

The Oxford Picture Dictionary for Kids Program

correlated to

California English Language Development Standards Grades K-2

LISTENING AND SPEAKING – Strategies and Applications BEGINNING	<i>The Oxford Picture Dictionary for Kids Student ed./ Teacher ed.</i>	<i>The Oxford Picture Dictionary for Kids Workbook</i>	<i>The Oxford Picture Dictionary for Kids Reproducibles Collection</i>
Comprehension			
Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	SE: Students can use the lessons throughout the book to practice speaking, as the wide variety of topics/vocabulary lend themselves to extensive classroom discussion. Examples of this are found on pages 26, 34, and 94. TE: Some examples of speaking activities are found on pages 64, 66, and 70.	Throughout the book while reading aloud the exercises, see specific examples: 5, 19, 21.	Beats, Stories, and Word and Picture Cards All books above meet this standard if exercises/activities are read aloud.
Answer simple questions with one to two word responses.	SE: Teacher can use any of the topics throughout the book to ask and answer questions. TE: Throughout the book, specific examples: 12, 136.	The pictures throughout the workbook are useful for soliciting questions and responses, specific examples: 3, 5, 7.	Beats: Extensive practice in questions and answers is offered throughout this book. See examples in Topics 2, 3, 6.
Respond to simple directions and questions using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	SE: Some of the activities in the book could be used to teach directions. See pages 4, 10, and 18.	The teacher can orally present the directions from any exercises in the book to practice this standard.	Beats, Stories, Word and Picture Cards, and Worksheets All the books above offer various activities to exercise this skill.
Comprehension, Organization & Delivery of Oral Communication			
Independently use common social greetings and simple repetitive phrases (e.g., "Thank you.", "You're welcome.").	SE: Unit 1, "Me" can provide the basis for instruction of some common social greetings and repetitive phrases used at home, school and work. Pages 3-8.	This standard could be utilized when discussing the activities, some specific examples: 4, 6, 28.	Beats: Topic 1 The teacher can also practice this standard throughout the academic activities.
Analysis & Evaluation of Oral & Media Communications, Comprehension			

LISTENING AND SPEAKING – Strategies and Applications			
EARLY INTERMEDIATE			
Comprehension			
Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).	SE: Students can use the lessons throughout the book to practice speaking, as the wide variety of topics/vocabulary lend themselves to extensive classroom discussion. Examples of this are found on pages 26, 34, and 94. TE: Some examples of speaking activities are found on 64, 66, and 70.	Throughout the book while reading aloud the exercises, see specific examples: 19, 21, 33.	Beats, Stories, Word and Picture Cards, and Worksheets All books above meet this standard if exercises/activities are read aloud.
Ask and answer questions using phrases or simple sentences.	SE: Teacher can use any of the topics throughout the book to ask and answer questions. TE: Throughout the book, specific examples: 4, 6, 7.	Throughout the book while asking about the exercises, specific examples: 5, 6, 7, 8.	Beats: Extensive practice in questions and answers is offered throughout this book. See examples in Topics 2, 3, 6.
Comprehension, Organization & Delivery of Oral Communication			
Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.	SE: The vocabulary presented throughout the book can provide a basis for short conversation and story telling. TE: Throughout the book specific examples: 8, 12, 97.	N/A	Stories: Students could retell the readings in this book and use illustrative objects to augment their stories
Orally communicate basic needs (e.g. "May I get a drink? ").	TE: Several of the topics in the book may be used to teach students this standard: See pages 26, 34, and 38.	Throughout the book the learning activities provide a basis for learning to communicate basic needs. See pages 1, 2, 3, 10.	Beats: Some question practice is offered in the beats throughout the book.
Recite familiar rhymes, songs, and simple stories.	TE: 6, 10, 14, 44, 54, 62, 66, 70, 82, 92, 188, 214, 236, 244, 250	N/A	Beats and Stories The teacher can use the texts in the above books for practicing this standard.

LISTENING AND SPEAKING – Strategies and Applications			
INTERMEDIATE			
Comprehension			
Ask and answer instructional questions using simple sentences.	SE: Teacher can use any of the topics throughout the book to ask and answer questions. TE: Throughout the book, specific examples: 180, 186.	Instructional questions could be taught from the material on pages 11, 13.	Beats: Extensive practice in questions and answers is offered throughout this book. See examples in Topics 2, 3, 6.
Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	TE: Throughout the book, specific examples: 20, 26, 38.	N/A	Beats and Stories: These readings and beats provide opportunities for students to listen and identify key details.
Comprehension, Organization & Delivery of Oral Communication			
Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).	SE: Students can use the lessons throughout the book to practice speaking, as the wide variety of topics/vocabulary lend themselves to extensive classroom discussion. Examples of this are found on pages 26, 34, and 94. TE: Some examples of speaking activities are found on pages 64, 66, and 70.	Throughout the book while reading aloud the exercises, see specific examples: 5, 19, 21.	Beats, Stories, Word and Picture Cards, and Worksheets All books above meet this standard if exercises/activities are read aloud.
Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.	SE: The vocabulary topics presented in the text will offer the student the basis for participation in a wide range of social conversation. TE: See pages xiv, xviii, xix for specific speaking instructions.	Any of the exercises in this book may be used as a basis for social conversation practice.	Beats, Stories, and Word and Picture Cards: These books provide students with vocabulary to assist them in speaking with peers and adults.
Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.	SE: 22, 23, 26, 27 TE: 47-50, 55-58	N/A	Beats, Stories, and Word and Picture Cards: Topics 11, 12, 13
Organization & Delivery of Oral Communication			

LISTENING AND SPEAKING – Strategies and Applications			
EARLY ADVANCED			
Comprehension			
Listen attentively to stories/information, and orally identify key details and concepts.	TE: Throughout the book, specific examples: 20, 26, 76.	N/A	Beats and Stories: These readings and beats provide opportunities for students to listen and identify key details.
Comprehension, Organization & Delivery of Oral Communication			
Retell stories in greater detail including characters, setting, and plot.	TE: The books from the “Theme Bibliography” on pages 1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, and 246 can be used in teaching this standard.	N/A	Word and Picture Cards: These vocabulary words and pictures can prepare students to have greater vocabulary to retell stories.
Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.	SE: Students can use the lessons throughout the book to practice speaking, as the wide variety of topics/vocabulary lend themselves to extensive classroom discussion. Examples of this are found on pages 26, 34, and 94. TE: Some examples of speaking activities are found on pages 64, 66, and 70.	Throughout the book while reading aloud the exercises, see specific examples: 5, 35, 55.	Beats, Stories, and Word and Picture Cards: All books above meet this standard if exercises/activities are read aloud.
Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.	SE: The topics throughout the student book prepare the students for more extended social conversation. TE: The teacher’s guide offers some suggestions for more complex speaking activities. Some examples of this are found on pages 212, 216, 220, and 252.	Any of the exercises in this book may be used as a basis for social conversation practice.	Beats, Stories, and Word and Picture Cards: These books provide students with vocabulary to assist them in speaking with peers and adults.
Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.	SE: The vocabulary presented in the text can provide a foundation for learning this standard. TE: The teacher can use the beats/extension activities to practice this standard, examples: 31, 35, 39.	The exercises throughout this workbook may be used for various types of speaking practice.	Beats and Stories: Students can use the readings/beats as a basis to practice a variety of speaking skills.
Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).	SE: Teacher can use any of the topics throughout the book to ask and answer questions. TE: Throughout the book, specific examples: 180, 186.	Instructional questions could be taught from the material on pages 11 and 13.	Beats: Extensive practice in questions and answers is offered throughout this book. See examples in Topics 2, 3, 6.

LISTENING AND SPEAKING – Strategies and Applications			
ADVANCED			
Comprehension			
Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.	TE: Throughout the book, specific examples: 20, 26, 110.	N/A	Beats and Stories: These readings and beats provide opportunities for students to listen and identify key details.
Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately (e.g., "Give me a hand").	N/A	N/A	Beats: Beats can prepare students to use figurative language.
Comprehension, Organization & Delivery of Oral Communication			
Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.	SE: The topics/vocabulary practiced in the student book can give students the foundation for learning this standard. TE: The teacher can use the extension activities to practice this standard, examples: 25, 28.	Throughout the book, when students are talking about the learning activities, specific examples: 14, 18, 28.	Beats and Stories All the above texts can be used as a basis for learning and practicing conversation skills.
Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	SE: The variety of topics in this text offer the students different ways of exploring various subject matter; examples: 22, 62, 78. TE: The teacher can practice this standard in presentation activities, examples: 48, 132, 163.	The exercises throughout this workbook could be used for various types of speaking practice.	Beats and Stories: Students can use the readings/beats as a basis to practice a variety of speaking skills.
Narrate and paraphrase events in greater detail, using more extended vocabulary.	TE: The texts throughout the book can be used for narrating and paraphrasing. See some examples on pages 132, 152, and 230.	N/A	Beats, Stories, and Word and Picture Cards: These books provide students with vocabulary to assist them in narrating events.
Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	TE: The wide range of topics for discussion throughout the book can be used for speaking practice.	Throughout the book, when the exercises are read aloud, specific examples: 1, 2, 3.	Beats and Stories: The texts in these books can be used as a basis for practicing this standard.

<p>READING – Word Analysis BEGINNING</p>	<p><i>The Oxford Picture Dictionary for Kids Student ed./Teacher ed.</i></p>	<p><i>The Oxford Picture Dictionary for Kids Workbook</i></p>	<p><i>The Oxford Picture Dictionary for Kids Reproducibles Collection</i></p>
<p>Concepts about Print, Phonemic Awareness, Vocabulary and Concept Development</p>			
<p>Recognize English phonemes that correspond to phonemes students already hear and produce.</p>	<p>SE: The teacher can point these out using the vocabulary presented throughout the book. Some examples are on pages 20, and 42.</p>	<p>Throughout the book, specific examples: 20,23, 29.</p>	<p>Beats, Stories, and Word and Picture Cards</p> <p>The above readings/beats and words can be used to practice this standard.</p>
<p>Phonemic Awareness, Decoding and Word Recognition</p>			
<p>READING – Word Analysis EARLY INTERMEDIATE</p>			
<p>Concepts about Print, Phonemic Awareness (P.A.), Vocabulary and Concept Development</p>			
<p>Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels initial and final consonants.</p> <p><u>ELA Standards</u> <u>Kindergarten P/A.</u> 1.7 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/, /i, d, i/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><u>Gr. 1 PA.</u> 1.4 Distinguish initial, medial, and final sounds in single-syllable words.</p>	<p>TE: Though the book does not include exercises with isolated phonemes, the teacher can use some of the reading selections to practice this standard.</p> <p>TE: Any “Beat” introduced in the book can be used to identify and produce rhyming words.</p> <p>SE: The wide range of the vocabulary can provide the opportunity to teach this standard.</p>	<p>Throughout the book when the exercises are read aloud, specific examples: 20, 33, 41</p>	<p>Beats, Stories, and Word and Picture Cards</p> <p>All the above texts can be read aloud to practice English phonemic pronunciation.</p> <p>Beats: Examples are found throughout the book, see Topics 17, 19.</p> <p>Word and Picture Cards: Topics 15, 22</p>

<p>READING – Word Analysis, cont. EARLY INTERMEDIATE</p>			
<p>Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., "a" in "cat" and final consonants).</p> <p><u>ELA Standards</u> <u>Kindergarten PA</u></p> <p>1.7 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/, /i, d, i/).</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p><u>Gr. 1 P.A.</u> 1.4 Distinguish initial, medial and final sounds in-single-syllable words.</p>	<p>TE: Though the book does not include exercises with isolated phonemes, the teacher can use some of the reading selections to practice this standard.</p> <p>TE: Any "Beat" introduced in the book can be used to identify and produce rhyming words.</p> <p>SE: The wide range of the vocabulary can provide the opportunity to teach this standard.</p>	<p>Though the book does not include exercises with isolated phonemes, the teacher can use reading and analyzing words in some exercises to practice this standard.</p>	<p>Beats, Stories, Beats, Stories, and Word and Picture Cards: All the beats, stories and words and chants can be used to help students practice this standard.</p> <p>Beats: Examples are found throughout the book, see Topics 17, 19.</p>
Decoding and Word Recognition, Vocabulary and Concept Development			
<p>READING – Word Analysis INTERMEDIATE</p>			
Phonemic Awareness (P.A.), Decoding and Word Recognition (DWR)			
<p>Pronounce most English phonemes correctly while reading aloud.</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.7 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/, /i, d, j/).</p> <p><u>Grade 1 PA.</u></p> <p>1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., bit/bite).</p> <p>1.6 Create and state a series of rhyming words, including consonant blends.</p> <p>1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).</p> <p>1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/i/a/t/ = flat).</p> <p>1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/c/h/ = rich).</p>	<p>TE: Though the book does not include exercises with isolated phonemes, the teacher can use some of the reading selections to practice this standard.</p> <p>SE: Throughout the book there is vocabulary that can help practice this standard.</p> <p>TE: Any "Beat" introduced in the book can be used to identify and produce rhyming words.</p> <p>SE: The wide range of the vocabulary can provide the opportunity to teach the standards 1.7, 1.8, 1.9.</p>	<p>Throughout the book when the exercises are read aloud, specific examples: 20, 33, 41</p>	<p>Beats, Stories, and Word and Picture Cards</p> <p>All the above texts can be read aloud to practice English phonemic awareness.</p> <p>Word and Picture Cards: Topics 19, 39, 53</p>

READING – Word Analysis, cont.			
INTERMEDIATE			
<p>Recognize sound/symbol -relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Grade 2 D/ WR</u> 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>).</p>	<p>TE: 13, 26, 30, 34, 56, 60, 106, 114, 118, 126, 127, 136, 174</p>	<p>Throughout the book when the exercises are read aloud, specific examples: 20, 33, 41.</p>	<p>Beats and Stories: The texts throughout the books can be helpful in teaching word formation rules.</p> <p>Worksheets: 9, 43, 44, 79</p>
Concepts about Print (CaP)			
<p>Recognize and name all upper and lower case letters of the alphabet.</p> <p><u>ELA Standards</u> <u>Kindergarten CaP</u> 1.1 Identify the front cover, back cover, and tide page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p> <p><u>Grade 1 CaP</u> 1.1 Match oral words to printed words. 1.3 Identify letters, words, and sentences.</p>	<p>SE: The teacher can use the textbook.</p> <p>SE: Throughout the book.</p> <p>TE: Throughout the stories presented in the book. TE: Throughout the stories presented in the book.</p> <p>SE: Any page of the book provides material for teaching this standard.</p> <p>SE: Any page of the book provides material for teaching the standards 1. 1 and 1.3.</p>	<p>Though the books do not include exercises with isolated phonemes the teacher can use reading and analyzing words in some exercises to practice this standard.</p>	<p>Beats and Stories: Throughout the books.</p>

READING – Word Analysis EARLY ADVANCED			
Phonemic Awareness (P.A.), Decoding and Word Recognition (D/WR)			
<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten P.A.</u></p> <p>1.8 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 consonant-vowel-consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.11 Distinguish orally stated one- syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in. a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p>	<p>SE: Common English morphemes are presented throughout the book, see examples on pages 44, and 48.</p> <p>SE: Though the book does not include exercises with isolated phonemes, the teacher can use some of the vocabulary exercises to practice the standards 1.8, 1.9, 1.11, and 1.13.</p> <p>TE: The stories throughout the book can be used for tracking words in sentences.</p>	<p>Throughout the book when the exercises are read aloud, specific examples: 35, 38, 44.</p>	<p>Beats, Stories, and Word and Picture Cards</p> <p>All the above texts can be read aloud to practice usage of English morphemes.</p> <p>Word and Picture Cards: Any page of the book can be used to practice activities with one-syllable words. See Topics 5, 6, 11.</p>
<p><u>ELA Standards</u> <u>Kindergarten P.A. Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns(e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per, vowel-consonant/ consonant-vowel = sup/per).</p> <p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).</p> <p>1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p>	<p>SE: The teacher can use any vocabulary activity to help students practice standards 1.1-1.6.</p>	<p>Throughout the book when the exercises are read aloud, specific examples: 22, 38, 55.</p>	<p>Word and Picture Cards: The activities for teaching these standards can be organized with help of the vocabulary presented in this book</p> <p>Word and Picture Cards: Any page of the book can be used to practice activities with multi-syllable words</p> <p>Stories and Beats: The teacher can organize reading activities with any texts in these books.</p>

READING – Word Analysis, cont. EARLY ADVANCED			
<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short-vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p>	<p>TE: Any story throughout the book may be utilized to teach word/symbol relationship and word formation. Some examples are on pages 6, 11, 40, and 42.</p>	<p>The exercises in this book can prepare students to gain and apply knowledge of word formation.</p> <p>The teacher can point out and organize simple activities with the exercises throughout the book to practice most of the ELA standards.</p>	<p>Beats and Stories: The texts throughout the books can be helpful in teaching word formation rules.</p> <p>Word and Picture Cards, Stories, Beats, and Worksheets: Throughout the books there are opportunities to read high frequency and simple words. Examples: Topics 9, 11</p>
<p><u>Grade 1 D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter- sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>TE: Any story throughout the book may be utilized to teach word/symbol relationship and word formation. Some examples are on pages 6, 11, 25, 29, 40, and 52.</p>	<p>The teacher can point out and organize simple activities with the exercises throughout the book to practice most of the ELA standards.</p>	<p>Beats and Stories: The texts throughout the books can be helpful in teaching word formation rules.</p> <p>Stories, Beats, and Worksheets: Throughout the books there are opportunities to read high frequency words. Examples: Topics 9, 11</p> <p>Stories and Beats: The teacher can organize reading activities with any texts in these books.</p>

READING – Word Analysis			
ADVANCED			
Decoding and Word Recognition (D/WR)			
<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><u>ELA Standards</u> <u>Kindergarten D/WR</u></p> <p>1.14 Match all consonant and short - vowel sounds to appropriate letters.</p> <p>1.15 Read simple one-syllable and high frequency words (i.e., sight words).</p> <p>1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade I D/WR</u></p> <p>1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p><u>Grade 1 D/WR</u></p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ad, -ing</i>) and root words (e.g., <i>look looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ite, -ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p><u>Grade 2 D/WR</u></p> <p>1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.</p> <p>1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i>, vowel-consonant/consonant-vowel = <i>sup/per</i>).</p>	<p>SE/TE: The vocabulary topic lists in the students' edition and the content readings and beats in the teacher's guide offer practice for these standards. Examples: 6, 11, 37</p> <p>SE: Though the book does not include exercises with isolated phonemes, the teacher can use some of the vocabulary exercises to practice standard 1.10. Examples: 40, 42, 48</p> <p>SE/TE: The vocabulary topic lists in the students' edition and the content readings and beats in the teacher's guide offer practice for the standards 1.11, 1.12, 1.13, 1.14, and 1.15.</p> <p>TE: Any story throughout the book may be utilized to teach reading aloud and to meet the standards for Grade 1: 1.16.</p> <p>TE: Any story throughout the book may be utilized to teach reading aloud and to meet the standards for Grade 2: 1.1, 1.2, 1.3, 1.5.</p>	<p>The exercises in this book can prepare students to gain and apply knowledge of English morphemes to meet some of the ELA Standards for Grades K-2 for the advanced level.</p> <p>Examples: 14, 23, 28</p> <p>Examples: 40, 41, 52</p> <p>Examples: 19, 23, 24</p> <p>Examples: 24, 27</p> <p>6, 8, 12, 21, 23, 24, 44, 55, 57</p>	<p>Beats, Stories, and Word and Picture Cards</p> <p>All the above texts can be read aloud to practice usage of English morphemes.</p> <p>Beats, Stories, and Worksheets: Throughout the books there are opportunities to read high frequency words. Examples: Topics 9, 11</p> <p>Beats, Stories, Word and Picture Cards, and Worksheets</p> <p>The teacher can organize practice of this standard with any text in the above books.</p> <p>Beats, Stories, Word and Picture Cards, and Worksheets: The examples of the compound words are found throughout the books. See Topics 24, 27, for examples.</p> <p>Stories and Beats: The teacher can organize reading activities with any texts in these books.</p>

READING – Word Analysis, cont. EARLY ADVANCED			
<p>1.3 Decode two-syllable nonsense words and regular multisyllable words.</p> <p>1.4 Recognize common abbreviation (e.g., <i>Jan., Sun., Mr., St.</i>)</p> <p>1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., <i>fly-flies, wife/wives</i>).</p>	<p>TE: 13, 26, 30, 34, 56, 60, 106, 114, 118, 126, 127, 136, 174</p>	<p>8, 27, 28, 31, 38, 39, 40, 42, 44, 46, 48, 51, 57</p>	<p>Word and Picture Cards: Any page of the book can be used to practice activities with multi-syllable words.</p> <p>Worksheets: Some examples can be found on pages 109, 111, and 112.</p>

READING – Fluency and Systematic Vocabulary Development BEGINNING	<i>The Oxford Picture Dictionary for Kids</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary for Kids</i> Workbook	<i>The Oxford Picture Dictionary for Kids</i> Reproducibles Collection
Vocabulary & Concept Development (V/CD)			
<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p> <p><u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p>	<p>TE: Simple stories are found on the first page of each new topic in the teacher's guide.</p> <p>Some of the topics in the book can be used to teach this standard. See pages 46, and 54.</p>	<p>N/A</p>	<p>Beats, Stories, and Word and Picture Cards</p> <p>The readings/words in the above texts provide a base for students to practice this standard.</p>
<p>Respond appropriately to some social and academic interactions. (e.g., simple question/answer, negotiate play).</p>	<p>TE: Exercises throughout the teacher's book allow the student to respond to social and academic interactions.</p>	<p>Throughout the book during the learning activities; examples: 1, 3, 12.</p>	<p>Beats, Stories, and Word and Picture Cards: Teacher can make questions based around reading topics/pictures and beats to practice this standard.</p>

READING – Fluency and Systematic Vocabulary Development, cont.			
BEGINNING			
Vocabulary & Concept Development - Also are addressed in Listening & Speaking			
Demonstrate comprehension of simple vocabulary with an appropriate action.	SE: 13, 25, 27, 31, 33, 37, 41, 61	6, 10, 12, 15, 16, 19, 20, 33, 41, 44, 55, 57	Beats, Stories, and Word and Picture Cards Readings/words in the above books provide a base for students to increase vocabulary learning.
Retell simple stories using drawings, words, or phrases.	TE: The content reading stories can be used in preparing to teach this standard, examples: 42, 48, 52.	N/A	Beats, Stories, and Word and Picture Cards The activities in the above books prepare students by use of drawings, words and phrases.
Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).	SE/TE: Examples of this are found throughout the teacher's guide and the kids-students edition.	This can be practiced throughout the text. Examples of this are found on pages: 4, 7, and 8.	Beats, Stories, and Word and Picture Cards All of the above books provide students with a way to practice/learn vocabulary.
READING – Fluency and Systematic Vocabulary Development			
EARLY INTERMEDIATE			
Vocabulary & Concept Development (V/CD)			
Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.	SE/TE: The teacher can practice this standard throughout the academic activities included in the book.	This can be practiced throughout the text. Examples of this are found on pages 34, 35, and 39.	Beats, Stories, and Word and Picture Cards All of the above books provide students with a way to practice/learn vocabulary.
Read simple vocabulary, phrases, and sentences independently.	SE/TE: The teacher can practice this standard throughout the reading activities included in the book	Throughout the book; specific examples: 34, 35, 52.	Beats, Stories, and Word and Picture Cards The above readings/words can provide a basis to practice this standard.
Read aloud an increasing number of English words.	SE/TE: The teacher can practice this standard throughout the reading selections included in the teacher's edition and vocabulary exercises in student's book.	The exercises throughout the book can be used to teach this standard, when they are read aloud.	Beats, Stories, and Word and Picture Cards All books above meet this standard if exercises/activities are read aloud.

READING – Fluency and Systematic Vocabulary Development, cont.			
EARLY INTERMEDIATE			
Demonstrate internalization, of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*	TE: Some of the reading and speaking activities presented in the book can provide opportunities for teaching this standard.	The writing exercises can be used for this standard when read aloud; examples: 24, 25, 26, 27, 28, 30.	Beats and Stories: By reading aloud these short texts, the student can practice this standard.
READING – Fluency and Systematic Vocabulary Development			
INTERMEDIATE			
Vocabulary & Concept Development			
Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.*	TE: Some of the reading and speaking activities presented in the book can provide opportunities for teaching this standard. See pages 32, 36, and 40, as an example.	Throughout the book while reading aloud the writing exercises; see examples: 2, 3, 4, 5.	Beats and Stories: By reading aloud these short texts, the student can practice this standard.
Use decoding skills to read more complex words independently. <u>ELA Standards</u> <u>Grade 1 V/CD</u> 1.17 Classify grade-appropriate categories of words (e.g., concrete collection of animals, foods, toys).	SE: Some of the topics in the book can be used to teach this standard. See pages 46, and 54.	The vocabulary in the exercises throughout the book may be helpful in teaching this standard.	Word and Picture Cards: Provide original ways to practice this standard.
Vocabulary & Concept Development (V/CD) - Also are addressed in Listening & Speaking			
Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts). <u>ELA Standards</u> <u>Kindergarten V/CD</u> 1.18 Describe common objects and events in both general and specific language.	TE: 10, 22, 50, 58, 120, 132, 146, 150, 184, 214, 238	The variety of activities in the workbook offers students a wide range of practice in communicating basic needs.	Word and Picture Cards: The vocabulary throughout the book can be used to teach this standard.
Apply knowledge of content-related vocabulary to discussions and reading.	SE: The vocabulary throughout the book can help to meet this standard.	The variety of activities in the workbook offers students a wide range of practice in content-related vocabulary.	Stories: The texts prepare students to achieve this standard.
Vocabulary & Concept Development, Decoding & Word Recognition			
Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).	SE: 12, 31, 56, 69, 71, 110, 115 TE: 26, 64, 132, 148, 234, 242	6, 15, 28, 34, 35, 55, 57	Beats, Stories, and Word and Picture Cards Topics 6, 15, 28, 34, 55, and 57 in all the above books.

READING – Fluency and Systematic Vocabulary Development			
EARLY ADVANCED			
Vocabulary & Concept Development (V/CD)			
Recognize simple antonyms and synonyms in stories of games (e.g., good, bad; blend, mix).	SE: 7, 21, 30, 31, 32 TE: 12, 42, 64, 68	3, 10, 15, 16	Beats, Stories, and Word and Picture Cards: Topics 3, 10, 15, 16
Use simple prefixes and suffixes when attached to known vocabulary. <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>-ing</i> , <i>-ly</i>).	SE: 112, 31, 56, 69, 71, 110 TE: 26, 64, 132, 148, 234, 242	6, 15, 28, 34, 35, 55, 57	Beats, Stories, and Word and Picture Cards: Topics 6, 15, 28, 34, 35, 55, 57
Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.	TE: Throughout the reading activities, e.g., 52, 53, 56, 57.	This can be practiced throughout the text. Examples of this are found on pages 45, 38, and 46.	Beats and Stories All books above meet this standard.
READING – Fluency and Systematic Vocabulary Development			
ADVANCED			
Vocabulary & Concept Development (V/CD)			
Explain common antonyms and synonyms. <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.7 Understand and explain common antonyms and synonyms.	SE: 7, 21, 30, 31, 32 TE: 12, 42, 64, 68	3, 10, 15, 16	Beats, Stories, and Word and Picture Cards: Topics 3, 10, 15, 16
Recognize words that have multiple meanings in texts. <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.10 Identify simple multiple-meaning words.	SE: 13, 29, 34, 36, 49, 51, 53, 56, 86, 99, 107, 110 TE: 30, 60, 72, 76, 102, 106, 110, 118, 182, 226, 234	7, 14, 18, 25, 43, 53, 55 (these pages can prepare students to work with multiple meaning words in texts)	Beats, Stories, and Word and Picture Cards: See Topics 7, 14, 17, 18, 24, 26, 28, 43, 53, and 55.
Apply knowledge of academic and social vocabulary to achieve independent reading. <u>ELA Standards</u> <u>Grade 2 V/CD</u> 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.	SE: 14, 20, 26, 27, 38, 43, 49, 53, 54, 56, 60, 66, 72, 74, 78, 81, 82, 85, 87, 90, 114, 119	This can be practiced throughout the text. Examples: 8, 10, 19, 21, 27	Beats and Stories: All books above meet this standard. Examples: 7, 10, 21, 43, 57
Read narrative and texts aloud with appropriate pacing, intonation, and expression.	TE: Throughout the selections in "Stories". Some examples are on pages 52, 56, and 64.	N/A	Stories: Texts throughout the book help to meet this standard.

READING – Fluency and Systematic Vocabulary Development, cont. ADVANCED			
Decoding and Word Recognition (D/WR)			
<p><u>ELA Standards</u> <u>Kindergarten D/WR</u> 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high frequency words (i.e., sight words). 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle).</p> <p><u>Grade 1 D/WR</u> 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.</p> <p>1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).</p> <p>1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.</p> <p>1.13 Read compound words and contractions.</p> <p>1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).</p> <p>1.15 Read common word families (e.g., <i>-ile, ate</i>).</p> <p>1.16 Read aloud with fluency in a manner that sounds like natural speech.</p>	<p>SE: Though the book does not include exercises with isolated sounds, the teacher can use some of the vocabulary exercises to practice standard 1.10.</p> <p>SE: Presented throughout the book in the reading activities vocabulary standards 1.10, 1.12, 1.13, and 1.14 can be practiced.</p> <p>TE: Examples can be found throughout the book, e.g., pages 40, 42, and 48.</p> <p>TE: Throughout the selections in “Stories”. Some examples are on pages 52, 56, and 64.</p>	<p>The teacher can organize word recognition activities with the material from this book. Examples: 14, 23, 28</p> <p>Examples: 40, 41, 45, 52</p> <p>Examples: 19, 23, 24</p> <p>Examples: 6, 8, 12, 21, 23, 24, 27, 44, 55, 57</p> <p>Throughout the book during revising activities.</p>	<p>Stories and Beats: Examples: Topics 14, 23, 28</p> <p>Stories and Beats: Throughout the books. Examples: 40, 41, 45, 52</p> <p>Stories and Beats: Throughout the books. Examples: 19, 23, 24, 27</p> <p>Stories: Texts throughout the book help to meet this standard.</p>

READING – Reading Comprehension BEGINNING	<i>The Oxford Picture Dictionary for Kids</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary for Kids</i> Workbook	<i>The Oxford Picture Dictionary for Kids</i> Reproducibles Collection
Comprehension			
Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	TE: Throughout the selections in “Stories”, see examples on pages 4, 8, and 12.	N/A	Stories: Teacher can organize drawing activity with any of the texts.
Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.	TE: Throughout the selections in “Stories”, see examples on pages 56, 60, and 64.	N/A	Stories: Teacher can create questions around the stories provided in this text.
Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).	TE: 42, 132, 174, 190, 248	N/A	Stories: Teacher can organize drawing activity with any of the texts.
Understand and follow simple one- step directions for classroom or work-related activities.	TE: Throughout the learning activities, including vocabulary and “Stories”, see examples on pages 40, 44, and 50.	This can be learned by working with all the writing exercises. Specific examples: 1, 2, 3, 4	Beats, Stories, Word and Picture Cards, and Worksheets The teacher can use any activity presented in the books above to practice following directions.
Comprehension & Analysis of Appropriate Text			
Identify the basic sequences of events in stories read to them, using key words or pictures.	TE: The teacher can use some selections from the “Stories,” examples on pages 122, 136, and 156.	N/A	Stories: These readings can be used in this manner.
Structural Features of Informational Materials			
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
READING – Reading Comprehension EARLY INTERMEDIATE			
Comprehension			
Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences	TE: Throughout the selections in “Stories”, see examples on pages 56, 60, and 64.	N/A	Stories: Teacher can create questions around the stories provided in this text.
Draw and label pictures related to a story topic or own experience.	TE: 42, 132, 174, 190, 248	This can be practiced throughout the book while working with the pictures.	Stories: Teacher can organize drawing activity with any of the texts.
Understand and follow simple two- step directions of classroom or work-related activities.	TE: Throughout the learning activities, including vocabulary and “Stories”, see examples 40, 44, and 50.	This can be learned by working with all the writing exercises, specific examples: 11, 32, 44	Stories, Beats, Word and Picture Cards, and Worksheets The teacher can use any activity presented in the books above to practice following directions.

READING – Reading Comprehension, cont.			
EARLY INTERMEDIATE			
Comprehension and Analysis of Grade-Level Appropriate Text			
Orally identify the basic sequence of text read to them using key words or phrases.	TE: The teacher can use some selections from the “Stories,” examples on pages 122, 136, and 156.	N/A	Stories: The teacher can utilize any of the texts presented throughout the book.
Use the content of a story to draw logical inferences.	TE: Some of the “Stories” presented throughout the book may be used to draw inferences.	N/A	Stories: The texts used can provide a basis for learning this standard.
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Structural Features of Informational Materials			
READING – Reading Comprehension			
INTERMEDIATE			
Comprehension and Analysis of Grade-Level Appropriate Text			
Read and use simple sentences to orally respond to stories by answering factual comprehension questions.	TE: Throughout the selections in “Stories”, see examples on pages 56, 60, and 64.	N/A	Stories: Teacher can create questions around the stories provided in this text.
While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.	SE: iv-vii	N/A	N/A
Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	TE: Some of the “Stories” presented throughout the book may be used to draw inferences.	N/A	Stories: The texts used can provide a basis for learning this standard.
Comprehension			
Write captions of words or phrases for drawings related to a story.	TE: 42, 132, 174, 190, 248	Some of the drawings presented in this book can be used to practice this standard.	Stories: These readings can be used in this manner.
Understand and follow some multi-step directions for classroom-related activities.	TE: Throughout the learning activities, including vocabulary and “Stories”, see examples on pages 40, 44, and 50.	N/A	Stories, Beats, Word and Picture Cards, and Worksheets The teacher can use any activity presented in the books above to practice following directions.
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			

READING – Reading Comprehension EARLY ADVANCED			
Comprehension and Analysis of Grade-Level Appropriate Text			
Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	TE: Any of the texts in “Stories” selection may be used to identify its main idea.	N/A	Stories: The texts used can provide a basis for learning how to draw inferences.
Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	TE: Throughout the selections in “Stories”, see examples on pages 8, 14, and 20.	N/A	Stories: Teacher can create questions around the stories provided in this text.
Write a brief story summary (three or four complete sentences).	TE: Any of the texts in “Stories” selection may be used to write a brief summary.	N/A	N/A
Comprehension			
Read and use basic text features such as title, table of contents, and chapter headings.	SE: iv-vii	N/A	N/A
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	TE: Throughout the selections in “Stories”, see examples on pages 56, 60, and 64.	N/A	Stories: Teacher can create activities for restating facts from the stories provided in this text.
Structural Features of Informational Materials			
READING – Reading Comprehension ADVANCED			
Comprehension and Analysis of Grade-Level Appropriate Text			
Prepare an oral or written summary or other information using a variety of comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources), with literature and content area texts.	TE: Any of the texts in “Stories” selection may be used to write a brief summary, which may prepare students to practice this standard.	N/A	Stories: All the activities with the texts found throughout the book can prepare students to learn this standard.
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique			
Locate and use text features such as title, table of contents, chapter headings, diagrams and index.	SE: iv-vii	N/A	N/A
Structural Features of Informational Materials			
Comprehension and Analysis of Grade-Level Appropriate Text and Expository Critique, Structural Features of Informational Materials			

WRITING – Strategies and Applications BEGINNING	<i>The Oxford Picture Dictionary for Kids</i> Student ed./Teacher ed.	<i>The Oxford Picture Dictionary for Kids</i> Workbook	<i>The Oxford Picture Dictionary for Kids</i> Reproducibles Collection
Penmanship			
Copy the English alphabet legibly.	SE: By writing vocabulary words in each list, students will gain practice in writing alphabet legibly.	The simple words written will offer students many opportunities for writing practice.	Worksheets: Can be practiced while doing the various fill-in exercises.
Penmanship, Organization & Focus			
Copy words posted and commonly used in the classroom.	SE: 22-27 TE: 48, 52, 56	11, 12, 13	Worksheets: 21-26
Organization & Focus			
Write a few words or phrases about an event or character from a story read by the teacher.	TE: Some of the selections from “Stories” can be used as material for this standard.	N/A	Stories: Students can practice this standard with help of texts presented throughout the book.
Write a phrase or simple sentence about an experience generated from a group story.	TE: 158, 184	N/A	Worksheets: Some of the writing exercises can be used in this manner. Example: 57
WRITING – Strategies and Applications EARLY INTERMEDIATE			
Organization & Focus			
Write simple sentences about events or characters from familiar stories read by the teacher.	TE: Some of the selections from “Stories” can be used as material for initial practice of this standard.	N/A	Stories: Students can practice this standard by listening to the texts presented throughout the book, when read by the teacher.
Write simple sentences using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months (e.g., “Today is Tuesday”)).	SE: 22-27	11, 12	Worksheets: 21-26
Organization & Focus, Evaluation and Revision			
Write one to two simple sentences (e.g., “I went to the park.”).	TE: 44, 58, 120, 180, 228	Throughout the book, examples: 46, 47, 51, 55	Worksheets: Throughout text.
Organization & Focus, Research and Technology			

WRITING – Strategies and Applications			
INTERMEDIATE			
Organization & Focus			
Write short narrative stories that include the elements of setting and character.	TE: Some writing activities included in the book may prepare students to learn this standard.	N/A	Worksheets: Writing exercises on the following pages can prepare students to learn to write short narratives: 45, 50, 57, 79, 110, 113, 117.
Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	N/A	Worksheets: Throughout text.
Following a model, use the writing process to independently write short paragraphs of at least three lines.	TE: 50, 228	N/A	Worksheets: 45, 50, 57, 79, 110, 113, 117
Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	TE: 44, 58, 120, 180, 228	Throughout the book, examples: 20, 21, 55.	Worksheets: Throughout text. See examples on pages 31, 45, and 79.
Write a friendly letter of a few lines.	TE: Some writing activities included in the book may prepare students to learn this standard.	N/A	Worksheets: The activities on pages 97 and 102 can be helpful to teach this standard.
Organization & Focus, Research and Technology			
WRITING – Strategies and Applications			
EARLY ADVANCED			
Organization & Focus			
Write short narratives that include elements of setting, character and events.	TE: Some writing activities in the book may prepare students to write short narratives.	N/A	Worksheets: Writing exercises on the following pages can prepare students to learn to write short narratives: 45, 50, 57, 79, 110, 113, 117.
Use the writing process to write short paragraphs that maintain a consistent focus.	TE: The exercises on pages 50, and 228 can be helpful to learn this standard.	N/A	Worksheets: 45, 50, 57, 79, 110, 113, 117
Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	Throughout the book, examples: 46, 47, 51, 55.	Worksheets: Throughout text.
Write a formal letter.	TE: Some writing activities included in the book may prepare students to learn this standard.	N/A	Worksheets: The activities on pages 97 and 102 can be helpful to teach this standard.
Organization & Focus, Evaluation and Revision			
Produce independent writing using consistent standard grammatical forms, but with some rules may not be in evidence	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	N/A	Worksheets: 45, 50, 57, 79, 110, 113, 117
Organization & Focus, Research and Technology, Evaluation and Revision			
Organization & Focus, Research and Technology			

WRITING – Strategies and Applications ADVANCED			
Organization & Focus			
Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).	TE: 50, 228	N/A	Worksheets: 45, 50, 57, 79, 110, 113, 117
Write short narratives that describe the setting, character, objects, and events.	TE: Some writing activities in the book may prepare students to write short narratives.	N/A	Worksheets: Writing exercises on the following pages can prepare students to learn to write short narratives: 45, 50, 57, 79, 110, 113, 117.
Organization & Focus, Evaluation and Revision			
Produce independent writing using grammatical forms.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	N/A	Worksheets: 45, 50, 57, 79, 110, 113, 117
Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	Some of the writing exercises can prepare students to produce several coherent sentences. See some examples on pages 20, 44, and 55.	Worksheets: 45, 50, 57, 79, 110, 113, 117
Organization & Focus, Research and Technology			

WRITING– Conventions BEGINNING	<i>The Oxford Picture Dictionary for Kids Student ed./Teacher ed.</i>	<i>The Oxford Picture Dictionary for Kids Workbook</i>	<i>The Oxford Picture Dictionary for Kids Reproducibles Collection</i>
Capitalization			
Use capital letters when writing own name.	TE: 4	1	Worksheets: Throughout the activities when signing each worksheet.
Punctuation			
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling			
WRITING – Conventions EARLY INTERMEDIATE			
Capitalization			
Use capital letters to begin sentences and proper nouns.	SE: Students can practice this standard when copying the words from pages: 2, 3, 8, 9, 118, and 119.	1, 4, 5, 51, 55, 59	Worksheets: Throughout text.
Punctuation			
Use a period or question mark at the end of a sentence.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	45, 51, 55	Worksheets: Throughout text.

WRITING – Conventions, cont.			
EARLY INTERMEDIATE			
Punctuation, Capitalization, Spelling			
Edit writing for basic conventions (e.g., capital letters and periods) and make some corrections.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	4, 5, 51, 55, 59	Worksheets: Throughout text. See examples on pages 1, 9, 99, and 117.
Sentence Structure, Grammar, Punctuation, Capitalization			
WRITING – Conventions			
INTERMEDIATE			
Capitalization, Punctuation, Spelling			
Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	40, 51, 55, 59	Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117
Sentence Structure, Grammar, Spelling			
Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	40, 51, 55, 59	Worksheets: Throughout the exercises.
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling			
WRITING – Conventions			
EARLY ADVANCED			
Capitalization, Punctuation, Spelling			
Produce independent writing that may include some inconsistent use of capitalization, periods and correct spelling.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	1, 4, 5, 40, 51, 55, 59	Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117
Sentence Structure, Grammar, Spelling			
Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement).	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	1, 4, 5, 6, 12, 15, 16, 20, 38, 41, 44, 51, 55, 59	Worksheets: Throughout the exercises.
Punctuation, Capitalization, Spelling			
Edit writing for some conventions (e.g., capital letters and periods).		1, 4, 5, 6, 12, 15, 16, 20, 38, 41, 44, 51, 55, 59	Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117
<u>ELA Spelling Standards</u> <u>Grade 1</u> 1.8 Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.	SE: This standard can be met during the writing activities throughout the book. See some examples on pages 84, and 86.	The examples of the exercises that can help students learn these two standards are found throughout the book.	Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117
<u>Grade 2</u> 1.7 Spell frequently used, irregular words correctly (e.g.; <i>was, were, says, sad, who, what, why</i>).			Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117

WRITING – Conventions			
ADVANCED			
Sentence Structure, Grammar			
Use complete sentences and correct word order.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	40, 51, 55, 59	Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117
Grammar			
Use correct parts of speech, including correct subject/verb agreement.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	6, 12, 15, 16, 20, 38, 41, 44, 51, 55, 59	Worksheets: Throughout the exercises.
Capitalization, Punctuation, Spelling			
Edit writing for punctuation, capitalization and spelling.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	1, 4, 5, 6, 12, 15, 16, 20, 38, 41, 44, 51, 55, 59	Worksheets: Throughout the exercises.
Sentence Structure, Grammar, Punctuation, Capitalization, Spelling			
Produce writing that demonstrates a command of the conventions of standard English.	TE: 10, 22, 44, 50, 58, 100, 146, 150, 184, 214, 228, 258	1, 4, 5, 6, 12, 15, 16, 20, 38, 41, 44, 51, 55, 59	Worksheets: 45, 50, 57, 62, 63, 72, 73, 79, 97, 102, 110, 113, 117

READING – Literary Response and Analysis	<i>The Oxford Picture Dictionary for Kids Student ed./Teacher ed.</i>	<i>The Oxford Picture Dictionary for Kids Workbook</i>	<i>The Oxford Picture Dictionary for Kids Reproducibles Collection</i>
BEGINNING			
Narrative Analysis of Grade-Level Appropriate Text - Also are addressed in Reading Comprehension			
Listen to a story and respond orally by answering factual comprehension questions using one or two-word responses.	TE: The teacher can use the literature mentioned on the following pages:1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	Stories: The texts can be used as a basic for factual questions.
Draw pictures related to a work of literature identifying setting and characters.	TE: Some selections on the following pages can be used in teaching this standard:1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text			
Structural Features of Literature			
Narrative Analysis of Grade-Level Appropriate Text - Also are addressed in Word Analysis			

READING – Literary Response and Analysis			
EARLY INTERMEDIATE			
Narrative Analysis of Grade-Level Appropriate Text - <i>Also are addressed in Reading Comprehension</i>			
Orally respond to stories by answering factual comprehension questions using simple sentences.	TE: The teacher can use the literature mentioned on the following pages:1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text - <i>Also are addressed in Word Analysis</i>			
Recite simple poems.	N/A	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text			
Orally identify setting and characters using simple sentences and vocabulary.	TE: Some of the books from the lists on the following pages may be used for narrative analysis: 1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A
Structural Features of Literature			
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
READING – Literary Response and Analysis			
INTERMEDIATE			
Narrative Analysis of Grade-Level Appropriate Text - <i>Also are addressed in Word Analysis and Fluency Systematic Vocabulary Development</i>			
Use expanded vocabulary and descriptive words for oral and written responses to simple texts.	TE: The teacher can use the literature mentioned on the following pages:1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	Word and Picture Cards: The vocabulary presented throughout the book can be used in responses to simple texts.
Narrative Analysis of Grade-Level Appropriate Text - <i>Also are addressed in Reading Comprehension</i>			
Read simple poetry and respond to factual comprehension questions using simple sentences.	TE: Some of the “Beats” can be helpful in teaching this standard. See examples on pages 43, 53, and 57.	N/A	Beats: Extensive practice offered throughout this text.
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Structural Features of Literature			

READING – Literary Response and Analysis			
EARLY ADVANCED			
Structural Features of Literature			
Read short poems and orally identify the basic elements (e.g., rhythm and rhyme).	TE: Some of the “Beats” can be helpful in teaching this standard. See examples on pages 43, 53, and 57.	N/A	Beats: Extensive practice offered throughout this text to identify rhyme and rhythm.
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Read and orally identify literary elements of plot, setting, and characters.	TE: The teacher can use the literature mentioned on the following pages: 1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A
Read and identify beginning, middle, and end of a story.	TE: The teacher can use the literature mentioned on the following pages: 1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A
Narrative Analysis of Grade-Level Appropriate Text			
Structural Features of Literature, Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
READING – Literary Response and Analysis			
ADVANCED			
Narrative Analysis of Grade-Level Appropriate Text - Also are addressed in Reading Comprehension			
Read and respond both orally and in writing to a variety of children's literature.	TE: Some of the books may be used for narrative analysis from the lists on the following pages: 1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A
Structural Features of Literature			
Describe the elements of poetry (e.g., rhythm, rhyme, alliteration).	TE: Some of the “Beats” can be helpful in teaching this standard. See examples on pages 43, 53, and 57.	N/A	Beats: Extensive practice offered throughout this text to identify rhyme and rhythm.
Narrative Analysis of Grade-Level Appropriate Text and Literary Criticism			
Compare and contrast literary elements of different authors.	TE: Some selections from “Theme Bibliography” on the following pages can be chosen as pieces of literature: 1, 23, 24, 45, 46, 70, 87, 88, 108, 109, 167, 168, 201, 202, 223, 224, 240, 245, 246.	N/A	N/A