELA by ELD levels
			EI		Oral Communication
161	3618	occasionally use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning	4	4.1.9	ELA by ELD levels
			I		Oral Communication
162	3619	sometimes use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning	4	4.1.9	ELA by ELD levels
			EA		Oral Communication
162	3620	often use volume, pitch, phrasing, pace, modulation and gestures appropriately to enhance meaning	4	4.1.9	ELA by ELD levels
			A		Oral Communication
162	3621	select a focus, organizational structure and point of view for oral presentation	5	5.1.4	ELA by ELD levels
					Oral Communication
162	3622	use graphic organizers, charts and illustrations, key words and phrases to demonstrate the selection a focus, organizational structure and point of view for oral presentation	5	5.1.4	ELA by ELD levels
			B		Oral Communication
162	3623	use an outline and simple sentences to demonstrate the selection a focus, organizational structure and point of view for oral presentation	5	5.1.4	ELA by ELD levels
			EI		Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
162	3624	select a focus, organizational structure and point of view for oral presentation	5	5.1.4	ELA by ELD levels Oral Communication
162	3625	select a focus, organizational structure and point of view for oral presentation	5	5.1.4	ELA by ELD levels Oral Communication
162	3626	select a focus, organizational structure and point of view for oral presentation	5	5.1.4	ELA by ELD levels Oral Communication
162	3627	clarify and support spoken ideas with evidence and examples	5	5.1.5	ELA by ELD levels Oral Communication
162	3628	use graphic organizers, charts and illustrations, key words and phrases to clarify and support spoken ideas with evidence and examples	5	5.1.5	ELA by ELD levels Oral Communication
163	3629	use an outline and simple sentences to clarify and support spoken ideas with evidence and examples	5	5.1.5	ELA by ELD levels Oral Communication
163	3630	use detailed sentences to clarify and support spoken ideas with evidence and examples	5	5.1.5	ELA by ELD levels Oral Communication
163	3631	clarify and support spoken ideas with evidence and examples	5	5.1.5	ELA by ELD levels Oral Communication
163	3632	clarify and support spoken ideas with evidence and examples	5	5.1.5	ELA by ELD levels Oral Communication
163	3633	engage audience with appropriate verbal cues, facial expressions and gestures	5	5.1.6	ELA by ELD levels Oral Communication
163	3634	engage audience with appropriate verbal cues, facial expressions and gestures using graphic organizers, posters, charts, key words and phrases to support message	5	5.1.6	ELA by ELD levels Oral Communication
163	3635	engage audience with appropriate verbal cues, facial expressions and gestures using simple sentences	5	5.1.6	ELA by ELD levels Oral Communication
163	3636	engage audience with appropriate verbal cues, facial expressions and gestures using detailed sentences, descriptive language and expanded vocabulary	5	5.1.6	ELA by ELD levels Oral Communication
163	3637	engage audience with appropriate verbal cues, facial expressions and gestures	5	5.1.6	ELA by ELD levels Oral Communication

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
163	3638	engage audience with appropriate verbal cues, facial expressions and gestures	5	5.1.6	ELA by ELD levels Oral Communication
164	3639	compare ideas and points of view expressed in broadcast and print media	3	3.1.10	ELA by ELD levels Oral Media
164	3640	comprehend a few words read aloud in broadcast and print media	3	3.1.10	ELA by ELD levels Oral Media
164	3641	comprehend a few ideas stated in broadcast and print media read aloud	3	3.1.10	ELA by ELD levels Oral Media
164	3642	identify some ideas and fact/fiction statements in broadcast and print media read aloud	3	3.1.10	ELA by ELD levels Oral Media
164	3643	identify many ideas, points of view and fact/fiction statements in broadcast and print media read aloud	3	3.1.10	ELA by ELD levels Oral Media
164	3644	identify the main ideas, points of view and fact/fiction statements in broadcast and print media	3	3.1.10	ELA by ELD levels Oral Media
164	3645	distinguish between the speaker's opinions and verifiable facts	3	3.1.11	ELA by ELD levels Oral Media
164	3646	recognize the meaning of words that connote a speaker's opinion (e.g., "I think", "I believe")	3	3.1.11	ELA by ELD levels Oral Media
164	3647	occasionally distinguish between the speaker's opinions and verifiable facts	3	3.1.11	ELA by ELD levels Oral Media
164	3648	sometimes distinguish between the speaker's opinions and verifiable facts	3	3.1.11	ELA by ELD levels Oral Media
165	3649	mostly distinguish between the speaker's opinions and verifiable facts	3	3.1.11	ELA by ELD levels Oral Media
165	3650	almost always distinguish between the speaker's opinions and verifiable facts	3	3.1.11	ELA by ELD levels Oral Media
165	3651	evaluate the role of the media in focusing attention on events and in forming opinions on issues	4	4.1.10	ELA by ELD levels Oral Media

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category	
165	3652	comprehend a few words read aloud in broadcast and print media read aloud	4	4.1.10	ELA by ELD levels Oral Media
			B		
165	3653	comprehend a few main ideas stated in broadcast and print media read aloud	4	4.1.10	ELA by ELD levels Oral Media
			EI		
165	3654	identify some ideas and fact/fiction statements in broadcast and print media read aloud; evaluate the role of media in forming opinions	4	4.1.10	ELA by ELD levels Oral Media
			I		
165	3655	identify many ideas, points of view and fact/fiction statements in broadcast and print media read aloud; evaluate the role of media in forming opinions	4	4.1.10	ELA by ELD levels Oral Media
			EA		
165	3656	identify the main ideas, points of view and fact/fiction statements in broadcast and print media; evaluate the role of media in focusing attention on events and in forming opinions on issues	4	4.1.10	ELA by ELD levels Oral Media
			A		
165	3657	identify, analyze and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities) and identify any logical fallacies used in oral presentations and media messages	5	5.1.7	ELA by ELD levels Oral Media
165	3658	demonstrate understanding of persuasive techniques (e.g., promises, dares and flattery, glittering generalities) using illustrations, graphic organizers, lists, appropriate gestures, expressions. key words and phrases	5	5.1.7	ELA by ELD levels Oral Media
			B		
166	3659	demonstrate understanding of persuasive techniques (e.g., promises, dares and flattery, glittering generalities) providing examples using simple sentences	5	5.1.7	ELA by ELD levels Oral Media
			EI		
166	3660	recognize the persuasive techniques (e.g., promises, dares and flattery, glittering generalities) used in oral presentations and media messages	5	5.1.7	ELA by ELD levels Oral Media
			I		
166	3661	identify and analyze the persuasive techniques (e.g., promises, dares and flattery, glittering generalities) and identify any logical fallacies used in oral presentations and media messages	5	5.1.7	ELA by ELD levels Oral Media
			EA		
166	3662	identify, analyze and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities) and identify any logical fallacies used in oral presentations and media messages	5	5.1.7	ELA by ELD levels Oral Media
			A		
166	3663	analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture	5	5.1.8	ELA by ELD levels Oral Media
166	3664	analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture using illustrations, graphic organizers, lists, appropriate gestures. expressions. key words and phrases	5	5.1.8	ELA by ELD levels Oral Media
			B		
166	3665	analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture providing examples using simple sentences	5	5.1.8	ELA by ELD levels Oral Media
			EI		

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
166 3666	analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture using detailed sentences, descriptive language and expanded vocabulary	5 I	5.1.8	ELA by ELD levels Oral Media
166 3667	analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture	5 EA	5.1.8	ELA by ELD levels Oral Media
166 3668	analyze media as sources for information, entertainment, persuasion, interpretation of events and transmission of culture	5 A	5.1.8	ELA by ELD levels Oral Media