

Attainment Company's  
Early Literacy Skills Builder (ELSB)

**Alignment to Wisconsin Extended Standards and  
Instructional Achievement Descriptors  
Reading—Grade Band 3-4**

**Objective 1: Determine the meaning of words and phrases in context.**

Extended Grade Band 3-4 Objectives	Instructional Achievement Descriptors	Early Literacy Skills Builder Alignment
<b>Reading 1A Match words to pictures.</b>	Advanced students perform without support the following: <ul style="list-style-type: none"> <li>• <b>Use words or pictures to determine meaning.</b></li> </ul>	Building with Sounds and Symbols, Objectives 2, 3, 4, 5, 13, Levels One to Seven Objectives 3, 4, 6, Level A  Building with Stories Component: All Levels
	Proficient students perform without support the following: <ul style="list-style-type: none"> <li>• <b>Match words to pictures.</b></li> </ul>	Building with Sounds and Symbols, Objectives 2, 3, 4, 5, 13, Levels One to Seven Objectives 3, 4, 6, Level A  Building with Stories Component: All Levels
	Basic students perform with minimal support the following: <ul style="list-style-type: none"> <li>• <b>Identify correct object when given two word choices.</b></li> </ul>	Building with Sounds and Symbols, Objectives 2, 4, 5, 13, Level One Objectives 3, 4, 6, 9 Level A  Building with Stories Component: All Levels
	Minimal students attempt to perform with significant support the following: <ul style="list-style-type: none"> <li>• <b>Identify one picture or object from a set of two.</b></li> </ul>	Building with Sounds and Symbols, Objectives 2, 4, 5, 13, Level One Objectives 3, 4, 6, 9, Level A  Building with Stories Component: All Levels

**Objective 2: Understand text.**

<b>Reading 2A Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length</b>	Advanced students perform without support the following: <ul style="list-style-type: none"> <li>• <b>Recall basic facts and/or main ideas from a short paragraph of 5 sentences in length.</b></li> <li>• <b>Sequence three events from text 5 sentences in length.</b></li> </ul>	Building with Sounds and Symbols, Objective 5, Levels One to Seven  Building with Stories Component: All Levels
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<p><b>Reading 2B</b> Sequence beginning and end from text.</p>	<p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> <li>• <b>Recall basic facts and/or main ideas from a short paragraph of 3 simple sentences in length.</b></li> <li>• <b>Sequence beginning and end of text.</b></li> </ul> <p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> <li>• <b>Recall basic facts and/or main ideas from a short paragraph of 2 simple sentences.</b></li> <li>• <b>Recall one event that occurred in a 3-sentence story.</b></li> </ul> <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> <li>• <b>Recall basic facts and/or main idea from 1 simple sentence.</b></li> </ul>	<p>Building with Sounds and Symbols, Objective 5, Levels One to Seven</p> <p>Building with Stories Component: All Levels</p> <p>Building with Sounds and Symbols, Objective 7, Level A</p> <p>Building with Stories Component: Level A</p> <p>Building with Sounds and Symbols, Objective 7, Level A</p> <p>Building with Stories Component: Level A</p>
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**Objective 3: Analyze text.**

<p><b>Reading 3A.</b> Given a series of events, predict what will happen next.</p>	<p>Advanced students perform without support the following:</p> <ul style="list-style-type: none"> <li>• <b>Make a prediction before, during, and after reading a text.</b></li> </ul> <p>Proficient students perform without support the following:</p> <ul style="list-style-type: none"> <li>• <b>Given a series of events, predict what will happen next.</b></li> </ul> <p>Basic students perform with minimal support the following:</p> <ul style="list-style-type: none"> <li>• <b>Predict what activity they will be doing next in a known routine.</b></li> </ul> <p>Minimal students attempt to perform with significant support the following:</p> <ul style="list-style-type: none"> <li>• <b>Demonstrate understanding</b></li> </ul>	<p>Building with Sounds and Symbols, Objective 5, Levels One to Seven Objectives 6, 7, Level A</p> <p>Building with Stories Component: All Levels</p> <p>Building with Sounds and Symbols, Objective 5, Levels One to Seven Objectives 6, 7, Level A</p> <p>Building with Stories Component: All Levels</p> <p>Building with Sounds and Symbols, All Levels, All Objectives</p> <p>Building with Stories Component: All Levels</p> <p>Building with Sounds and Symbols, All Levels, All Objectives</p> <p>Building with Stories Component: All Levels</p>
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	<b>of simple cause/effect related to a routine action.</b>	
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**Objective 4: Evaluate and extend text.**

<b>Reading 4A Connect text to self.</b>	Advanced students perform without support the following:  • <b>Connect text to self and text to text.</b>	Building with Sounds and Symbols, Objectives 5, 14, Levels One to Seven Objectives 7, 9, Level A  Building with Stories Component: All Levels
	Proficient students perform without support the following:  • <b>Connect text to self.</b>	Building with Sounds and Symbols, Objectives 5, 14, Levels One to Seven Objectives 7, 9, Level A  Building with Stories Component: All Levels
	Basic students perform with minimal support the following:  • <b>Connect text to pictures.</b>	Building with Sounds and Symbols, Objectives 2, 4, 5, 13, 14, Levels One to Seven Objectives 7, 9, Level A  Building with Stories Component: All Levels
	Minimal students attempt to perform with significant support the following:  • <b>Make connections between related pictures.</b>	Building with Sounds and Symbols, Objectives 1, 2, 3, 4, Level A  Building with Stories Component: All Levels