

# K-2 Nontransferable English LA Standards Map

In Support of ELD in a Spanish/English Dual Immersion Program

K	1st	2nd
Introduce consonant-vowel-consonant words through oral phonics	Match all consonant vowel sounds to appropriate letters	Match all consonants and short vowel sounds to appropriate letters
Introduce consonant-vowel-consonant words through oral phonics	Do segmenting and blending phonemic awareness activities	Write consonant-vowel-consonant words (demonstrate the alphabetic principle)
Expose students to written letters through big books, etc.		Distinguish long- and short-vowel sounds in orally stated, single syllable words (bit/bite)
Expose students to transferable/nontransferable initial consonant sounds	Generate the sounds from all consonants including consonant blends with exposure to isolated letters, print and phonemic awareness activities	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms); blend those sounds into recognizable words
Expose students to sight words through big books, etc.	Read a strategic list of common, irregular sight words	Read common, irregular sight words (the, have, said, come, give, of)
Do direct instruction with oral practice	Do direct instruction with oral practice	Read inflectional forms (-s, -ed, -ing) and root words (look, looked, looking)
Provide phonemic awareness activities with picture cards and rhyming books using select word families	Provide phonemic awareness activities with picture cards and rhyming books using select word families	Read common word families (-ite, -ate)
Expose students to compound words as appropriate	Identify compounds words through direct instruction and oral practice	Read compound words
Introduce consonant-vowel-consonant words through oral phonics		Spell three- and four-letter short-vowel words and 1st grade-level appropriate words
		Spell basic short-vowel, long-vowel, r-controlled and consonant blend patterns correctly
		Spell frequently used, irregular words (was, were, says, said, who, what, why)

Grade level standards are color coded.

Modified standards, typed in black, support the grade level standard in that same row.

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K	1st	2nd
Provide direct instruction with oral practice	Provide direct instruction with oral practice and print exposure	Identify and use singular and plural nouns
	Provide orally explicit instruction and practice with regular and irregular plurals	Identify and use regular plurals (-s, -es, -ies) and irregular plurals (fly/flies, wife/wives, child/children)
	Identify contractions orally	Read contractions
Introduce contractions and practice orally as appropriate	Identify contractions orally	Identify and use contractions (isn't, aren't, can't, won't) and singular possessive pronouns (my/mine, his/her/hers, your/yours)
		Know the meaning of simple prefixes and suffixes (over-, un-, -ing, -ly)
		Recognize common abbreviations (Jan., Sun., Mr., St.)
	<p>Capitalize the pronoun "I"</p> <p>Make explicit references to capitalization in print of proper nouns, months, days of the week</p>	Capitalize all proper nouns, words at the beginning of sentences and greetings, months, days of the week, titles and initials of people
Expose students to punctuation through big books, etc.	Explicitly and repeatedly expose students through direct instruction with books	Use a period, exclamation point or question mark at the end of sentences
		Use a comma in the greeting and closure of a letter and with dates and items in a series
	Make explicit references to print that uses quotation marks for dialogue	Make explicit references to print that uses quotation marks

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