	EARLY INTERMEDIATE ELD LEVEL STANDARDS AS COVERED IN EACH DAILY LESSON																																		
Day	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
	Fluency and Systematic Vocabulary Development - Vocabulary and Concept Development																																		
	Read simple vocabulary, phrases, and sentences independently																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Read aloud an increasing number of English words																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Word Analysis K-1 - Concepts About Print/Phonemic Awareness/Vocabulary Development																																		
	Produce English phonemes that correspond to phonemes students already hear and produce including long and short vowels and initial and final consonants																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Reading Comprehension K-1 - Comprehension/Text Analysis																																		
	Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Orally identify, using key words or phrases, the basic sequence of events in text read aloud																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Draw logical inferences from a story read aloud																																		
		*				*	*	*			*								*	*				*					*					*	*
	Literary Response and Analysis																																		
	Respond orally to factual comprehension questions about stories by answering in simple sentences.																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Listening and Speaking K-1 - Comprehension																																		
	Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g. plurals, pronouns)																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Ask and answer questions by using phrases or simple sentences.																																		
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Writing Strategies and Applications K-2 - Capitalization/Punctuation																																		
	Note: The WSA Standards are facilitated by the So Simple Program through review of basic grammar, punctuation, and spelling skills on a daily basis.																																		

	EARLY INTERMEDIATE ELD LEVEL STANDARDS AS COVERED IN EACH DAILY LESSON (Continued)																			
Day	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
	Fluency and Systematic Vocabulary Development - Vocabulary and Concept Development																			
	Read simple vocabulary, phrases, and sentences independently																			
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Read aloud an increasing number of English words																			
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.																			
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Word Analysis K-1 - Concepts About Print/Phonemic Awareness/Vocabulary Development																			
	Produce English phonemes that correspond to phonemes students already hear and produce including long and short vowels and initial and final consonants																			
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Reading Comprehension K-1 - Comprehension/Text Analysis																			
	Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension																			
	*	*	*	*	*		*	*	*		*	*	*	*	*		*	*		*
	Orally identify, using key words or phrases, the basic sequence of events in text read aloud																			
	*	*	*	*	*		*	*	*		*	*	*	*	*		*	*		*
	Draw logical inferences from a story read aloud																			
				*			*				*						*	*		*
	Literary Response and Analysis																			
	Respond orally to factual comprehension questions about stories by answering in simple sentences.																			
	*	*	*	*	*		*	*	*		*	*	*	*	*		*	*		*
	Listening and Speaking K-1 - Comprehension																			
	Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g. plurals, pronouns)																			
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Ask and answer questions by using phrases or simple sentences.																			
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	Writing Strategies and Applications K-2 - Capitalization/Punctuation																			
	Note: The WSA Standards are facilitated by the So Simple Program through review of basic grammar, punctuation, and spelling skills on a daily basis.																			