

Songs That Teach CD & DVD

ELD Scoring Guide

- 4 Advanced Progress: Exceeds the standards for the identified ELD level.**
- 3 Average Progress: Meets the standards for the identified ELD level.**
- 2 Partial Progress: Demonstrates some progress toward mastery of the standards.**
- 1 Limited Progress: Demonstrates little or no progress towards mastery of the standards.**

Songs That Teach Assessments and ELD Portfolio Alignment		
		ELD Portfolio Level K-Level ELD Standards
Animated Song/Video	1	LS1, LS3, LS4, RW1,RW2, RF2, RF3, WS1, WS2, WC1
	2	LS5, RW2, RF2, RC4, RC5, RL3, LS1, RF2, RF3, RF5, RC1, WS2, WS3, WC1, WC2, WC3
	3	RW1, RW2, RF5, RC4, RC5, LS1, LS5, RW4, RF1, RC2, WS2, WS4, WC1, WC2,
	4	LS1, LS5, LS6, RW1, RW2, RW3, RF1, WS3, WS4, WC2, WC4, WC5
	5	LS1, LS5, RW1, RW2, RW3, RF1-3, WS2, WC1-4
		ELD Portfolio Level 1st Grade Level ELD Standards
Animated Song/Video	1	LS1, LS3, LS4, RW1, RW2, RW3, RF1, RF2, WS1, WS2, WC1
	2	LS5, RW2-3, RF1, RF2, RC4, RC5, RL3, LS1, RF3, RF5, RC1, WS2-3, WC1-3
	3	RW1-2, RF1, RF5, RC4, RC5, LS1, LS5, RW4, RC2, WS2, WS4, WC1-3
	4	LS1, LS5, LS6, RW1-6, RF1, RF4, WS3-4, WC2, WC4-5
	5	LS1, LS5, RW2, RW3, RW4, RW5, RW6, RF1-5, WS2, WC1-4

	ELD Portfolio Level 2nd Grade Level ELD Standards	
Animated Song/Video	1	LS1, LS3, LS4, RW1-2, RF1-2, WS1-2, WC1
	2	LS5, RW2, RF1-2, RC4-5, RL3, LS1, RF3, RF5, RC1, WS2-3, WC1-3
	3	RW1-2, RF1, RF5, RC4-5, LS1, LS5, RW4, RF2, RC2, WS2, WS4, WC1-2
	4	LS1, LS5-6, RW1-6, RF1, RF4, RF5, WS3-4, WC2-5
	5	LS1, LS5, RW2, RF1-8, WS2, WC1-4

	ELD Portfolio Level 3-5 ELD Standards	
Animated Song/Video	1	LS1, LS2, RW1, RC3, RC4, RF1, RF3, WS1, WS3, WC1-2
	2	LS3, LS6, RW2, RF2, RC-3, RC4, RL3, LS1-2, RW1, RF4-5, WS4, WC1-3
	3	RW1, RW2, RF3, RF4, RC1, RC3, RC5LS1, LS4-5, RF2, RC1, WS4, WC1-2
	4	LS1, LS3, LS5, RW1, RF1-3, RF6, RF8, WS4, RF4-5, WS3, WC1-6
	5	LS6, RW1, LS2, WC1-3

ELD 1: K-5 Listening and Speaking: Strategies and Applications

1. **LS 1; All Grades:** Begin to speak with a few words of sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).
Students repeat lyrics and sing along (Say it, Sing it) ...
2. **LS 2; 3rd-5th Grades:** Answer simple questions with one- to two-word responses.
In short discussions, the teacher will ask level one questions whose answers are embedded in the lyrics.
3. **LS 3; Kindergarten-2nd Grades:** Respond to simple directions and questions using

physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Students follow directions throughout the selection.

Students match study words seen in the lyrics with definitions that the teacher provides.

4. **LS 4; Kindergarten-2nd Grades:** Answer simple questions with one- to two-word responses.

After the song is listened to, watched and sung, the teacher will ask level one questions in short discussions.

ELD 1: K-5 Reading: Word Analysis

5. **RW 1; Kindergarten:** Repeat spoken English words.
1st Grade: Repeat simple spoken English phrases.
2nd Grade: Repeat simple spoken English sentences
3rd-5th Grades: Recognize English phonemes that correspond to phonemes students already hear and produce, including long and short vowels, initials and final consonants.

6. **RW 2; Kindergarten-2nd Grades:** Produce English phonemes that correspond to phonemes students already hear and produce.
3rd-5th Grades: Recognize sound/symbol relationships in own writing.

Students practice phonemes when they sing/say the lyrics.

7. **RW 3; 1st Grade:** Identify words that begin with the same sound.

Words in the lyrics can be taken out of context to form word families (i.e., prefixes, suffixes, beginning and ending sounds).

ELD 1: K-5 Reading: Fluency and Systematic Vocabulary Development

8. **RF 1;**
1st-5th Grades: Read aloud simple words in stories or games (e.g., nouns, adjectives, colors).

Students read/chant/recite/sing aloud the scrolled lyrics in the animated songs.

9. **RF 2; Kindergarten-1st grade:** Match upper and lower case letters.
The teacher gives dictation to students following a song. Then the teacher provides the correct answers for the students so that they can check their work for accuracy.
2nd Grade: Identify and sort common words in basic categories (e.g., colors, shapes, foods).
Students find and cluster/sort words in categories from the study words and content of the lyrics.
10. **RF 3; Kindergarten, 3rd-5th Grades:** Demonstrate comprehension of simple vocabulary with an appropriate action.
Students physically mimic characters' movements while singing along to a song.

ELD 1: 3rd-5th Reading: Comprehension

11. **RC 3; 3rd-5th Grades:** Understand and follow simple one-step directions for classroom or work-related activities.
Students follow verbal directions throughout the selections and react to them both verbally and physically. When students copy the lyrics, they must write in the margins, indent, etc.

ELD 1: K-5 Writing: Strategies and Applications

12. **WS 1; All Grades:** Copy or write the English alphabet legibly.
13. **WS 2; Kindergarten-2nd Grades:** Copy words posted and commonly used in the classroom.
14. **WS 3; 3rd-5th Grades:** Create simple sentences or phrases with some assistance.
Students respond to questions that the teacher derives from the lyrics. The lyrics serve as a model or demonstration of subject/predicate agreement.

ELD 1: K-5 Writing: Convention

15. **WC 1; All Grades:** Use capital letters when writing own name and at the beginning of sentences.
16. **WC 2; 3rd-5th Grades:** Use a period at the end of a sentence.
Students respond personally to questions that the teacher derives from the lyrics, using appropriate capitalization and punctuation.

ELD 2: K-5 Listening and Speaking: Strategies and Applications

17. **LS 1; All Grades:** 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]).
18. **LS 2; 3rd-5th Grades:** Ask and answer questions using phrases or simple sentences.
Students sing along with the songs, thus practicing proper grammar and syntax. Students respond to questions that the teacher derives from the lyrics using simple sentences or phrases.
19. **LS 3; 3rd-5th Grades:** Restate and execute multi-step oral directions.
Students repeat and follow directions throughout the performance process following nonverbal and verbal cues and directions. Students write within the margins, indent, etc.
20. **LS 5; Kindergarten-2nd Grades:** Recite familiar rhymes, songs, and simple stories.
21. **LS 6; 3rd-5th Grades:** Recite familiar rhymes, songs, and simple stories.
Students learn and sing the animated captioned content of all songs.

ELD 2: K-5 Reading: Word Analysis

22. **RW 1; 3rd-5th Grades:** While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in “cat”, final consonants).
23. **RW 2; Kindergarten:** Produce English phonemes that correspond to phonemes students already hear and produce in simple, meaningful vocabulary.

1st Grade: Produce English phonemes that correspond to phonemes students already hear and produce, including initial and final consonants.

2nd Grade: Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels.

3rd-5th Grades: Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).

Students repeat dictations and sing along with songs. Teachers can have students identify and use various phonemes and morphs in the lyrics to practice using them.

ELD 2: K-5 Reading: Fluency and Systematic Vocabulary Development

24. **RF 1; 1st Grade:** Begin to read simple vocabulary, phrases and sentences independently. Read aloud an increasing number of English words.

2nd Grade: Read simple vocabulary, phrases and sentences independently. Read aloud an increasing number of English words.

Students read/chant/recite/sing aloud the scrolled lyrics in the animated songs. Students match study words with definitions.

25. **RF 2; Kindergarten:** Match upper and lower case letters.

1st Grade: Match words. Match all consonant and short-vowel sounds to appropriate letters.

The teacher gives dictation to students following a song. Then the teacher provides the correct answers for the students so that they can check their work for accuracy. Students match consonant and short-vowel sounds in songs to appropriate letters in the lyrics in dictation.

2nd Grade: Match words with pictures. Match all consonant and short-vowel sounds to appropriate letters.

Students observe animated graphics and write and read back their responses to dictated information. Students

match consonant and short-vowel sounds in songs to appropriate letters in the lyrics in dictation.

3rd-5th Grades: Read simple vocabulary, phrases and sentences independently. Read aloud an increasing number of English words.

26. **RF3; Kindergarten-2nd Grades:** Identify if two spoken words are the same or different.

Students identify words in lyrics that have homophones and define each of them.

27. **RF 4; 3rd-5th Grades:** Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.

28. **RF 5; Kindergarten:** Begin self-correcting errors made when speaking.

1st Grade: Begin self-correcting errors made reading aloud.

2nd Grade: Recognize and self-correct some errors when speaking or reading aloud.

3rd-5th Grades: Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.

Students edit and correct spelling, grammar, and conventions during a dictation of the lyric. Students practice speaking as they sing along with songs and correct themselves as needed, using the songs as a model.

Students share written responses out loud with the class while the teacher monitors and assesses students' pacing, intonation, and expression.

ELD 2: K-5 Reading: Comprehension

29. **RC1; K-2 Grades:** Use the content of a story to draw logical inferences.

30. **RC 2; 3rd-5th Grades:** Read and orally identify relationships between written text and their own experience using simple sentences.

Students reflect orally, responding to content in the original selections.

31. **RC 3; 3rd-5th Grades:** Understand and follow simple two-step directions of classroom or work-related activities.

32. **RC 4; Kindergarten-2nd Grades:** Understand and follow simple two-step directions of classroom or work-related activities.

Students follow nonverbal and verbal directions embedded

in the music.

3rd-5th Grades: Orally identify the basic sequence of written text using simple sentences.

33. **RC 5; Kindergarten-2nd Grades:** Orally identify the basic sequence of text. Read to them using key words or phrases.

As students listen to songs and read lyrics, the teacher can point out or have the students identify key words and phrases.

ELD 2: K-5 Reading: Literary Response and Analysis

34. **RL 3; All Grades:** Recite simple poems.

Students learn and recite/sing songs.

ELD 2: K-5 Writing: Strategies and Applications

35. **WS 2; Kindergarten-2nd Grades:** 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”]).
36. **WS 3; Kindergarten-2nd Grades:** Write one to two simple sentences (e.g., “I went to the park”).
37. **WS 4; 3rd-5th Grades:** Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).

Students copy or write responses/information from short term memory in the selection. The selection serves as an anchor paper or demonstration of subject/predicate agreement.

ELD 2: K-5 Writing: Conventions

38. **WC 1; All Grades:** Use capital letters to begin sentences and proper nouns.
39. **WC 2; Kindergarten-2nd Grades:** Use a period or question mark at the end of a sentence.
- 3rd-5th Grades:** Use a period at the end of a sentence, and use some commas appropriately.

40. **WC 3; All Grades:** Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.

Students copy or write responses/information in the selection finding/ circling/logging/correcting basic conventions errors.

ELD 3: K-5 Listening and Speaking: Strategies and Applications

41. **LS 1; All Grades:** 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).
42. **LS 4; 3rd-5th Grades:** Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.
43. **LS 5; Kindergarten-2nd Grades:** Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.
3rd-5th Grades: Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.

While the dictation is in process, the teacher will ask in short discussions level one questions regarding the content of the selections.

ELD 3: K-5 Reading: Word Analysis

44. **RW 1; Kindergarten:** Recognize and name all upper and lower case letters of the alphabet.
1st-2nd Grades: All Grades: 1 ELA phonemic awareness standards should be mastered by this level.
3rd-5th Grades: Produce most English phonemes correctly while reading aloud.
45. **RW 2; Kindergarten:** 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,dj/).
1st-2nd Grades: Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.
3rd-5th Grades: Use common English morphemes in oral and silent reading.

Students repeat sing/read the selection (say it, sing it, read

it). Words in the selection can be taken out of context to form word families (i.e., prefixes, suffixes, beginning and ending sounds, common spellings).

46. **RW 4; Kindergarten-2nd Grade:** Pronounce most English phonemes correctly while reading aloud.

The selections, when repeated back verbally, enable students to experience the English phonemes with self/teacher monitoring.

ELD 3: K-5 Reading: Fluency and Systematic Vocabulary Development

47. **RF 1; Kindergarten:** Read simple one-syllable and high frequency words (i.e., sight words).

1st Grade: Use decoding skills to read more complex words.

2nd Grade: Use decoding skills to read more complex words independently.

48. **RF 2; 2nd Grade:** Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).

Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).

3rd-5th Grades: Recognize some common roots and affixes when attached to known vocabulary (e.g., speak. speaker).

49. **RF 3; 3rd-5th Grades:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.

50. **RF 4; 3rd-5th Grades:** Demonstrate internalization of English grammar, usage and word choice by recognizing and correcting errors when speaking or reading aloud.

51. **RF 5; Kindergarten:** Self-correct errors made when speaking.

1st Grade: Self-correct errors made when speaking or reading aloud.

2nd Grade: Demonstrate internalization of English grammar, usage and word choice by recognizing and correcting errors when speaking or reading aloud.

Students read/chant/recite/sing aloud the scrolled lyrics in the animated songs. Students repeat the lyrics (say it, sing it, read it). The words can be taken out of context to form word families (i.e., prefixes, suffixes, beginning and ending sounds, abbreviations, common spellings). While the performance is in process, the teacher will ask in short discussions level one questions regarding the content of the

dictation.

ELD 3: K-5 Reading: Comprehension

52. **RC 1; 3rd-5th Grades:** Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).
53. **RC 2; Kindergarten-2nd Grades:** Read and use simple sentences to orally respond to stories by answering factual comprehension questions.

While the performance is in process, the teacher will ask in short discussions level one questions regarding the content of the dictation.

54. **RC 3; 3rd-5th Grades:** Understand and follow some multistep directions for classroom-related activities.
55. **RC 4; Kindergarten-2nd Grades:** Understand and follow some multistep directions for classroom-related activities.

Students follow directions through out the performance following nonverbal and verbal directions inherent in the music.

56. **RC 5; Kindergarten-2nd Grades:** While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.
- 3rd-5th Grades:** Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.

While the performance is in process, the teacher will ask in short discussions level one questions regarding text features in the lyrics and dictations.

ELD 3: K-5 Writing: Strategies and Applications

57. **WS 2; Kindergarten-2nd Grades:** Following a model, use the writing process to independently write short paragraphs of at least three lines.
58. **WS 4; Kindergarten-2nd Grade:** Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).
- 3rd-5th Grades:** Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).

The songs serve as anchor papers demonstrating standard

word order; vocabulary; tier one and two words; sentence structure; subject/predicate; paragraph structure; topic sentence; and supporting details, which are all assessed through independent writing. Students match study words with definitions.

ELD 3: K-5 Writing: Conventions

59. **WC 1; All Grades:** Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

WC 2; All Grades: Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).

Students copy or write responses/information in the selections finding/circling/logging/correcting basic conventions (teacher created) errors. The lyrics serve as anchor papers demonstrating standard word order; vocabulary; tier one and two words; sentence structure; subject/predicate; paragraph structure; topic sentence; and supporting details, which are all assessed through independent writing. Students match study words with definitions.

ELD 4: K-5 Listening and Speaking: Strategies and Applications

60. **LS 1; Kindergarten-2nd Grades:** Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.

3rd-5th Grades: Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details.

61. **LS 3; 3rd-5th Grades:** Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.

62. **LS 5; Kindergarten-2nd Grades:** Listen attentively to stories/information, and orally identify key details and concepts.

3rd-5th Grades: Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.

63. **LS 6; Kindergarten-2nd Grades:** Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.

Students learn and sing the animated captioned content songs. Students repeat the lyrics and are assessed by observation as a group or individually, and/or students respond when asked in-text or inferential queries.

ELD 4: K-5 Reading: Word Analysis

64. **RW 1; Kindergarten-2nd Grades:** All ELA phonemic awareness standards should be mastered by this level.

3rd-5th Grades: Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.

65. **RW 2; Kindergarten:** Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

1st- 2nd Grade: Read aloud fluently and accurately and with appropriate intonation and expression.

66. **RW 3; Kindergarten:** Distinguish initial, medial, and final sounds in single-syllable words.

1st Grade: Distinguish long and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).

2nd Grade: Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.

67. **RW 4; 1st-2nd Grades:** Use common English morphemes to derive meanings from oral reading (e.g., basic syllabication rules, regular and irregular plurals and basic phonics).

68. **RW 5; 1st Grade:** Match all consonant and short vowel sounds to appropriate letters.

2nd Grade: Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.

69. **RW 6; 1st Grade:** Read simple one-syllable and high frequency words (i.e., sight words).

2nd Grade: Read common irregular sight words (e.g., the, have, said, come, give, of).

Students sing/repeat the selection (say it, sing it, read it). Words in the selection can be taken out of context, formulating discussions on word families (i.e., beginning and ending sounds, common spellings). Specific attention

can be given to consonant and short vowel sounds, basic word formation, syllabication rules, and basic phonics aspects.

ELD 4: K-5 Reading: Fluency and Systematic Vocabulary Development

70. **RF 1; Kindergarten:** Self-monitor and self-correct speech.
1st-2nd Grades: Self-monitor and self-correct speech and oral reading.
3rd-5th Grades: Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.
Students repeat selections (say it, sing it, read it). Students read back what they have written. Students read the captioned lyrics on the animated songs.
71. **RF 2; 3rd-5th Grades:** Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present [gift], present [time]).
Students repeat selection (say it, sing it, read it). Students read back what they have written. Students read the captioned lyrics on the animated songs. Words in the dictations and songs can be taken out of context to formulate discussions on word structure (prefixes, suffixes, root words, beginning and ending sounds, common spellings, and multiple meanings). Students use context clues and apposition to glean meaning from new words. Students match study words with definitions.
72. **RF 3; 3rd-5th Grades:** Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).
73. **RF 4; 1st-2nd Grades:** Decode and read words from an appropriate word list with some errors.
3rd-5th Grades: Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present {gift}, present {time}).
Students repeat selection (say it, sing it, read it). Students read back what they have written. Students read the

captioned lyrics on the animated songs. The teacher identifies words that have multiple meanings in the lyrics.

74. **RF 5; 2nd Grade:** Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly). Use simple prefixes and suffixes when attached to known vocabulary.
3rd-5th Grades: Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.
75. **RF 6; 3rd-5th Grades:** Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

Students repeat and sing selections (say it, sing it, read it).

Students read back what they have written.

Students read the captioned lyrics on the animated songs.

Words in the dictations and songs can be taken out of context to formulate discussions on word structure (prefixes, suffixes, root words, beginning and ending sounds, common spellings, and multiple meanings).

Students use context clues and apposition to glean meaning from new words. Students match study words with definitions.

ELD 4: K-5 Writing: Strategies and Applications

76. **WS 3; All Grades:** Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

The vocabulary is inherent in the lyrics.

ELD 4: K-5 Writing: Conventions

77. **WC 1; 3rd-5th Grades:** Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.
78. **WC 2; All Grades:** Use standard word order with some inconsistent grammatical forms including inflections (e.g., subject/verb agreement).
79. **WC 3; All Grades:** Edit writing for basic conventions (e.g., punctuation, capitalization and spelling).
80. **WC 4; Kindergarten-2nd Grades:** Spell three- and four-letter short vowel words and grade-level appropriate sight words correctly.
3rd-5th Grades: Spell correctly one-syllable words that have blends,

contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair- hare).

81. **WC 5; Kindergarten-2nd Grades:** Spell frequently used irregular words correctly (e.g., was, were, says, said, who, what, why).
3rd-5th Grades: Arrange words in alphabetic order.
82. **WC 6; 3rd-5th Grades:** Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Students copy or write responses/information in the selections finding/circling/logging/correcting basic conventions (teacher created) errors. The lyrics serve as anchor papers demonstrating standard word order; vocabulary; tier one and two words; sentence structure; subject/predicate; paragraph structure; topic sentence; and supporting details, which are all assessed through independent writing. Students match study words with definitions.

ELD 5: K-5 Listening and Speaking: Strategies and Applications

83. **LS 1; Kindergarten-2nd Grades:** Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.
84. **LS 5; Kindergarten-2nd Grades:** Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.
85. **LS 6; 3rd-5th Grades:** Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.

Students learn and sing the dictation and animated captioned content songs. Students repeat and read the dictation of the captioned songs. Students are assessed by observation as a group or individually, and/or students respond when asked in-text or inferential queries.

86. **LS 2; 3rd-5th Grades:** Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside”).

ELD 5: K-5 Reading: Word Analysis

87. **RW 1; Kindergarten:** All Kindergarten Phonemic Awareness standards should have been mastered previously.
3rd-5th Grades: Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.
88. **RW 2; Kindergarten:** Match all consonant and short-vowel sounds to appropriate letters.
1st-2nd Grades: 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).
89. **RW 3; Kindergarten:** Read simple one-syllable and high frequency words (e.g., sight words).
1st Grade: Read common irregular sight words (e.g., the, have, said, come, give, of).
90. **RW 4; 1st Grade:** Read compound words and contractions.
91. **RW 5; 1st Grade:** Read common word families (e.g., -ite, -ate).
92. **RW 6; 1st Grade:** Read aloud with fluency in a manner that sounds like natural speech.

When students repeat and sing the lyrics (say it, sing it, read it). Students read back what they have written. Words from the lyrics can be taken out of context, formulating discussions on word structure and word families i.e., compound words, contractions, irregular sight words, affixes, root words, beginning and ending sounds, and common spellings. Specific attention can be given to consonant and short vowel sounds, basic word formation, syllabication rules, and basic phonics aspects. Students use context clues and apposition to glean meaning from new words. Students match study words with definitions. Teacher identifies idioms in the lyrics and dictations.

ELD 5: K-5 Reading: Fluency and Systematic Vocabulary Development

93. **RF 1; Kindergarten:** Match all consonants and short-vowel sounds to appropriate letters,
1st Grade: Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, and blend the sounds into recognizable words.

- 2nd Grade:** Apply knowledge of basic syllabication rules when reading (e.g., v-c-v, su/per and v-c-v sup/per).
94. **RF 2; Kindergarten:** Read simple one-syllable and high-frequency words (i.e., sight words).
1st Grade: Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
2nd Grade: Apply knowledge of academic and social vocabulary to achieve independent reading.
95. **RF 3; Kindergarten:** Understand that as letters change, so do the sounds (i.e., the alphabetic principle).
1st-2nd Grades: Decode and read words from a grade level appropriate word list, such as the ELD core vocabulary, both in isolation and in context.
96. **RF 4; 1st Grade:** Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
2nd Grade: Recognize words that have multiple meanings in texts.
97. **RF 5; 1st Grade:** Accurately read grade level material aloud in a manner that sounds like natural speech.
2nd Grade: Decode two-syllable nonsense words and regular multi-syllable words.
98. **RF 6; 2nd Grade:** Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).
99. **RF 7; 2nd Grade:** Explain common antonyms and synonyms.
100. **RF 8; 2nd Grade:** Read narrative and texts aloud with appropriate pacing, intonation, and expression.

Students copy or write responses/information in the selections finding/circling/logging/correcting basic conventions (teacher created) errors. The lyrics serve as anchor papers demonstrating standard word order; vocabulary; tier one and two words; sentence structure; subject/predicate; paragraph structure; topic sentence; and supporting details, which are all assessed through independent writing. Students match study words with definitions. Students discuss multiple meanings, antonyms and synonyms, regular and irregular plurals.

ELD 5: K-5 Writing: Strategies and Applications

101. **WS 2; Kindergarten-2nd Grades:** Use the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.

The lyrics serve as anchor papers demonstrating standard word order; vocabulary; tier one and two words; sentence structure; subject/predicate; paragraph structure; topic sentence; and supporting details, which are all assessed through independent writing. Students match study words with definitions.

ELD 5: K-5 Writing: Conventions

102. **WC 1; Kindergarten-2nd Grades:** Produce writing that demonstrates a command of the conventions of standard English.
3rd-5th Grades: Use complete sentences and correct word order.
103. **WC 2; Kindergarten-2nd Grades:** Use complete sentences and correct word order.
3rd-5th Grades: Use correct parts of speech, including correct subject/verb agreement.
104. **WC 3; Kindergarten-2nd Grades:** Use correct parts of speech, including correct subject/verb agreement.
3rd-5th Grades: Edit writing for punctuation, capitalization, and spelling.
105. **WC 4; Kindergarten-2nd Grades:** Edit writing for punctuation, capitalization, and spelling.

Students copy or write responses/information in the lyrics, finding/ circling/ logging/editing/correcting basic conventions errors. The lyrics serve as anchor papers demonstrating standard word order; vocabulary; tier one and two words; sentence structure; subject/predicate; paragraph structure; topic sentence; and supporting details, which are all assessed through independent writing. Students match study words with definitions.