

Publisher: COGNITIVE CONCEPTS, INC.		Program Title: EAROBICS LITERACY LAUNCH Step 1	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
<input type="checkbox"/> Beginning (B)	<input type="checkbox"/> Early Advanced (EA)		
<input type="checkbox"/> Early Intermediate (EI)	<input type="checkbox"/> Advanced (A)		
<input type="checkbox"/> Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input checked="" type="checkbox"/> Word Analysis B1. Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> B2. Read aloud simple words (e.g., nouns and adjectives) in stories or games. English-Language Arts Content	<input checked="" type="checkbox"/> Word Analysis EI1. Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated	<input type="checkbox"/> Word Analysis I1. Pronounce most English phonemes correctly while reading aloud. English-Language Arts Content Standards Kindergarten: Phonemic Awareness 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/, /j, d, j/). Grade One: Phonemic	<input type="checkbox"/> Word Analysis EA1. Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). English-Language Arts Content Standards Kindergarten: Phonemic Awareness 1.8 Track (move sequentially from sound to sound) and represent changes in simple	<input type="checkbox"/> Word Analysis A1. 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). English-Language Arts content Standards Kindergarten 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 of words	<input checked="" type="checkbox"/> Reading 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences. <i>Concepts About Print</i> <input type="checkbox"/> 1.1 Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> 1.2 Follow words from left to right and from top to bottom on the printed page. <input checked="" type="checkbox"/> 1.3 Understand that printed materials provide information. <input type="checkbox"/> 1.4 Recognize that	B1-ELD and 1.7, 1.8, 1.9, 1.11, & 1.13 ELA Standards Teacher's Resource Guide <i>Classroom Connections</i> pp. 23 – 58 <i>Earobics</i> Step 1 Software B5-ELD and 2.4 ELA Standard Teacher's Resource Guide <i>Classroom Connections</i> pp. 180, 181 B8-ELD and 2.5-ELA Standard Teacher's Resource Guide <i>Classroom</i>	B2-ELD and 1.3 & 1.15 ELA Standards Teacher's Resource Guide <i>Classroom Connections</i> pp. 96 - 147, 162 – 165 B11-ELD and 3.3 ELA Standard Teacher's Resource Guide <i>Classroom Connections</i> pp. 180, 181 E14-ELD and 1.15 ELA Standard Teacher's Resource Guide <i>Classroom Connections</i> pp. 96 – 147	

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input type="checkbox"/> Standards Kindergarten 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). <input type="checkbox"/> B3. Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play). <input type="checkbox"/> B4. Demonstrate comprehension of simple vocabulary with an appropriate action. <input checked="" type="checkbox"/> B5. Retell simple stories by using	phonemes (e.g., /f, s, th/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. <input checked="" type="checkbox"/> EI2. Recognize English phonemes that do not correspond to sounds students hear and produce, (e.g., a in <i>cat</i> and final consonants). English-Language Arts Content Standards	Awareness 1.5 Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>). 1.6 Create and say a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = <i>cat</i> ; /f/l/a/t/ = <i>flat</i>). 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = <i>cat</i> ; /s/p/l/a/t/ = <i>splat</i>);	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). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word.	change, so do the sounds (i.e., the alphabetic principle). Grade One 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. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. 1.13 Read compound words and	<input type="checkbox"/> sentences in print are made up of separate words. <input checked="" type="checkbox"/> 1.5 Distinguish letters from words. <input checked="" type="checkbox"/> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. <i>Phonemic Awareness</i> <input checked="" type="checkbox"/> 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/, /j, d, j/). <input checked="" type="checkbox"/> 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and	<i>Connections</i> pp. 172, 173 B12-ELD and 2.5 ELA Standard <i>Teacher's Resource Guide Classroom Connections</i> pp.96 – 155, 162 - 165 EI10-ELD and 2.0 ELA Standard <i>Teacher's Resource Guide Classroom Connections</i> pp. 180, 181 EI1-ELD & 1.7, 1.8, 1.9, 1.11, & 1.13 ELA Standards <i>Teacher's Resource Guide Classroom Connections</i> pp. 23 - 58 EI2-ELD and 1.7, 1.8, 1.9,	EI5-ELD and 1.15 ELA Standard <i>Teacher's Resource Guide Classroom Connections</i> pp.96 – 155, 162 - 165 EI10-ELD and 2.0 ELA Standard <i>Teacher's Resource Guide Classroom Connections</i> pp. 180, 181 I2-ELD and 1.7 & 1.12 ELA Standards <i>Teacher's Resource Guide Classroom Connections</i> pp. 95 – 147	

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Grades K-2 ELD Reading					ELA Standards		Primary Citation	Supporting Citation
Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
<input type="checkbox"/> drawings, words, or phrases. <input type="checkbox"/> B6. Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Reading Comprehension <input type="checkbox"/> B7. Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching)	Kindergarten: Phonemic Awareness 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/, /j, d, j/). 1.10 Identify and produce rhyming words in response to an oral prompt. Grade One: Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. Fluency and	<input checked="" type="checkbox"/> /r/i/ch/ = rich). <input checked="" type="checkbox"/> I2. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. English-Language Arts Content Standards Grade Two: Decoding and Word Recognition 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). <input checked="" type="checkbox"/> I3. Recognize and name all uppercase and lowercase letters of the alphabet. English-Language	1.13 Count the number of sounds in syllables and syllables in words. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 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>). 1.3 Decode two-syllable nonsense words and regular multisyllable words.	contractions. 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., -ite, -ate). 1.16 Read aloud with fluency in a manner that sounds like natural speech. Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel =	<input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> 1.9 Blend vowel-consonant sounds orally to make words or syllables. <input checked="" type="checkbox"/> 1.10 Identify and produce rhyming words in response to an oral prompt. <input checked="" type="checkbox"/> 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. <input checked="" type="checkbox"/> 1.12 Track auditorily each word in a	1.10, 1.11, 1.12, & 1.13 ELA Standards Teacher's Resource Guide <i>Classroom Connections</i> pp. 23 - 58 <i>Earobics</i> Step 1 Software EI7-ELD and 2.5 ELA Standard Teacher's Resource Guide <i>Classroom Connections</i> pp. 172, 173 I3-ELD and 1.6 ELA Standard Teacher's Resource Guide <i>Classroom Connections</i> pp. 61 – 65	EA2-ELD and 1.14, 1.15, & 1.16 ELA Standards Teacher's Resource Guide <i>Classroom Connections</i> pp. 95 - 147	

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<input checked="" type="checkbox"/> objects, pointing to an answer, drawing pictures). <input checked="" type="checkbox"/> B8. Respond orally to stories read aloud, giving one- or two- word responses (e.g., "brown bear") to factual comprehension questions. <input type="checkbox"/> B9. Draw pictures from one's own experience related to a story or topic (e.g., community in social studies). <input type="checkbox"/> B10. Understand and follow simple one-step directions for classroom activities.	<p style="text-align: center;">Systematic Vocabulary Development</p> <input type="checkbox"/> EI3. Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. <input checked="" type="checkbox"/> EI4. Read simple vocabulary, phrases, and sentences independently. <input checked="" type="checkbox"/> EI5. Read aloud an increasing number of English words. <input type="checkbox"/> EI6. Demonstrate internalization of English grammar, usage, and word choice by	<p style="text-align: center;">Arts Content Standards Kindergarten</p> 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. <p style="text-align: center;">Grade One</p> 1.1 Match spoken words to printed words. 1.3 Identify letters, words, and	<input type="checkbox"/> 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. <input checked="" type="checkbox"/> EA2. Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text. <p style="text-align: center;">English-Language Arts</p>	<i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i> . 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives). <p style="text-align: center;">Fluency and Systematic Vocabulary Development</p> <input type="checkbox"/> A2. Explain common antonyms and synonyms.	<input checked="" type="checkbox"/> sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words. <i>Decoding and Word Recognition</i> <input checked="" type="checkbox"/> 1.14 Match all consonant and short-vowel sounds to appropriate letters. <input checked="" type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input checked="" type="checkbox"/> 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). <i>Vocabulary and Concept Development</i> <input type="checkbox"/> 1.17 Identify and sort	<p style="text-align: center;">EA3-ELD and 1.0 ELA Standard</p> Teacher's Resource Guide <i>Classroom Connections</i> p. 6		

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<input checked="" type="checkbox"/> B11. Identify, using key words or pictures, the basic sequence of events in stories read aloud. Literary Response and Analysis <input checked="" type="checkbox"/> B12. Listen to a story and respond orally in one or two words to factual comprehension questions. <input type="checkbox"/> B13. Draw pictures related to a work of literature identifying setting and characters.	recognizing and correcting some errors when speaking or reading aloud. Reading Comprehension <input checked="" type="checkbox"/> EI7. Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. <input type="checkbox"/> EI8. Draw and label pictures related to a story topic or one's own experience. <input type="checkbox"/> EI9. Understand and follow simple two-step directions for classroom activities.	sentences. Fluency and Systematic Vocabulary Development <input type="checkbox"/> I4. Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud. <input type="checkbox"/> I5. Use decoding skills to read more complex words independently. English-Language Arts Content Standards Grade One	Content Standards Kindergarten: Decoding and Word Recognition 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 of words change, so do the sounds (i.e., the alphabetic principle). Grade One: Decoding and Word	English-Language Arts Content Standards Grade Two 1.7 Understand and explain common antonyms and synonyms. <input type="checkbox"/> A3. Recognize words that have multiple meanings in texts. English-Language Arts Content Standards Grade Two 1.10 Identify simple multiple-meaning words. <input type="checkbox"/> A4. Apply knowledge of academic and social vocabulary to achieve independent	<input type="checkbox"/> common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language. <input checked="" type="checkbox"/> 2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in			

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	<input checked="" type="checkbox"/> EI10. Orally identify, using key words or phrases, the basic sequence of events in text read aloud. <input type="checkbox"/> EI11. Draw logical inferences from a story read aloud. Literary Response and Analysis <input type="checkbox"/> EI12. Respond orally to factual comprehension questions about stories by answering in simple sentences. <input type="checkbox"/> EI13. Recite simple poems. <input type="checkbox"/> EI14. Identify orally the setting and	<input type="checkbox"/> I6. 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). English-Language Arts Content Standards Kindergarten 1.18 Describe	Recognition 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. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and r-controlled letter- sounds associations to read words.	reading. English-Language Arts Content Standards Grade Two 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. <input type="checkbox"/> A5. Read aloud with appropriate pacing, intonation, and expression narrative and expository texts. English-Language Arts Content Standards Kindergarten 1.14 Match all consonant and short-vowel sounds to appropriate letters.	<input type="checkbox"/> <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students. <input type="checkbox"/> <i>Structural Features of Informational Materials</i> 2.1 Locate the title, table of contents, name of author, and name of illustrator. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> <input type="checkbox"/> 2.2 Use pictures and			

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	characters by using simple sentences and vocabulary.	<input type="checkbox"/> common objects and events in both general and specific language. <input type="checkbox"/> 17. Apply knowledge of content-related vocabulary to discussions and reading. <input type="checkbox"/> 18. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., <i>remove, jumping</i>). Reading Comprehension <input type="checkbox"/> 19. Read stories and respond orally in simple sentences to factual comprehension	<input checked="" type="checkbox"/> 1.13 Read compound words and contractions. <input type="checkbox"/> 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>). <input type="checkbox"/> 1.15 Read common word families (e.g., <i>-ite -ate</i>). <input type="checkbox"/> 1.16 Read aloud with fluency in a manner that sounds like natural speech. Fluency and Systematic Vocabulary Development <input checked="" type="checkbox"/> EA3. Recognize simple antonyms and synonyms	<input type="checkbox"/> 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). <input type="checkbox"/> 1.16 Understand that as letters change, so do the sounds (i.e., the alphabetic principle). Grade One <input type="checkbox"/> 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. <input type="checkbox"/> 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). <input type="checkbox"/> 1.12 Use knowledge	<input type="checkbox"/> context to make predictions about story content. <input type="checkbox"/> 2.3 Connect to life experiences the information and events in texts. <input checked="" type="checkbox"/> 2.4 Retell familiar stories. <input checked="" type="checkbox"/> 2.5 Ask and answer questions about essential elements of a text. <input type="checkbox"/> 3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature</i> ,			

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		<p>questions about the stories.</p> <p><input type="checkbox"/> I10. While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.</p> <p><input type="checkbox"/> I11. Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.</p> <p><input type="checkbox"/> I12. Write captions or phrases for drawings related to a story.</p> <p><input type="checkbox"/> I13. Understand and follow some multiple-step directions for</p>	<p>(e.g., <i>good, bad; blend, mix</i>) in stories or games.</p> <p><input type="checkbox"/> EA4. Use simple prefixes and suffixes when they are attached to known vocabulary.</p> <p>English-Language Arts Content Standards Grade Two 1.9 Know the meaning of simple prefixes and suffixes e.g., <i>over-, un-, -ing, -ly</i>).</p> <p><input type="checkbox"/> EA5. Use decoding skills and knowledge of academic and social vocabulary</p>	<p>of vowel diagraphs and <i>r</i>-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>Grade Two 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when</p>	<p><i>Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p><input type="checkbox"/> 3.1 Distinguish fantasy from realistic text.</p> <p><input type="checkbox"/> 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p> <p><input checked="" type="checkbox"/> 3.3 Identify characters, settings, and important events.</p>			

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		classroom-related activities. Literary Response and Analysis <input type="checkbox"/> I14. Use expanded vocabulary and descriptive words in oral and written responses to simple texts. <input type="checkbox"/> I15. Read simple poetry and use simple sentences in answering factual comprehension questions.	to begin independent reading. Reading Comprehension <input type="checkbox"/> EA6. Read text and use detailed sentences to identify orally the main idea and use the idea to draw inferences about the text. <input type="checkbox"/> EA7. Read stories and orally respond to them by answering factual comprehension questions about cause-and-effect relationships.	reading. 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>). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i>). 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i>). Reading Comprehension				

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 English Language Development Standards for California Public Schools Kindergarten Through Grade Twelve (State Board Adopted July 1999).
 Both documents are available on-line at <http://www.cde.ca.gov/be/st/ss>.

Publisher: COGNITIVE CONCEPTS, INC.		Program Title: EAROBICS LITERACY LAUNCH Step 1	
ELD Proficiency Levels:		FOR LEA USE ONLY Designated Standards ELD and ELA #'s	
Beginning (B)	Early Advanced (EA)		
Early Intermediate (EI)	Advanced (A)		
Intermediate (I)			

ELD / ELA Standards Correlation Matrix for Supplemental ELD Materials (SB1113 – Budget Act 2004-2005)

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Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Grade Kindergarten			
			<input type="checkbox"/> EA8. Write a brief summary (three or four complete sentences) of a story. <input type="checkbox"/> EA9. Read and use basic text features, such as the title, table of contents, and chapter headings. <input type="checkbox"/> EA10. Read stories and texts from content areas and respond orally to them by restating facts and details to clarify ideas. Literary Response and Analysis	<input type="checkbox"/> A6. Prepare an oral or a written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences, compare information from several sources) with literature and content area texts. <input type="checkbox"/> A7. Locate and use text features, such as the title, table of contents, chapter headings, diagrams, and index. Literary Response and Analysis <input type="checkbox"/> A8. Read a variety of children's literature and respond to it both				

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			<input type="checkbox"/> EA11. Read short poems and orally identify the basic elements (e.g., rhythm and rhyme). <input type="checkbox"/> EA12. Read a literary selection and orally identify the literary elements of plot, setting, and characters. <input type="checkbox"/> EA13. Read a story and identify the beginning, middle, and end.	orally and in writing. <input type="checkbox"/> A9. Describe the elements of poetry (e.g., rhythm, rhyme, alliteration). <input type="checkbox"/> A10. Compare and contrast different authors' use of literary elements.				

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