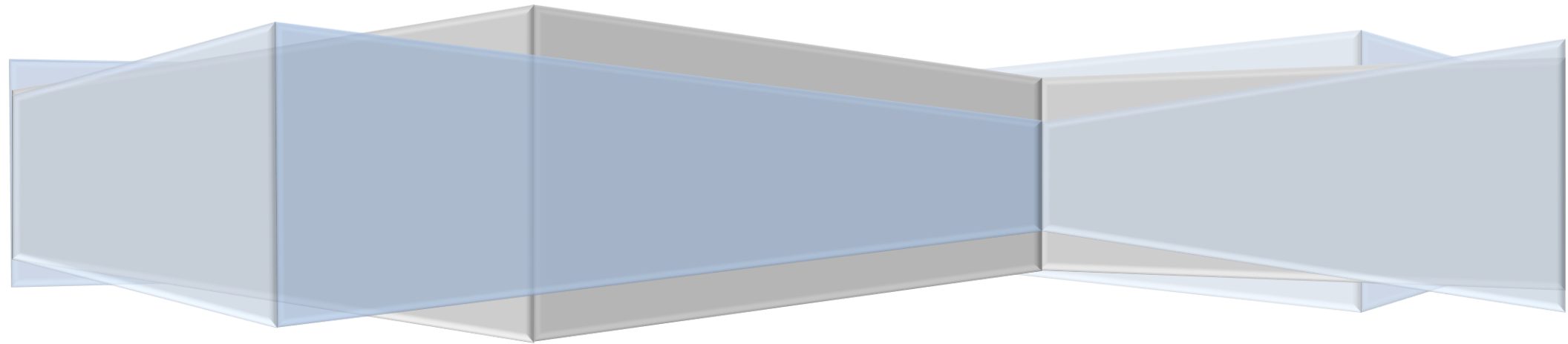


NATIONAL HERITAGE ACADEMIES: Hamtramck Academy

WIDA/COMMON CORE ALIGNMENT

K-8 ELA Standards

ELISABETH BOWMAN and SUZETTE PARISEAU



**NATIONAL HERITAGE ACADEMIES
2003**

WIDA/COMMON CORE ALIGNMENT

K-8 ELA Standards

ELISABETH BOWMAN and SUZETTE PARISEAU
Hamtramck Academy ESL Teachers

WIDA/COMMON CORE ALIGNMENT

Please note the following

- Common Core Standards include Reading Foundations (RF), Reading Literature (RL), Language (L), Writing (W), and Speaking and Listening (SL).
- Standards should be read as follows..... W.2.4 = Writing for second grade, fourth strand.
- If a standard appears to be missing from the numerical order, it means that there isn't that particular standard or strand for that grade.
- Reading Informational (non-fiction) and Reading Literature (fiction) Standards are combined under Reading Literature (RL) as the Standards are the same for each.

WIDA/COMMON CORE ALIGNMENT

Table of Contents

<u>Grade</u>	<u>Page</u>
Kindergarten Standards	7
First Grade Standards	47
Second Grade Standards	83
Third Grade Standards	117
Fourth Grade Standards	157
Fifth Grade Standards	199
Sixth Grade Standards	239
Seventh Grade Standards	275
Eighth Grade Standards	313

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Kindergarten

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Foundational Skills

Standard: RF.K.1a - Demonstrate understanding of the organization and basic features of print.

- follow words from left to right, top to bottom and page by page

Cognitive Function (I Can): I can hold a book correctly.

I can recognize that books are read from left to right and top to bottom.

I can turn pages in a book from front to back and read the left page before the right.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify name in print	Match examples of the same form of print Demonstrate concept of print (e.g., left to right, top to bottom)			
Writing / Speaking		Connect oral language to print (e.g., language experience)	Make predictions (e.g., What letter comes next?)	Produce familiar words/phrases from environmental print and illustrated text	

Academic Vocabulary: right-side up, left, right, order

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.1b - Demonstrate understanding of the organization and basic features of print.

- recognize that spoken words are represented in written language by specific sequences of letters
- understand that words are separated by spaces in print
- recognize and name all upper- and lowercase letters of the alphabet

Cognitive Function (I Can): I can recognize that words are separated by spaces before and after them.

I can recognize that words are created by putting letters together in a specific order.

I can recognize the difference between upper- and lowercase letters.

I can name all uppercase and lowercase letters in the alphabet.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures	Distinguish between same and different forms of print (e.g., single letters and symbols)			Differentiate between letters, words and sentences
Writing / Speaking	Draw pictures and scribble Circle or underline pictures, symbols and numbers Trace letters and figures Make symbols, figures or letters from models and realia (e.g., straws, clay)	Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Draw objects from models and label with letters Complete phrases in rhymes, songs and chants.	Make illustrated “notes” and cards with distinct letter combinations Reproduce familiar words from labeled models or illustrations Make predictions (e.g., What letter comes next?)	Produce familiar words/phrases from environmental print and illustrated text Sing repetitive songs and chants independently	

Academic Vocabulary: order, uppercase letter, lowercase letter

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.2a - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- count, pronounce, blend, and segment syllables in spoken words
- blend and segment onsets and rimes of single-syllable spoken words

Cognitive Function (I Can): I can recognize that a syllable has one vowel sound.

I can break words into syllables by clapping, snapping or counting.

I can say each syllable sound in a word.

I can blend syllables to say a complete word.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find matching word or print	Distinguish between same and different forms of print (e.g., single letters and symbols) Identify simple patterns describe orally Respond with gestures to songs, chants, or stories modeled by teachers	Act out songs and stories using gestures	Find pictures that match oral descriptions	Indicate features of words, phrases or sentences that are the same and different Arrange words, objects or pictures according to descriptive oral discourse
Writing / Speaking	Circle or underline pictures, symbols and numbers Repeat words or simple phrases	Syllable claps uniformly in a group	Repeat syllable claps	Clap syllables independently	Produce words/phrases independently

Academic Vocabulary: end sound, rhyme, syllable, vowel, vowel sound, blend, beginning, middle, end

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.2b - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- recognize and produce rhyming words

Cognitive Function (I Can): I can recognize words with the same end sound.

I can recognize that words with the same end rhyme.

I can rhyme one word with another.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find matching word or print	Distinguish between same and different forms of print (e.g., single letters and symbols)	Sort words by endings (word families)	Identify some high frequency words in context.	Indicate features of words, phrases or sentences that are the same and different
Writing / Speaking	Circle or underline pictures, symbols and numbers	Reproduce letters, symbols and numbers from models in context	Reproduce familiar words from labeled models or illustrations	Produce symbols and strings of letters associated with pictures.	Produce words/phrases independently

Academic Vocabulary: end sound, rhyme, syllable, vowel, vowel sound, blend, beginning, middle, end

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.2c - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (CVC) words (not including CVCs ending with /l/, /r/, or /x/)
- add or substitute individual sounds in simple, one-syllable words to make new words

Cognitive Function (I Can): I can identify the beginning sound, vowel sound, and end sound of words (three-phoneme words).

I can blend letter sound to say a single syllable word.

I can add or change beginning, middle or end sounds to create new words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures Point to stated syllables/words	Match examples of the same form of print Distinguish between same and different forms of print (e.g., ending sounds and vowels) Identify simple patterns described orally	Use pictures to identify new words Classify visuals according to labels or icons (e.g., short a vs. long a) Produce new words by finding and changing the beginning or ending sounds	Identify some high frequency words in context Match pictures to words/phrases/short sentences Distinguish between beginning sound, vowel sound, and end sound of words	Differentiate between letters, words and sentences Indicate features of words that are the same and different Produce new words by finding and changing the beginning, vowel sound or ending sounds
Writing / Speaking	Draw pictures and scribble Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) Repeat words/syllables	Connect oral language to print Reproduce letters from models in context Repeat beginning sound, vowel sound, and end sound of words	Make illustrated “notes” and cards with distinct letter combinations Make connections between speech and writing	Produce familiar words from environmental print and illustrated text Identify beginning sound, vowel sound, and end sound of words independently	Produce words independently

Academic Vocabulary: end sound, rhyme, syllable, vowel, vowel sound, blend, beginning, middle, end

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.3a - Know and apply grade-level phonics and word analysis skills in decoding words.

- demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant
- associate the long and short sounds with the common spellings (graphemes) for the five major vowels

Cognitive Function (I Can): I can say the most common sound of each consonant.

I can identify the five major vowels.

I can say the long and short vowels for each vowel.

I can recognize the common spellings of long and short vowel sounds.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures Point to stated letters	Match examples of the same form of print Distinguish between same and different forms of print (e.g., consonant sounds and vowels)	Classify visuals according to labels or icons (e.g., tall letters vs. short letters) Use pictures to identify beginning, ending and vowel sounds and letters	Match pictures to beginning, ending and vowel sounds and letters	Differentiate between letters and sounds Blend letters to make short words Indicate common spellings of vowel sounds
Writing / Speaking	Draw pictures and scribble Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) Repeat letters	Connect oral language to print Reproduce letters from models in context Repeat consonant sounds and vowel sounds Identify vowel sounds in rhymes, songs and chants	Communicate using letters in context Make illustrated “notes” and cards with distinct letter combinations Make connections between speech and writing	Draw pictures associated with letters and sounds Sing repetitive songs and chants independently	String letters to make short words Relate the common spellings of long and short vowel sounds using familiar words

Academic Vocabulary: consonant, vowel, long vowel, short vowel, similar, different

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.3b - Know and apply grade-level phonics and word analysis skills in decoding words.

- read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*)
- distinguish between similarly spelled words by identifying the sounds of the letters that differ

Cognitive Function (I Can): I can recognize common words found in text.

I can read common words without having to sound them out.

I can identify words with similar spellings.

I can identify the letter sound that is different in words with similar spellings.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match words to corresponding pictures Find matching words	Match examples of the same form of print Distinguish between same and different forms of print (e.g., letters and words) Match labeled pictures to those in illustrated scenes	Use pictures to identify words Demonstrate concepts of print	Identify some high-frequency words with similar spellings Match pictures to phrases/short sentences Read common words independently	Differentiate words with similar spellings String words together to make short sentences Indicate features of words that are the same and different
Writing / Speaking	Trace words Repeat words	Connect oral language to print Reproduce letters and words from models in context Draw objects from text and label it	Reproduce familiar words from models or illustrations Make predictions	Produce familiar words from environmental print an illustrated text	Make "story books" with drawings and words Produce words independently

Academic Vocabulary: consonant, vowel, long vowel, short vowel, similar, different

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standards: Foundational Skills

Standard: RF.K.4 - Read emergent-reader texts with purpose and understanding.

Cognitive Function (I Can): I can recognize common sight words in a text.
 I can read a text with common sight words.
 I can use the pictures in a text to help me understand it.
 I can retell the story I read.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match words to corresponding pictures Find matching words	Match examples of the same form of print Distinguish between same and different forms of print (e.g., letters and words) Match labeled pictures to those in illustrated scenes	Use pictures to identify words Use words to identify pictures	Identify some high-frequency sight words Match pictures to phrases/short sentences Read common sight words independently	String words together to make short sentences
Writing / Speaking	Trace words Repeat words	Connect oral language to print Reproduce letters and words from models in context Restate some facts from illustrate short stories	Reproduce familiar words from models or illustrations Make predictions Draw pictures to retell what I read	Produce familiar words from environmental print an illustrated tex Retell narrative stories through pictures with emerging detail	Make “story books” with drawings and words Produce words independently

Academic Vocabulary: sight word, retell

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

Cognitive Function (I Can): I can explain that a key detail is an important part of a text
 I can ask and answer questions about a text (e.g., who, what, where, when, why and how).
 I can ask and answer questions before, during and after reading a text.
 I can ask and answer questions about key details in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures Respond non-verbally to oral commands or statements (e.g., through physical movement)	Match examples of the same form of print Match pictures, objects or movements to oral descriptions	Use pictures to identify words Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)	Match pictures to phrases/short sentences Distinguish between what happens first and next in oral activities or readings	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Draw pictures and scribble Answer yes/no questions	Answer questions with one or two words (e.g., Where is Sonia?)	Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, where, when)	Draw pictures and use words to tell a story	Produce words/phrases independently Tell original stories with emerging detail

Academic Vocabulary: key detail, before, during, after

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.2 - With prompting and support, retell familiar stories, including key details; identify the main topic and retell key details of the text.

Cognitive Function (I Can): I can listen to a story and tell the key details.

I can retell (put into my own words) stories using key details.

I can identify and define the main topic (who or what the text is mostly about).

I can retell the key details of a text.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures	Match pictures, objects or movements to oral descriptions	Use pictures to identify words Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)	Match pictures to phrases/short sentences Distinguish between what happens first and next in oral activities or readings	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Draw pictures and scribble	Restate some facts from illustrated short stories	Make connections between speech and writing Retell narrative stories through pictures	Draw pictures and use words to tell a story Retell narrative stories through pictures with emerging detail	Produce words/phrases independently Tell original stories with emerging detail

Academic Vocabulary: key detail, retell, main topic

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.3 - With prompting and support, identify characters, settings and major events in a story; describe the connection between two individuals, events, ideas or pieces of information in a text.

Cognitive Function (I Can): I can define character, setting and major event.

I can identify the characters, settings, and major events in a story.

I can identify individuals, events, ideas, or pieces of information in a text.

I can describe connections between two individuals in a text (e.g., *Clifford is Emily Elizabeth's dog*).

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find matching words or pictures Point to stated pictures in context	Match labeled pictures to those in illustrated scenes Sort pictures or objects according to oral instructions	Use pictures to identify words Draw pictures in response to oral instructions Act out songs and stories using gestures	Identify some high-frequency words in print Role play in response to stories read aloud	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Identify people in illustrated short stories	Connect oral language to print Describe pictures, classroom objects or familiar people using simple phrases	Answer explicit questions from stories read aloud (e.g., who, what, where, when)	Draw pictures and use words to tell a story	Create content based representations through pictures and words

Academic Vocabulary: character, setting, event

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.4 - Ask and answer questions about unknown words in a text.

Cognitive Function (I Can): I can identify unknown words in a text.

I can ask questions about unknown words in a text.

I can answer questions about unknown words in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures Respond non-verbally to oral commands or statements (e.g., through physical movement)	Match examples of the same form of print	Use pictures to identify words	Match pictures to words/phrases/short sentences	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Draw pictures and scribble Answer yes/no questions	Answer questions with one or two words (e.g., Where is Sonia?)	Answer explicit questions from stories read aloud (e.g., who, what, where, when)		Ask questions independently

Academic Vocabulary: unknown

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).

Cognitive Function (I Can): I can listen to and look at different types of texts.

I can explain that some texts look the same and some look different.

I can recognize when a text is a storybook, poem, play, etc.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Point to stated pictures in context	Match examples of the same form of print Distinguish between same and different forms of print Respond with gestures to songs, chants, or stories modeled by teachers	Demonstrate concepts of print (e.g., title, author, illustrator) Act out songs and stories using gestures	Role play in response to stories read aloud	Indicate features of words, phrases or sentences that are same and different
Writing / Speaking		Describe pictures, classroom objects or familiar people using simple phrases		Compare attributes of real objects (e.g., size, shape, color)	

Academic Vocabulary: text, storybook, poem, play

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Cognitive Function (I Can): I can define author and illustrator.

I can explain that authors write books and stories.

I can explain that illustrators create the pictures for books and stories.

I can name the author and illustrator of a story.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find familiar people and places named orally	Match people with jobs or objects with functions based on oral descriptions	Demonstrate concepts of print (e.g., title, author, illustrator)		Differentiate between titles, authors and illustrators
Writing / Speaking	Describe people, places or objects from illustrated models and examples	Give content-based information using visuals or graphics			Make "story books" with words and drawings

Academic Vocabulary: author, illustrator

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Cognitive Function (I Can): I can look at the illustrations in a story and describe what I see.
 I can identify the part of a story shown by the illustration.
 I can explain how illustrations help me understand a story.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures Find matching words or pictures	Match labeled pictures to those in illustrated scenes	Use pictures to identify words	Order a series of labeled pictures described orally to tell stories Find pictures that match oral descriptions	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Identify people or objects in illustrated short stories	Describe pictures, classroom objects or familiar people using simple phrases	Retell short stories through pictures	Retell short stories with emerging detail	Tell original stories with emerging detail Offer personal opinions

Academic Vocabulary: illustration

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.9 - With prompting and support, compare and contrast the adventures.

Cognitive Function (I Can): I can identify the characters in stories I read or hear.

I can describe the adventures and experiences of characters in a story.

I can tell how the adventures and experiences of characters are alike and different.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find matching words or pictures	Match labeled pictures to those in illustrated scenes Distinguish between same and different characters and adventures	Use pictures to identify words	Identify some high-frequency words in context	Indicate features of the characters or adventures that are same and different
Writing / Speaking	Identify people or objects in illustrated short stories	Describe adventures and experiences of characters using short phrases	Answer explicit questions from stories read aloud (e.g., who, where, when)	Compare attributes of characters (e.g., size, shape, color)	Offer personal opinion Express likes, dislikes or preferences with reason

Academic Vocabulary: character, adventure, experience, compare, contrast

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Reading Standard for Literature

Standard: RL.K.10 - Actively engage in group reading activities with purpose and understanding.

Cognitive Function (I Can): I can follow the rules my teacher gives for listening.

I can listen by facing the speaker, sitting still and making eye contact.

I can ask and answer questions about what is being read.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Uses correct listening behavior (e.g., faces speaker, eye contact)</p> <p>Respond non-verbally to oral commands or statements (e.g., through movement)</p>	Respond with gestures to songs, chants or stories modeled by teachers	Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)		
Writing / Speaking		<p>Connect oral language to print</p> <p>Answer questions with one or two words (e.g., "Where is Sonia?")</p>	<p>Make predictions (e.g., "What will happen next?")</p> <p>Answer explicit questions from stories read aloud (e.g., who, what, where)</p>		Relate everyday experiences using short phrases/sentences

Academic Vocabulary: attentively, eye contact, mimic

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Language

Standard: L.K.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- print many upper and lower case letters
- use frequently occurring nouns and verbs
- form regular plural nouns orally by adding /s/, or /es/

Cognitive Function (I Can): I can identify differences and print upper- and lower case letters correctly.

I can use common nouns and verbs correctly when writing or speaking.

I can make the correct plural noun when writing or speaking by adding –s or –es.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures	Match labeled pictures to those in illustrated scenes Distinguish between same and different forms of print (e.g., single letters to words) Match pictures, objects or movements to oral descriptions	Use pictures to identify letters and words Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)	Match pictures to letters/words/phrases/short sentences Find words/pictures that match oral descriptions	Differentiate between letters, words and sentences Differentiate between nouns and verbs
Writing / Speaking	Draw pictures and scribble Trace letters or words Name classrooms and everyday objects and actions (nouns and verbs)	Reproduce letters, symbols and words from models in context Copy icons of familiar environmental print Ask questions	Communicate using letters, symbols and words in context	Share ideas and respond to questions using complete sentences.	Produce words/sentences independently

Academic Vocabulary: uppercase letter, lowercase letter, noun, verb, plural, question word, preposition, complete sentence

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Language

Standard: L.K.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- understand and use question words (e.g., *who, what, where, when, why, how*)
- use the most frequently occurring prepositions
- produce and expand complete sentences in shared language activities

Cognitive Function (I Can): I can use question words when writing or speaking.

I can use common prepositions correctly when writing or speaking.

I can share my ideas and respond to questions using complete sentences.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Distinguish between same and different forms of print (e.g., single letters to words) Match pictures, objects or movements to oral descriptions	Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)	Follow prepositional oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.")	Indicate features of question words.
Writing / Speaking	Name classrooms and everyday objects and actions (nouns and verbs)	Reproduce letters, symbols and words from models in context Copy icons of familiar environmental print Ask questions	Communicate using letters, symbols and (question) words in context	Draw pictures and use (question) words and prepositions to tell a story Share ideas and respond to questions using complete sentences.	Produce words/sentences independently Relate everyday experiences using questions words

Academic Vocabulary: uppercase letter, lowercase letter, noun, verb, plural, question word, preposition, complete sentence

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Language

Standard: L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- capitalize the first word in a sentence
- recognize and name end punctuation
- write a letter or letters for most consonant and short-vowel sounds
- spell simple words phonetically, drawing on knowledge of sound-letter relationships

Cognitive Function (I Can): I can capitalize the first word in a sentence.

I can capitalize the pronoun I in a sentence.

I can recognize and name end punctuation such as question mark, exclamation point and period.

I can recognize the common sounds made by letters.

I can write letter or letters for consonant and vowel sounds.

I can spell words by matching sounds to letters.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match pictures to the common sounds made by letters	Distinguish letters by their sounds	Sort sentences by ending punctuation	Classify visuals according to their punctuation.	String words together to make short questions
Writing / Speaking	Draw pictures and scribble Trace figures, symbols and letters Make symbols, figures or letters form models and realia (e.g., straws, clay) Repeat letters/words	Connect oral language to print Reproduce letters, symbols and punctuation from models in context	Communicate using letters and symbols Make illustrated “notes” and cards with distinct letter combinations	Label familiar people and objects from models	Create content-based representations through pictures, words and sentences. Produce words/phrases/sentences independently

Academic Vocabulary: capitalize, pronoun, question mark, exclamation point, consonant sound, vowel sound

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Language

Standard: L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*

- identify new meanings for familiar words and apply them accurately (e.g., knowing a *duck* is a bird and learning the verb *to duck*)
- use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, pre-, -ful, -less*) as a clue to the meaning of an unknown word

Cognitive Function (I Can): I can identify words that have more than one meaning.
 I can use a word that has more than one meaning correctly.
 I can identify the affixes of unknown words.
 I can use affixes (e.g., prefix, suffix) to help me define unknown words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Match pictures to oral descriptions	Use pictures to identify words Draw pictures in response to oral instruction	Match pictures to words that have more than one meaning Find pictures that match oral descriptions	Differentiate between prefixes and suffixes Indicate features that are the same and different
Writing / Speaking	Draw a picture and scribble	Reproduce suffixes and prefixes	Reproduce familiar words/sentences from labeled models or illustrations Retell definitions of multi-meaning words and affixes through pictures	Draw pictures and use words to define words with more than one meaning Retell definitions of multi-meaning words and affixes through pictures with emerging detail	Relate every day experiences using multiple meaning words

Academic Vocabulary: affix, prefix, suffix

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Language

Standard: L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.

- sort common objects into categories to gain a sense of the concepts the categories represent
- demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)
- identify real-life connections between words and their use (e.g., note places at school that are *colorful*)
- distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings

Cognitive Function (I Can): I can sort common objects into categories.

I can use words to explain what the objects in my categories have in common.

I can identify the opposite of a word.

I can connect words I hear and read to the real world.

I can recognize verbs that have similar meanings and act out the meaning to show their differences.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find labeled real life classroom objects Find matching pictures Match oral language to classroom and everyday objects	Sort pictures or objects according to oral instructions Respond to verbs with gestures	Sort labeled pictures into categories Act out opposites using gestures	Classify common objects by two attributes Find pictures that match oral descriptions	Indicate features of common objects that are the same and different Arrange objects or pictures according to descriptive oral discourse
Writing / Speaking	Name classroom and everyday objects	Connect oral language to print Copy icons of familiar environmental print Describe classroom objects using simple phrases	Make connections between speech and writing Reproduce familiar words from labeled models or illustrations	Produce familiar words from environmental print and illustrated text Draw pictures and words to define opposites Compare attributes of real objects (e.g., size, color)	Relate everyday experiences using words I hear Produce opposites independently

Academic Vocabulary: common, category, opposite, connection, similar, different, antonym

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Language

Standard: L.K.6 - Use words and phrases acquired through conversations, reading and being read to and responding to texts.

Cognitive Function (I Can): I can discover new words and phrases through reading, listening and conversation.

I can use my new words and phrases when speaking and writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find matching words or pictures Match oral language to classroom and everyday objects	Match labeled pictures to those in illustrated scenes Match pictures, objects to oral descriptions	Use pictures to identify words Act out words using gestures	Find pictures that match oral descriptions	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Draw pictures and scribble Trace letters Make letters from models and realia (e.g., straws, clay) Repeat words, simple phrases	Connect oral language to print Copy icons of familiar environmental print Describe pictures, classroom objects or people using simple phrases	Make illustrated “notes” and cards with distinct letter combinations Make connections between speech and writing Answer explicit questions from stories read aloud (e.g., who, what, where)	Draw pictures and use words to tell a story Retell stories through pictures using emerging detail	Make “story books” with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences Tell original stories with emerging detail

Academic Vocabulary: list, phrase

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.1 - Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*)

Cognitive Function (I Can): I can identify the topic or name of a book.

I can determine my opinion or preference about a topic or a book.

I can use drawings and words to share my opinion or preference about a topic or book.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify name in print Find labeled real-life classrooms objects	Demonstrate concepts of print (e.g., left to right movement, beginning/end, top/bottom of page)	Demonstrate concepts of print (e.g., title, author, illustrator)		
Writing / Speaking	Draw pictures and scribble	Connect oral language to print (e.g., language experience)	Make connections between speech and writing Circle or underline the title of the book		Draw pictures and use words to share my opinion about a story Explain situations (e.g., involving feelings) Express likes, dislikes, or preferences with reasons

Academic Vocabulary: opinion, topic

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.2 - Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

Cognitive Function (I Can): I can select a topic and information to share.

I can use drawings and words to name and give information about a topic.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures	Match labeled pictures to those illustrated scenes	Use pictures to identify words Classify visuals according to labels or icons (e.g., animals vs. plants)	Classify labeled pictures by two attributes (e.g., size and color)	Find school-related vocabulary items
Writing / Speaking	Draw pictures and scribble	Connect oral language to print (e.g., language experience) Draw objects form models and label with letters	Make illustrated “notes” and cards with distinct letter combinations	Draw pictures and words to tell a story	Create content-based representations through pictures and words Make “story books” with drawings and phrases

Academic Vocabulary: topic, information

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.3 - Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell them about the event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

Cognitive Function (I Can): I can tell a story about something that has happened.
 I can tell what happened first, next and last.
 I can create drawing to show what happened in my story.
 I can describe how I feel about what happened in my story.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Draw pictures or scribble</p> <p>Repeat words, simple phrases</p>	<p>Connect oral language to print (e.g., language experience)</p> <p>Restate some facts from illustrated short stories</p> <p>Describe pictures, classroom objects or familiar people using simple phrases</p>	<p>Make illustrated “notes” and cards with distinct letter combinations</p> <p>Retell short narrative stories through pictures</p>	<p>Draw pictures and use words to tell a story</p> <p>Retell stories with emerging detail</p>	<p>Create content-based representations through pictures and words</p> <p>Make “story books” with drawings and words</p> <p>Relate everyday experiences using short phrases/short sentences</p> <p>Explain situations (e.g., involving feelings)</p> <p>Offer personal feelings</p>

Academic Vocabulary: first, next, last

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Cognitive Function (I Can): I can answer questions about my writing.

I can listen to ideas my teachers and peers have about my writing.

I can add details that will help the reader understand my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Respond non-verbally to oral commands or statements (e.g., through physical movement)		Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)		Identify pictures/realia associated with grade level academic concepts from oral descriptions
Writing / Speaking	Draw pictures and scribble	Connect oral language to print	Make illustrated “notes” and cards with distinct letter combinations	Draw pictures and use words to tell a story	Relate everyday experiences using phrases/short sentences

Academic Vocabulary: topic, detail

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cognitive Function (I Can): I can work with my teacher and others to learn about digital tools that produce and publish writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Draw pictures and scribble	Connect oral language to print	Make illustrated “notes” and cards with distinct letter combinations	Draw pictures using and use words to tell a story	Draw pictures and scribble

Academic Vocabulary: digital tool, publish

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Cognitive Function (I Can): I can define research and explain how it is different from other types of writing.

I can research a topic with others.

I can work with others to write about a researched topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons and symbols to corresponding pictures	Match labeled pictures to those illustrated scenes	Use pictures to identify words Classify visuals according to labels or icons (e.g., animals vs. plants)	Classify labeled pictures by two attributes (e.g., size and color)	Find school-related vocabulary items
Writing / Speaking	Draw pictures and scribble Name classroom and everyday objects	Connect oral language to print (e.g., language experience) Describe pictures, classroom objects or familiar people using simple phrases	Make predictions (e.g., "What will happen next?")	Compare attributes of real objects (e.g., size, shape, color)	Create content-based representations through pictures and words Offer personal opinions Express likes, dislikes or preferences with reasons

Academic Vocabulary: research, topic

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Writing

Standard: W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Cognitive Function (I Can): I can answer questions using information recalled or gathered.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Classify visuals according to labels or icons (e.g., animals vs. plants)	Classify labeled pictures by two attributes (e.g., size and color)	
Writing / Speaking	Draw pictures and scribble	Connect oral language to print (e.g., language experience) Answer questions with one or two words (e.g., "Where is Sonia?")	Make connections between speech and writing Answer explicit questions from stories read aloud (e.g., who, what, where)	Draw pictures and use words to tell a story Produce familiar words/phrases from environmental print and illustrated text	Relate everyday experiences using phrases/short sentences Produce words/phrases independently

Academic Vocabulary: recall

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Speaking and Listening

Standard: SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- continue a conversation through multiple exchanges

Cognitive Function (I Can): I can identify and follow the agreed upon rules for discussion.
I can listen to the comments of others and share my own ideas.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Respond non-verbally to oral commands or statements (e.g., through physical movements)		Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)		
Writing / Speaking	Answer yes/no questions about personal information Communicate through drawings	Answer questions with one or two words (e.g., Where is Sonia?)	Make predictions (e.g., What will happen next?) Answer explicit questions from stories read aloud (e.g., who, what, where)	Participate in class discussions	Offer personal opinions Explain situations (e.g., involving feelings) Express likes, dislikes or preferences with reasons.

Academic Vocabulary: discussion, idea

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Speaking and Listening

Standard: SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Cognitive Function (I Can): I can identify key information presented in different formats (e.g., text read aloud, oral presentation, video book, website).

I can ask questions about key details of information presented in multiple ways.

I can answer questions about key details of information presented in multiple ways.

I can ask for clarification if I do not understand something.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Respond non-verbally to oral commands or statements (e.g., through physical movements)	Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions	Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Draw pictures in response to oral instructions	Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.")	Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse
Writing / Speaking	Answer yes/no questions about personal information Communicate through drawings	Restate some facts Describe key information presented Answer questions with one or two words (e.g., Where is Sonia?)	Make predictions (e.g., What will happen next?) Retell stories Answer explicit questions from stories read aloud (e.g., who, what, where)	Retell stories with emerging detail	Participate in class discussions

Academic Vocabulary: media, key detail, presentation

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Speaking and Listening

Standard: SL.K.3 - Ask and answer questions in order to seek help, get help, or clarify something that is not understood.

Cognitive Function (I Can): I can identify when I do not understand something.

I can ask and answer questions that help me get information or make something clear.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Respond non-verbally to oral commands or statements (e.g., through physical movements)		Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)		
Writing / Speaking	Answer yes/no questions about personal information Communicate through drawings				Explain situations (e.g., involving feelings)

Academic Vocabulary: information, clear

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Speaking and Listening

Standard: SL.K.4 - Describe familiar people, places, things and events and, with prompting and support, provide additional detail

Cognitive Function (I Can): I can identify familiar people, places, things and events.

I can use details to describe familiar people, places, things and events.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Find familiar people and places named orally Point to stated pictures in context	Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions	Draw pictures in response to oral instructions	Find pictures that match oral descriptions	Identify pictures/realia associated with grade-level academic concepts from oral descriptions
Writing / Speaking	Identify people or objects in illustrated short stories	Describe pictures, classroom objects or familiar people using simple phrases			

Academic Vocabulary: familiar, people, place, thing, event, detail

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Speaking and Listening

Standard: SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

Cognitive Function (I Can): I can identify places in my work where I want to add more detail.

I can create drawings or add visual displays (e.g., photos, collages, paintings) to add details to my presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Respond non-verbally to oral commands or statements (e.g., through physical movements)	Connect oral language to print	Draw pictures in response to oral instructions Act out songs and stories using gestures		
Writing / Speaking	Answer yes/no questions about personal information Draw pictures and scribble Make symbols, figures or letters from models and realia (e.g., straws, clay)	Answer questions with one or two words (e.g., "Where is Sonia?") Draw objects form models and labeled with letters	Make predictions (e.g., What will happen next?) Answer explicit questions from stories read aloud (e.g., who, what, where) Make illustrated "notes" and cards with distinct letter combinations	Compare attributes of real objects (e.g., size, shape, color) Draw pictures and use words to tell a story	Create content-based representations through pictures and words Make "story books" with drawings and words

Academic Vocabulary: presentation, detail, visual, display

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

Speaking and Listening

Standard: SL.K.6 - Speak audibly and express thoughts, feelings and ideas clearly.

Cognitive Function (I Can): I can explain why it is important to form my words clearly when speaking.
 I can speak in a voice that others can hear and understand.
 I can share my thoughts, feelings, and ideas clearly when I speak.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Answer yes/no questions	Restate facts from stories	Retell short stories	Retell stories with detail	Explain situations (e.g., involving feelings) Express likes, dislikes, or preferences with reasons Offer personal opinions

Academic Vocabulary: thought, feeling, idea, clearly

WIDA/COMMON CORE ALIGNMENT: Kindergarten Standards

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

First Grade

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.1.1 - Demonstrate understanding of the organization and basic features of print.

- recognize the distinguishing features of a sentence (capitalization of first word, capitalization of proper nouns, ending punctuation)

Cognitive Function (I Can): I can capitalize the first word of my sentences.

I can end sentences with proper punctuation.

I can capitalize proper nouns I find in my sentences.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Identify symbols, icons, and environmental print</p> <p>Connect print to visuals</p> <p>Point to objects reflective of content-related vocabulary or oral statements</p>	<p>Match voice to print by pointing to icons, letters, or illustrated words</p> <p>Locate objects described orally</p>	<p>Match phrases and sentences to pictures</p> <p>Sort illustrated content words into categories</p> <p>Classify objects according to descriptive oral statements</p>	<p>Put words in order to form sentences</p> <p>Locate objects, figures, places based on visuals and detailed oral descriptions</p> <p>Compare/contrast objects according to physical based on oral information</p>	<p>Begin using features of non-fiction text to aid comprehension</p> <p>Interpret information from oral reading of narrative or expository text</p>
Writing / Speaking	<p>Copy written language</p> <p>Identify and name everyday objects</p>	<p>Complete modeled sentence starters</p> <p>Repeat facts or statements</p>	<p>Form simple sentences using word/phrase banks</p> <p>Sort and explain grouping of objects (e.g., sink v. float)</p> <p>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</p>	<p>Produce original sentences</p> <p>Create messages for social purposes (e.g., get well cards)</p> <p>Compose journal entries about personal experiences</p> <p>Participate in class discussions on familiar social and academic topics</p>	<p>Create a related series of sentences in response to prompts</p> <p>Produce content-related sentences</p> <p>Explain processes or procedures using connected sentences</p> <p>Use academic vocabulary in class discussions</p>

Academic Vocabulary: capitalize, punctuation, period, question mark, exclamation mark, proper noun (introduce)

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds.

- distinguish long from short vowel sounds in spoken, single-syllable words
- orally produce single-syllable words by blending sounds, including consonant blends
- isolate and produce initial, medial vowel, and final sounds in single-syllable words
- segment spoken single-syllable words into their complete sequence of individual sounds

Cognitive Function (I Can): I can tell the difference between long and short vowel sounds.
 I can identify the sound each letter makes.
 I can sound out words by blending letter sounds.
 I can break words into beginning, middle and ending sound segments.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print Connect print to visuals Point to objects reflective of content-related vocabulary or oral statements	Sort words into word families Match voice to print by pointing to icons, letters or illustrated words Locate objects (or words) described orally	Make text-to-self connections with prompting Break words into syllables		
Writing / Speaking	Repeat simple words, phrases and memorized chunks of language Participate in whole group chants and songs	Provide information using graphic organizers Generate lists of words from banks or walls	Sort and explain grouping of words Give content-based information using visuals or graphics	Participate in class discussions on familiar social and academic topics	

Academic Vocabulary: short vowel, long vowel, syllable, blend, segment

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.1.3 - Know and apply grade-level phonics and word analysis in decoding words.

- know the spelling-sound correspondences for common consonant digraphs
- decode regularly spelled one-syllable words
- know final –e and common vowel team conventions for representing long vowel sounds
- use knowledge that every syllable must have a vowel sound to determine the number of syllables a printed word
- decode two-syllable words following basic patterns by breaking the words into syllables
- read words with inflectional endings
- recognize and read grade-appropriate irregularly spelled words

Cognitive Function (I Can): I can identify and create the sound each letter and common digraphs make (e.g., sh, ph, th).

I can decode one-syllable words by sounding out each letter.

I can determine the number of syllables in a word by counting the vowel sounds.

I can recognize long vowel sounds created by using a final –e and common vowel teams.

I can decode two syllables by breaking them into vowel sound segments.

I can identify words with common inflectional endings (e.g., -s, -ed, -ing) and read them correctly.

I can recognize and read irregularly spelled words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print Connect print to visuals Point to objects reflective of content-related vocabulary or oral statements	Sort words into word families Match voice to print by pointing to icons, letters or illustrated words Locate objects (or words) described orally	Make text-to-self connections with prompting Break words into syllables		
Writing / Speaking	Repeat simple words, phrases and memorized chunks of language Participate in whole group chants and songs	Provide information using graphic organizers Generate lists of words from banks or walls	Sort and explain grouping of words Give content-based information using visuals or graphics	Participate in class discussions on familiar social and academic topics	

Academic Vocabulary: digraph, decode, syllable, vowel sound, segment, inflectional ending, irregular

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.

- read grade-level text with purpose and understanding
- read grade-level text orally with accuracy, appropriate rate and expression
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Cognitive Function (I Can): I can explain that reading fluently means my reading is easy, smooth and automatic.

I can read grade-level text fluently and demonstrate my comprehension with meaningful voice, timing and expression.

I can recognize when a word I have read does not make sense.

I can self-correct misread or misunderstood words using context clues.

I can read fluently.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Point to objects reflective of content-related vocabulary or oral statements	Match voice to print by pointing to icons, letters or illustrated words Locate objects (or words) described orally Match oral reading of stories to illustrations Locate objects described orally	Select titles to match a series of pictures Match phrases and sentences to pictures Follow multi-step oral directions Sequence pictures of stories read aloud	Follow sentence- level directions Distinguish between general and specific language in context Find details in illustrated, narrative or expository text read aloud	Begin using features of non-fictional text to aid comprehension Use learning strategies, including context clues to gain meaning from grade-level text (read orally, silently or aloud) Identify main idea
Writing / Speaking	Copy written language Label familiar objects or pictures Participate in whole group read-alouds	Describe people, places or objects from illustrated examples and models Repeat facts or statements Describe what people do from action pictures	Participate in interactive journal writing Retell simple stories Make predictions or hypotheses	Produce original sentences Compose journal entries about personal experiences Retell stories with details	Create a related series of sentences in response to prompts

Academic Vocabulary: fluent, voice, timing, expression, context clue, rate

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.1 - Ask and answer questions about key details in a text.

Cognitive Function (I Can): I can explain that a key detail is an important part of text.
 I can identify key details in a text (question words- who, what, where, when, why and how).
 I can ask and answer questions about key details in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print Connect print to visuals	Search for pictures associated with word patterns Match voice to print by pointing to icons, letters, or illustrated words	Ask questions of a social nature Select titles to match a series of pictures Make text-to-self connections with prompting	Ask questions for social and academic purposes Identify basic elements of fictional stories	Express and support ideas with examples Begin using features of text to aid comprehension Identify main ideas
Writing / Speaking					

Academic Vocabulary: key detail, question words

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.2 - Identify the main topic, retell stories, including key details, and demonstrate understanding of their central message or lesson.

Cognitive Function (I Can): I can retell (put into my own words) stories using key details.

I can identify the main idea or topic of a text.

I can define the main topic, overall idea or lesson an author is trying to share.

I can determine the overall idea or lesson found in a story using key details

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Match oral reading of stories to illustrations	Sequence pictures of stories read aloud Select titles to match a series of pictures	Find details in illustrated, narrative, or expository text read aloud Identify basic elements of fictional stories	Identify main ideas Sequence events in stories or content-based presentations
Writing / Speaking		Repeat facts or statements	Retell simple stories from picture cues	Retell stories with details	

Academic Vocabulary: retell, key detail, lesson, idea, main idea, topic

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.3 - Describe characters, settings, and major events in a story, using key details. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Cognitive Function (I Can): I can identify the characters, setting and major events in a story.

I can use key details to describe the characters, setting and major events in a story.

I can identify individuals, events, ideas, or pieces of information in a text.

I can describe a connection between two individuals, two events, and/or two ideas /pieces of information in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify and interpret pre-taught labeled diagrams Search for words associated with word patterns	Make text-to-self connections with prompting Match phrases and sentences to pictures Sort illustrated content into categories	Distinguish between general and specific language	Begin using features of text to aid comprehension Use learning strategies Identify main ideas	Identify and interpret pre-taught labeled diagrams Search for words associated with word patterns
Writing / Speaking	Provide information using graphic organizers Complete modeled sentence starters Describe people, places, or objects from illustrated examples and models	Form simple sentence using word/phrase banks Give content-based information using visuals or graphics	Participate in class discussions on familiar social and academic topics	Produce content-related sentences Explain processes or procedures using connected sentences Express and support ideas with examples	Provide information using graphic organizers Complete modeled sentence starters Describe people, places, or objects from illustrated examples and models

Academic Vocabulary: character, setting, major event, key detail, individual, event, connection, piece of information

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Cognitive Function (I Can): I can identify the five senses.

I can identify words and phrases in a story or poem that tell me how something looks, sounds, tastes, feels or smells.

I can identify unknown or unclear words and phrases.

I can clarify or learn the meaning of words and phrases by asking and answering questions.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals Match real-life familiar objects to labels	Search for pictures associated with word patterns Identify and interpret pretaught labeled diagrams	Make text-to-self connections with prompting Sort illustrated content words into categories	Distinguish between general and specific language	Identify main idea Use learning strategies
Writing / Speaking			Sort and explain grouping of objects Ask questions of a social nature	Ask questions for a social and academic nature Participate in class discussions on familiar social and academic topics	

Academic Vocabulary: five senses, clarify, phrase

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

- Cognitive Function (I Can):
- I can read or listen to books that tell stories or give information.
 - I can explain the differences between books that tell stories and books that give information.
 - I can Identify and give examples of text features.
 - I can explain how text features help locate key facts or information.
 - I can locate key facts or information using text features.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals		Match phrases and sentences to pictures Identify basic elements of stories and text	Compare/contrast objects according to physical attributes, based on oral information Find details in illustrated, narrative or expository text read aloud	Use learning strategies Use context clues to gain meaning from grade-level text read orally
Writing / Speaking		Describe what people do from action pictures Compare real-life objects	Sort and explain grouping of objects	Retell stories with details Sequence stories with transitions	Use academic vocabulary in class discussions Give oral presentations on content-based topics approaching grade level

Academic Vocabulary: story, information, text feature, key fact

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.6 - Identify who is telling the story at various points in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Cognitive Function (I Can): I can identify the characters in a story.

I can recognize when more than one character is telling the story.

I can identify the character telling the story at any point.

I can identify when the character telling the story changes.

I can locate pictures and illustrations in a text.

I can explain what I learn from looking at a picture/illustration or reading/hearing words of a text.

I can tell the difference between what I learned from pictures/illustrations and what I learned from words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, pictures and environmental print	Search for pictures associated with word patterns	Match phrases and sentences to pictures	Find details in illustrated, narrative, or expository text Identify basic elements of fictional stories	Identify main ideas Begin using features of text to aid comprehension Classify features of various genres of text
Writing / Speaking		Repeat facts or statements	Retell simple stories from picture cues Make predictions and hypotheses	Sequence stories with transitions Retell stories with details	Compose intro, body, and conclusion Begin to express time through multiple tenses

Academic Vocabulary: character, picture, illustration, difference

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.7 - Use illustrations and details in a story/text to describe key ideas, characters, settings or events.

Cognitive Function (I Can): I can look at the illustrations in a story and describe what I see.

I can identify details in a story that tell me about the setting, characters or events.

I can describe the key ideas, characters, setting or events of a story using illustrations and details.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals	Identify and interpret pre-taught labeled diagrams Sequence a series of statements using real objects or pictures	Make text-to-self connections with prompting Select titles to match a series of pictures Identify facts and explicit messages from illustrated text	Identify basic elements of fictional stories Find details in illustrated, narrative, or expository text	Role play, dramatize, or reenact scenes from reading Identify main ideas Interpret information
Writing / Speaking					

Academic Vocabulary: character, key idea, detail, illustration

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.8 - Identify the reasons an author gives to support points in a text.

- Cognitive Function (I Can): I can identify what the author wrote in a text.
 I can identify the points and author makes in a text.
 I can identify the reasons an author gives to support the points in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Search for pictures associated with word patterns Match voice to print by pointing to icons, letters, or illustrated words	Sort illustrated content words into categories Match phrases and sentences to pictures	Compare / contrast objects according to physical attributes Find details in illustrated, narrative, or expository text read aloud	Differentiate between fact and opinion Find details that support main ideas Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking					

Academic Vocabulary: point, reason

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.9 - Compare and contrast the adventures and experiences of characters in stories. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Cognitive Function (I Can): I can identify characters in stories I read or hear.

I can describe the adventures and experiences of characters in stories I read or hear.

I can compare and contrast the adventures and experiences of characters by telling how they are alike and different.

I can compare and contrast two texts on the same subject by telling how they are alike and different.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Make text-to-self connections with prompting	Find details in illustrated, narrative, or expository text	Summarize information from multiple related sources Interpret information from narrative or expository text Compare/contrast content-based functions and relationships
Writing / Speaking				Ask questions for social and academic purposes Participate in class discussions of familiar social and academic topics Retell stories with details	

Academic Vocabulary: character, adventure, experience, compare, contrast

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Reading Standard for Literature

Standard: RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Cognitive Function (I Can): I can read first-grade high-frequency sight words.
 I can read short books and poems and ask for help when needed.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Mimic gestures or movement associated with statements. Connect print to visuals	Search for pictures associated with word patterns Sort words into word families	Classify objects according to descriptive oral statements Match phrases and sentences to pictures	Distinguish between general and specific language in context	Match figurative language to illustrations. Use learning strategies Match figurative language to illustrations
Writing / Speaking					

Academic Vocabulary: sight word, informational text

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Language

Standard: L.1.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- use frequently occurring adjectives
- use frequently occurring conjunctions
- use determiners (e.g., articles, demonstratives)
- use frequently occurring prepositions
- produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts

Cognitive Function (I Can): I can identify common conjunctions and use them correctly to combine words and phrases.

I can identify common prepositions and use them correctly.

I can respond to questions by writing simple and compound sentences.

I can write simple and compound sentences that make a statement, ask a question, make a command/request, or make an exclamation.

I can explain that determiners are words that introduce nouns and use common determiners (e.g., a, an, the, this, that, these) and use them in my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Match voice to print by pointing to icons, letters, or illustrated words	Sort illustrated content into categories	Put words in order to form sentences	
Writing / Speaking	Copy written language Communicate through drawings	Generate lists of words/phrases from banks or walls Complete modeled sentence starters	Form simple sentences using word/phrase banks Participate in interactive journal writing	Produce original sentences Compose messages for social purposes Compose journal entries about personal experiences	Begin to express time through multiple tenses

Academic Vocabulary: conjunction, determiner, preposition, simple sentence, compound sentence

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Language

Standard: L.1.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- print all upper and lower case letters
- use common, proper and possessive nouns
- use singular and plural nouns with matching verbs in basic sentences
- use personal, possessive and indefinite pronouns
- use verbs to convey a sense of past, present and future

Cognitive Function (I Can): I can print all upper and lowercase letters correctly.

I can explain the difference between common nouns, proper nouns and possessive nouns.

I can identify and write common nouns correctly by beginning them with a lowercase letter.

I can identify and write proper nouns correctly by beginning them with uppercase letter.

I can identify and write possessive nouns correctly by adding an apostrophe.

I can write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs.

I can define a pronoun.

I can identify and use personal, possessive and indefinite pronouns correctly.

I can identify verbs that change when showing actions that happened in the past, present or future and use verbs correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		<p>Search for pictures associated with word patterns</p> <p>Match voice to print by pointing to icons, letters, or illustrated words</p>	Sort illustrated content into categories	Put words in order to form sentences	
Writing / Speaking	<p>Copy written language</p> <p>Communicate through drawings</p>	<p>Generate lists of words/phrases from banks or walls</p> <p>Complete modeled sentence starters</p>	<p>Form simple sentences using word/phrase banks</p> <p>Participate in interactive journal writing</p>	<p>Produce original sentences</p> <p>Compose messages for social purposes</p> <p>Compose journal entries about personal experiences</p>	Begin to express time through multiple tenses

Academic Vocabulary: uppercase letter, lowercase letter, common noun, possessive noun, verb, singular, plural, pronoun, personal pronoun, possessive pronoun, indefinite pronoun

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Language

Standard: L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

- capitalize dates and names of people
- use end punctuation for sentences
- use commas in dates and to separate single words in a series
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Cognitive Function (I Can): I can capitalize days of the week, months and names of people when writing.
 I can identify end punctuation marks such as a period, exclamation point and a question mark.
 I can use the correct end punctuation in my writing.
 I can place a comma between the day and the year of a date.
 I can use a comma to separate three or more words in a series.
 I can use common spelling patterns when writing words
 I can spell new words by sounding out letters and using spelling rules.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print	Search for pictures associated with word patterns	Sort illustrated words into categories	Compare/contrast objects according to physical attributes	Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking	Copy written language	Generate lists of words from banks or walls	Form simple sentences using word banks		Use academic vocabulary

Academic Vocabulary: capitalize, period, exclamation point, question mark, punctuation, comma, series, spelling pattern

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Language

Standard: L.1.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- use sentence-level context as a clue to the meaning of a word or phrase
- use frequently occurring affixes as a clue to the meaning of a word
- identify frequently occurring root words and their inflectional forms

Cognitive Function (I Can): I can determine the meaning of unknown and multiple meaning words using context clues in a sentence.

I can identify common prefixes and suffixes of unknown words.

I can use prefixes and suffixes to help me define new words.

I can identify root words and understand that *adding -s, -ed and -ing* changes the meaning of the root word.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match print to visuals	Use picture dictionaries Sort words into groups	Use bilingual picture dictionaries Find changes to root words in context Sort illustrated content words into categories	Use English picture dictionaries	Identify frequently used affixes and root words to make/extract meaning Use context clues and illustrations to determine meaning of words/phrases
Writing / Speaking	Label familiar objects or pictures				

Academic Vocabulary: context clue, suffix, prefix, root word

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Language

Standard: L.1.5 - With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- sort words into categories to gain a sense of the concepts the categories represent
- define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes)
- identify real-life connections between words and their use e.g., note places at home that are cozy)
- distinguish shades of meaning among verbs differing in manner (e.g., look, glance, peek, stare, glare, scowl)
- distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out their meanings

Cognitive Function (I Can): I can sort words into categories.

I can define words by categories using common traits.

I can connect words I hear and read to the real world.

I can tell the difference between similar verbs by defining, choosing, or acting out the meanings.

I can tell the difference between similar adjectives by defining, choosing, or acting out the meanings.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match real-life familiar objects to labels	Match oral readings of stories to illustrations	Make text-to-self connections with prompting Match phrases and sentences to pictures	Use context clues and illustrations to determine meaning of words and phrases Match literal meanings of oral descriptions or oral reading to illustrations Distinguish between general and specific language in context	Associate language with different verb tenses Match figurative language to illustrations
Writing / Speaking	Label familiar objects or pictures				Connect or integrate personal experiences with literature/content

Academic Vocabulary: common, category, trait, connection, verb, adjective

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Language

Standard: L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Cognitive Function (I Can): I can discover new words and phrases through listening, reading and conversation.
 I can use my new words and phrases when writing and speaking.
 I can use conjunctions when speaking and writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match real-life familiar objects to labels	Match oral reading of stories to illustrations Search for pictures associated with word patterns	Match people with jobs or objects with functions based on oral descriptions	Compare/contrast objects according to physical attributes Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed descriptions	Use context clues to gain meaning from text read orally Apply ideas from oral discussions to new situations
Writing / Speaking	Identify and name everyday objects Participate in whole group chants and songs	Describe what people do from action pictures Describe people, places, or objects from illustrated examples and models	Express feelings Sort and explain groupings of objects	Participate in class discussions on familiar social and academic topics	Use academic vocabulary in class discussions

Academic Vocabulary: list, phrase, conjunction

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Cognitive Function (I Can): I can identify my opinion on a topic or book.

I can support my opinion with a reason.

I can write an opinion piece with an introduction, opinion, supporting reason and conclusion.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Make text-to-self connections with prompting	Compare/contrast objects according to physical attributes	Apply ideas from oral discussions to new situations
Writing / Speaking	Communicate through drawings	Describe people, places or objects from illustrated examples and models Compare real-life objects	Form simple sentences using word/phrase banks Participate in interactive journal writing Express feelings Make predictions or hypotheses	Compose journal entries about personal experiences Participate on class discussions on familiar social and academic topics	Create a related series of sentences in response to prompts Compose stories Explain processes or procedures using connected sentences Use academic vocabulary in class discussions Express and support ideas with examples Initiate conversation with peers and teachers

Academic Vocabulary: opinion, reason, conclusion

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.2 - Write informative /explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

Cognitive Function (I Can): I can select a topic and identify facts to share.

I can write an informative paper with a topic, facts, and an ending sentence.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening				Put words in order to form sentences	Identify main idea
Writing / Speaking	Copy written language	Provide information using graphic organizers Complete modeled sentence starters	Engage in prewriting strategies, including the use of graphic organizers Give content-based information using visuals or graphics	Produce original sentences Use classroom resources to compose sentences	Produce content related-sentences Compose stories

Academic Vocabulary: topic, fact

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.

Cognitive Function (I Can): I can place story events in the correct order.

I can write a story with events placed in the correct order.

I can use details and words to describe what happened and to show order in my story.

I can write an ending for my story that provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Express feelings Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes Sequence stories with transitions	Compose stories Create a related series of sentences in response to prompts Produce content-related sentences Compose intro, body, and conclusion Begin to express time through multiple tenses

Academic Vocabulary: event, narrative, closure

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

- Cognitive Function (I Can): I can write about a topic.
 I can answer questions about my writing.
 I can listen to ideas my teachers and peers have about my writing.
 I can add details that will help the reader understand my topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Copy written language	Complete modeled sentence starters	Participate in interactive journal writing	Use classroom resources to compose and edit sentences	Use learning strategies Create and edit with assistance a related series of sentences in response to prompts

Academic Vocabulary: topic, detail

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

Cognitive Function (I Can): I can identify digital tools (e.g., Word, Publisher, PowerPoint) that will help me produce and publish my writing.
I can use digital tools to work with others, and produce/publish my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes	Create a related series of sentences in response to prompts Compose intro, body, and conclusion Compose stories

Academic Vocabulary: digital tools, publish

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.7 - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

Cognitive Function (I Can): I can define research and explain how research is different from other types of writing.
 I can research a topic with others.
 I can work with others to write about a research topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Express feelings Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes Use classroom resources	Express and support ideas with examples Create a related series of sentences in response to prompts Produce content-related sentences

Academic Vocabulary: research, topic

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Writing

Standard: W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Cognitive Function (I Can): I can answer questions using information recalled or gathered.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Repeat simple words, phrases, and memorized chunks of language.</p> <p>Respond to visually-supported questions of academic nature with one word or phrase</p>	<p>Repeat facts or statements</p> <p>Answer yes/no and choice questions</p>	<p>Express feelings</p> <p>Retell simple stories from picture cues</p> <p>Sort and explain groupings of objects</p>	<p>Describe pictures, events, objects, or people using phrases or short sentences</p> <p>Retell stories with details</p> <p>Participate in class discussions on familiar social and academic topics</p>	<p>Answer opinion questions with supporting details</p> <p>Discuss stories, issues, and concepts</p>

Academic Vocabulary: recall, source

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Speaking and Listening

Standard: SL.1.1 - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- follow agreed upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- build on others’ talk in conversations by responding to the comments of others through multiple exchanges
- ask questions to clear up any confusion about the topics and texts under discussion

Cognitive Function (I Can): I can identify and follow the agreed upon rules for discussion.
 I can listen to the comments of others and share my own ideas.
 I can ask questions when I do not understand.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Mimic gestures or movement associated with statements				
Writing / Speaking	Repeat simple words, phrases, and memorized chunks of language Participate in whole group chants and songs	Repeat facts or statements	Ask questions of a social nature	Answer simple content-based questions Ask questions for social and academic purposes Participate in class discussion on familiar social and academic topics	Ask for clarification Express and support ideas with examples Use academic vocabulary Initiate conversation with peers and teachers

Academic Vocabulary: discussion, idea

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Speaking and Listening

Standard: SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Cognitive Function (I Can): I can ask and answer questions about key details in a text or presentation.

I can identify information from a text being read aloud, or is presented in different formats (e.g., media, charts, graphs, websites, speeches).

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals		Identify facts and explicit messages	Find details in illustrated, narrative, or expository text read aloud	Identify main ideas Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking	Communicate through drawings		Retell simple stories from picture cards	Retell stories with details	

Academic Vocabulary: key detail, presentation

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Speaking and Listening

Standard: SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Cognitive Function (I Can): I can ask questions about a presentation when I do not understand or need more information.
I can answer questions about a speakers' presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals		Identify facts and explicit messages	Find details in illustrated, narrative, or expository text read aloud	Identify main ideas Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking	Communicate through drawings	Answer yes/no and choice questions	Ask questions of a social nature Restate content-based facts	Ask questions for social and academic purposes Answer simple content-based questions	Summarize content-based information Answer opinion questions with supporting details

Academic Vocabulary: presentation

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Speaking and Listening

Standard: SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Cognitive Function (I Can): I can use details to describe people, places, things and events.
I can express ideas and feelings clearly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Mimic gestures or movement associated with statements (e.g., "This is my left hand.")	Locate objects described orally	Match people with jobs or objects with functions based on oral descriptions Classify, people, places, things and events according to descriptive oral statements	Locate objects, figures, places based on visuals and detailed oral descriptions	Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking	Identify and name everyday objects	Describe what people do from actions pictures	Express feelings Sort and explain grouping of objects	Participate in class discussions on familiar social and academic topics	Use academic vocabulary in class discussions Give oral presentations on content-based topics approaching grade level

Academic Vocabulary: detail, people, place, thing, event

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Speaking and Listening

Standard: SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Cognitive Function (I Can): I can identify places in my work where ideas, thoughts or feelings are not clear.

I can add drawing or visual displays to clarify my ideas, thoughts or feelings.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Participate in whole group chants and songs Communicate through drawings Label familiar objects or pictures	Repeat facts or statements Describe what people do from pictures Provide information using graphic organizers	Retell simple stories from picture cues	Retell stories with details Sequence stories with transitions	Give oral presentations approaching grade level

Academic Vocabulary: idea, thought, feeling, visual display, clarify

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Speaking and Listening

Standard: SL.1.6 - Produce complete sentences when appropriate to tasks and situations.

Cognitive Function (I Can): I can recognize a complete sentence.
I can use complete sentences when needed.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Repeat simple words, phrases, and memorized chunks of language</p> <p>Respond to visually-supported questions of academic content with one word or phrase</p>	<p>Repeat facts or statements</p> <p>Complete modeled sentence starters</p>	<p>Make predictions or hypotheses</p> <p>Form simple sentences using word/phrase banks</p>	<p>Use transitions</p> <p>Produce original sentences</p>	<p>Create a related series of sentences in response to prompts</p>

Academic Vocabulary: complete sentence

WIDA/COMMON CORE ALIGNMENT: First Grade ELA Standards

Second Grade

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

- distinguish long and short vowels when reading regularly spelled one-syllable words
- know spelling-sound correspondences for additional common vowel terms
- decode regularly spelled two-syllable words with long vowels
- decode words with common prefixes and suffixes
- identify words with inconsistent but common spelling-sound correspondences
- recognize and read grade-appropriate irregularly spelled words

Cognitive Function (I Can): I can identify the most common short and long vowel patterns.
 I can distinguish between words with short and long vowel patterns.
 I can identify common vowel teams.
 I can say the individual sounds a vowel creates.
 I can identify two-syllable words.
 I can decode two-syllable words with long vowels.
 I can identify words with common prefixes and suffixes.
 I can decode words by breaking them into units of meaning.
 I can identify words with similar patterns that create different sounds.
 I can recognize and read irregularly spelled words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match sound / symbol / word relations	Sort words into word families Match voice to print by pointing to icons, letters, or illustrated words Search for pictures associated with word patterns	Decode grade level words		
Writing / Speaking	Use first language to help form words in English	Use first language to fill in gaps in oral English	Use word banks to complete sentences	Spell most grade level words correctly	

Academic Vocabulary: short vowel pattern, long vowel pattern, vowel team, syllable, prefix, suffix, spelling pattern, irregular

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

Cognitive Function (I Can): I can read second grade text fluently and show comprehension through voice, timing, and expression.
 I can recognize when a word I have read does not make sense within the text.
 I can self-correct misread or misunderstood words using context clues.
 I can reread with corrections when necessary.
 I can read fluently.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals Identify symbols, icons, and environmental print	Match oral reading of stories to illustrations Sequence a series of statements using real objects or pictures	Select titles to match a series of pictures Match phrases and sentences to pictures Make predictions or hypotheses	Identify basic elements of fictional stories Use context clues and illustrations to aid comprehension	Use context clues to gain meaning from grade-level text Begin using features of text to aid comprehension Use learning strategies
Writing / Speaking					

Academic Vocabulary: fluent, voice, timing, expression, context clue

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.1 - Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Cognitive Function (I Can): I can identify who, what, where, when, why and how to answer questions about a text.

I can ask and answer questions before, during, and after reading a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print Connect print to visuals	Search for pictures associated with word patterns Match voice to print by pointing to icons, letters, or illustrated words	Ask questions of a social nature Select titles to match a series of pictures Make text-to-self connections with prompting	Ask questions for social and academic purposes Identify basic elements of fictional stories	Express and support ideas with examples Begin using features of text to aid comprehension Identify main ideas
Writing / Speaking					

Academic Vocabulary: question mark

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text

Cognitive Function (I Can): I can recount stories.

I can define central message, lesson, and/or moral.

I can determine the central message, lesson, and/or moral of the story.

I can define topic or main idea. I can determine the topic or main idea of a text.

I can explain the focus of each paragraph in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Match oral reading of stories to illustrations	Sequence pictures of stories read aloud Select titles to match a series of pictures	Find details in illustrated, narrative, or expository text read aloud Identify basic elements of fictional stories	Identify main ideas Sequence events in stories or content-based presentations
Writing / Speaking	Participate in whole group chants and songs	Repeat facts or statements	Retell simple stories from picture cues	Retell stories with details	Compose stories

Academic Vocabulary: recount, central message, lesson, moral, details, topic, focus, main idea

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.3 - Describe how characters in a story respond to major events and challenges.

- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

Cognitive Function (I Can): I can identify historical events, scientific ideas or concepts, steps in a process.

I can explain how historical events, scientific ideas or concepts, or the steps in a process connect.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify and interpret pre-taught labeled diagrams. Search for words associated with word patterns.	Make text-to-self connections with prompting. Match phrases and sentences to pictures. Sort illustrated content into categories.	Distinguish between general and specific language.	Begin using features of text to aid comprehension. Use learning strategies. Identify main ideas,
Writing / Speaking		Provide information using graphic organizers. Complete modeled sentence starters. Describe people, places, or objects from illustrated examples and models.	Form simple sentence using word/phrase banks. Give content-based information using visuals or graphics.	Participate in class discussions on familiar social and academic topics.	Produce content-related sentences. Explain processes or procedures using connected sentences. Express and support ideas with examples.

Academic Vocabulary: event, idea, concept, step, process, connect

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.4 - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- describe how words and phrases supply rhythm and meaning in a story, poem, or song

Cognitive Function (I Can): I can identify words and phrases that are specific to the topic/subject of a text.

I can use information in a text to determine the meaning of words and phrases about the topic/subject of the text.

I can identify words and phrases that create a beat in a poem or song.

I can identify words and phrases that create alliteration in a story, poem, or song.

I can identify words or phrases that create rhymes in a text.

I can identify words and phrases that are repeated in a text.

I can describe how words and phrases create rhythm and add meaning.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Mimic gestures or movement associated with statements	Use picture dictionaries	Classify objects according to descriptive oral statements Use bilingual picture dictionaries	Distinguish between general and specific language in context Use English picture dictionaries and bilingual beginner dictionaries	Match figurative language to illustrations Use beginner dictionaries
Writing / Speaking	Participate in whole group chants and songs	Generate lists of words from banks or walls	Sort and explain groupings of words Distinguish features of content-based phenomena	Participate in class discussions on familiar social and academic topics	Use academic vocabulary

Academic Vocabulary: specific, topic, subject, rhythm, beat, alliteration, rhyme

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- know and use various text features to locate key facts or information in text efficiently

Cognitive Function (I Can): I can recognize that a story has a beginning, middle, and end.

I can describe how the characters, setting, and action are introduced in a story.

I can describe how the events at the end of a story let me know what happened to the characters.

I can identify and give examples of text features.

I can explain how text features help locate key facts or information.

I can locate key facts or information about a topic using text features.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening				Find details in illustrated, narrative, or expository text Identify basic elements of fictional stories	Identify main ideas Begin using features of text to aid comprehension Classify features of various genres of text
Writing / Speaking		Repeat facts or statements	Retell simple stories from picture cues Make predictions and hypotheses	Sequence stories with transitions Retell stories with details	Compose intro, body, and conclusion Begin to express time through multiple tenses

Academic Vocabulary: structures, introduce, character, setting, action, text feature

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- identify the main purpose of a text, including what the author wants to answer, explain, or describe

Cognitive Function (I Can): I can define point of view.

I can identify a character’s point of view in a story.

I can show different points of view by changing my voice when I read dialogue for each character.

I can identify purposes for reading.

I can read a text and identify the author’s main purpose for writing it.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals	Identify and interpret pre-taught labeled diagrams Sequence a series of statements using real objects or pictures	Make text-to-self connections with prompting Select titles to match a series of pictures Identify facts and explicit messages from illustrated text	Identify basic elements of fictional stories Find details in illustrated, narrative, or expository text	Role play, dramatize, or reenact scenes from reading Identify main ideas Interpret information
Writing / Speaking					

Academic Vocabulary: point of view, dialogue, author’s purpose

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- explain how specific images contribute to and clarify a text

Cognitive Function (I Can): I can identify illustrations that support a story.

I can explain how illustrations add meaning to the words in a story.

I can use illustrations and words in a story to help me describe the characters, setting, or plot.

I can explain how the images in text add meaning to the words.

I can use the images and words in a text to help me understand what I am reading.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals	Search for pictures associated with word patterns Match voice to print by pointing to icons, letters, or illustrated words. Identify and interpret pre-taught labeled diagrams	Sort illustrated content words into categories Select titles to match a series of pictures Give content-based information using visuals or graphics	Identify basic elements of fictional stories.	Begin using features of text to aid comprehension. Match figurative language to illustrations Explain processes or procedures
Writing / Speaking					

Academic Vocabulary: illustration, character, setting, plot, image, informational text

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.8 - Describe how reasons support specific points the author makes in a text.

Cognitive Function (I Can): I can identify specific points the author makes in a text.
I can describe the reasons the author uses to support each point.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		<p>Search for pictures associated with word patterns</p> <p>Match voice to print by pointing to icons, letters, or illustrated words</p>	<p>Sort illustrated content words into categories</p> <p>Match phrases and sentences to pictures</p>	<p>Compare / contrast objects according to physical attributes</p> <p>Find details in illustrated, narrative, or expository text read aloud</p>	<p>Differentiate between fact and opinion</p> <p>Find details that support main ideas</p> <p>Identify ideas/concepts expressed with grade-level content-specific language</p>
Writing / Speaking					

Academic Vocabulary: reason, point

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.9 - Compare and contrast two or more versions of the same story by different authors or from different cultures.

- Compare and contrast the most important points presented by two texts on the same topic.

Cognitive Function (I Can): I can compare and contrast two or more versions of the same story.

I can identify the most important points found in two texts on the same topic.

I can compare and contrast the most important points found in two texts on the same topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening				Find details in illustrated, narrative, or expository text	Summarize information from multiple related sources Interpret information from narrative or expository text Apply ideas to new situations Compare/contrast content-based functions and relationships
Writing / Speaking					

Academic Vocabulary: version, compare, contrast, important point

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Reading Standard for Literature

Standard: RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cognitive Function (I Can): I can closely read complex grade level texts.

I can reread a text to find more information or clarify ideas.

I can use reading strategies to help me understand difficult complex text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Connect print to visuals	Match oral reading of stories to illustrations	Make text-to-self connections with prompting	Identify basic elements of fictional stories	Use learning strategies Begin using features of text to aid comprehension
Writing / Speaking					

Academic Vocabulary: reading strategy

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Language

Standard: L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- use collective nouns
- form and use frequently occurring irregular plural nouns
- use reflexive pronouns
- form and use the past tense of frequently occurring irregular verbs
- use adjectives and adverbs, and choose between them depending on what is to be modified
- produce, expand, and rearrange complete simple and compound sentences

Cognitive Function (I Can): I can define collective nouns and use them correctly.
 I can Identify irregular plural nouns and use them correctly.
 I can Identify reflexive pronouns and use them correctly.
 I can Identify irregular verbs in the past tense and use them correctly.
 I can Identify adjectives and adverbs and use them correctly.
 I can Identify and create simple and compound sentences.
 I can expand and rearrange simple and compound sentences.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Search for pictures associated with word patterns Match voice to print by pointing to icons, letters, or illustrated words	Sort illustrated content into categories	Put words in order to form sentences	
Writing / Speaking	Copy written language	Generate lists of words/phrases from banks or walls Complete modeled sentence starters	Form simple sentences using word/phrase banks Participate in interactive journal writing	Produce original sentences Compose messages for social purpose Use classroom resources to compose sentences	Begin to express time through multiple tenses. Compose journal entries about personal experiences

Academic Vocabulary: language, collective noun, irregular plural noun, reflexive pronoun, irregular verb, adjective, adverb, simple sentence, compound sentence, expand, rearrange

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Language

Standard: L.2.2 - Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

- capitalize holidays, product names, and geographic names
- use commas in greetings and closings of letters
- use an apostrophe to form contractions and frequently occurring possessives
- generalize learned spelling patterns when writing words
- consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Cognitive Function (I Can): I can capitalize holidays, product names, and geographic names.

I can place a comma after the greeting and closing of letters.

I can identify a contraction and use an apostrophe to spell contractions correctly.

I can define possessives and use an apostrophe to form common possessives correctly.

I can use common spelling patterns when writing words.

I can identify misspelled words and use a dictionary to assist me in spelling correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify symbols, icons, and environmental print	Search for pictures associated with word patterns	Sort illustrated words into categories	Compare/contrast objects according to physical attributes	Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking	Copy written language	Generate lists of words from banks or walls	Form simple sentences using word banks		Use academic vocabulary

Academic Vocabulary: capitalize, comma, greeting, closing apostrophe, contraction, possessive, spelling pattern

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Language

Standard: L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- compare formal and informal English

Cognitive Function (I Can): I can recognize and explain how formal English differs from informal English.

I can use formal and informal English where appropriate.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Mimic gestures or movement associated with statements	Match voice to print by pointing to icons, letters, or illustrated words		Distinguish between formal and informal language in context	Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking	Repeat simple words, phrases, and memorize chunks of language	Complete modeled sentence starters	Ask questions of a social nature Form simple sentences using word banks	Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics	Use academic vocabulary Initiate conversation with peers and teachers

Academic Vocabulary: formal English, informal English

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Language

Standard: L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- use sentence-level context as a clue to the meaning of a word or phrase
- determine the meaning of the new word formed when a known prefix is added to a known word
- use a known root word as a clue to the meaning of an unknown word with the same root
- use knowledge of meaning of individual words to predict the meaning of compound words
- use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases

Cognitive Function (I Can): I can determine the meaning of unknown words using context clues in a sentence.

I can recognize and define common prefixes.

I can break down unknown words into units of meaning to determine definitions.

I can recognize compound words and predict the meaning using the individual words.

I can determine the meaning of an unknown word by using glossaries and beginning dictionaries.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match print to visuals	Use picture dictionaries Sort words into groups	Use bilingual picture dictionaries Find changes to root words in context Sort illustrated content words into categories	Use English picture dictionaries	Use beginning English picture dictionaries Identify frequently used affixes and root words to make/extract meaning Use context clues and illustrations to determine meaning of words/phrases
Writing / Speaking	Label familiar objects or pictures				

Academic Vocabulary: context clue, prefix, root word, compound word, glossary, dictionary

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Language

Standard: L.2.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- identify real-life connections between words and their use
- distinguish shades of meaning among closely related verbs and closely related adjectives

Cognitive Function (I Can): I can make real-life connection to words I hear and read.

I can recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match real-life familiar objects to labels	Match oral readings of stories to illustrations	Make text-to-self connections with prompting Match phrases and sentences to pictures	Use context clues and illustrations to determine meaning of words and phrases Match literal meanings of oral descriptions or oral reading to illustrations Distinguish between general and specific language in context	Associate language with different verb tenses Match figurative language to illustrations
Writing / Speaking	Label familiar objects or pictures				Connect or integrate personal experiences with literature/content

Academic Vocabulary: connection, verb, adjective

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Language

Standard: L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe.

Cognitive Function (I Can): I can discover new words and phrases through reading, listening and conversation.

I can use my new words and phrases when speaking and writing.

I can use adjectives and adverbs when speaking and writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match real-life familiar objects to labels	Match oral reading of stories to illustrations Search for pictures associated with word patterns	Match people with jobs or objects with functions based on oral descriptions	Compare/contrast objects according to physical attributes Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed descriptions	Use context clues to gain meaning from text read orally Apply ideas from oral discussions to new situations
Writing / Speaking	Identify and name everyday objects Participate in whole group chants and songs	Describe what people do from action pictures Describe people, places, or objects from illustrated examples and models	Express feelings Sort and explain groupings of objects	Participate in class discussions on familiar social and academic topics	Use academic vocabulary in class discussions

Academic Vocabulary: adjective, verb

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Writing

Standard: W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

Cognitive Function (I Can): I can identify my opinion on a topic or book.

I can support my opinion with reasons.

I can link my opinions with reasons.

I can write an opinion piece with an introduction, supporting reasons, and a concluding statement.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					Differentiate between fact and opinion
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Express feelings Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes	Express and support ideas with examples Substantiate opinions with reasons and evidence Compose intro, body, and conclusion Compose stories

Academic Vocabulary: opinion, reason, link, connection, introduction, concluding statement/section

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Writing

Standard: W.2.2 - Write informative / explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Cognitive Function (I Can): I can select a topic and identify information to share.

I can use facts and definitions to share points and ideas about my topic.

I can present my information in writing and provide a concluding statement or section.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Express feelings Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes Sequence writing with transitions	Express and support ideas with examples Create a related series of sentences in response to prompts Produce content-related sentences Compose intro, body, and conclusion

Academic Vocabulary: topic, fact, definition, concluding statement/section

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Writing

Standard: W.2.3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Cognitive Function (I Can): I can place story events in the correct order.

I can write my own story with events placed in the correct order.

I can describe actions, thoughts, and feelings in my story.

I can use words to show changes in time. I can create an ending for my story.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Express feelings Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes Sequence stories with transitions	Compose stories Create a related series of sentences in response to prompts Produce content-related sentences Compose intro, body, and conclusion Begin to express time through multiple tenses

Academic Vocabulary: narrative, event, temporal word, closure

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Writing

Standard: W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Cognitive Function (I Can): I can recognize that a good piece of writing requires more than one draft.

I can revise my writing with the help of others.

I can edit my writing by checking for errors in capitalization, punctuation, spelling, etc.

I can prepare a new draft with changes that strengthens my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Copy written language	Complete modeled sentence starters	Participate in interactive journal writing	Use classroom resources to compose and edit sentences	Use learning strategies Create and edit with assistance a related series of sentences in response to prompts

Academic Vocabulary: draft, revise, edit

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Writing

Standard: W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Cognitive Function (I Can): I can identify digital tools that will help me produce and publish my writing.
 I can use digital tools to produce and publish my writing.
 I can use digital tools and collaborate/work with others.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate through drawings	Provide information using graphic organizers Complete modeled sentence starters	Engage in prewriting strategies Form simple sentences using word banks	Produce original sentences Create messages for social purposes	Create a related series of sentences in response to prompts Compose intro, body, and conclusion Compose stories

Academic Vocabulary: digital tools, publish, collaborate

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Writing

Standard: W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Cognitive Function (I Can): I can answer questions using information recalled or gathered.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Repeat simple words, phrases, and memorized chunks of language</p> <p>Respond to visually-supported questions of academic nature with one word or phrase</p>	<p>Repeat facts or statements</p> <p>Answer yes/no and choice questions</p>	<p>Express feelings</p> <p>Retell simple stories from picture cues</p> <p>Sort and explain groupings of objects</p>	<p>Describe pictures, events, objects, or people using phrases or short sentences</p> <p>Retell stories with details</p> <p>Participate in class discussions on familiar social and academic topics</p>	<p>Answer opinion questions with supporting details</p> <p>Discuss stories, issues, and concepts</p>

Academic Vocabulary: recall

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Speaking and Listening

Standard: SL.2.1 - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- follow agreed-upon rules for discussions
- build on others' talk in conversations by linking their comments to the remarks of others
- ask for clarification and further explanation as needed about the topics and texts under discussion

Cognitive Function (I Can): I can identify and follow the agreed upon rules for discussion.
 I can make connections between the comments of others.
 I can ask questions when I do not understand.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Mimic gestures or movement associated with statements				
Writing / Speaking	Repeat simple words, phrases, and memorized chunks of language Participate in whole group chants and songs	Repeat facts or statements	Ask questions of a social nature	Answer simple content-based questions Ask questions for social and academic purposes Participate in class discussion on familiar social and academic topics	Ask for clarification Express and support ideas with examples Use academic vocabulary Initiate conversation with peers and teachers

Academic Vocabulary: discussion, connection, idea

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Speaking and Listening

Standard: SL.2.2 - Recount and describe key ideas or details from a text read aloud or information presented orally or through other media.

Cognitive Function (I Can): I can identify information from a text being read aloud.
 I can identify information that is presented in different formats.
 I can describe key ideas or details from a text or presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Identify facts and explicit messages	Find details in illustrated, narrative, or expository text read aloud	Identify main ideas Identify ideas/concepts expressed with grade-level content-specific language
Writing / Speaking			Retell simple stories from picture cards	Retell stories with details	

Academic Vocabulary: format, key idea, detail

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Speaking and Listening

Standard: SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Cognitive Function (I Can): I can ask questions about a presentation when I do not understand or need more information.
I can answer questions about a speaker's presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Identify facts and explicit messages		
Writing / Speaking		Answer yes/no and choice questions	Ask questions of a social nature Restate content-based facts	Ask questions for social and academic purposes Answer simple content-based questions	Summarize content-based information Answer opinion questions with supporting details

Academic Vocabulary: presentation

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Speaking and Listening

Standard: SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Cognitive Function (I Can): I can tell a story or share an experience with facts and relevant descriptive details.

I can tell a story or share an experience using complete sentences and speaking in a clear voice.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Participate in whole group chants and songs	Repeat facts or statements Describe what people do from pictures	Retell simple stories from picture cues	Retell stories with details Sequence stories with transitions	Give oral presentations approaching grade level

Academic Vocabulary: relevant, descriptive detail, complete sentence, audience

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Speaking and Listening

Standard: SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Cognitive Function (I Can): I can read aloud stories or poems and use my voice to make them come to life.

I can speak clearly and at an understandable pace when creating audio recordings of stories or poems.

I can add drawing or visual displays to make my ideas, thoughts, and feelings clear.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Participate in whole group chants and songs Communicate through drawings Label familiar objects or pictures	Repeat facts or statements Describe what people do from pictures Provide information using graphic organizers	Retell simple stories from picture cues	Retell stories with details Sequence stories with transitions	Give oral presentations approaching grade level

Academic Vocabulary: pace, visual display

WIDA/COMMON CORE ALIGNMENT: Second Grade ELA Standards

Speaking and Listening

Standard: SL.2.6 - Provide complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Cognitive Function (I Can): I can recognize a complete sentence.

I can speak using complete sentences when asked to provide details or clarification.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Repeat simple words, phrases, and memorized chunks of language</p> <p>Respond to visually-supported questions of academic content with one word or phrase</p>	<p>Repeat facts or statements</p> <p>Complete modeled sentence starters</p>	<p>Make predictions or hypotheses</p> <p>Form simple sentences using word/phrase banks</p>	<p>Use transitions</p> <p>Produce original sentences</p>	<p>Create a related series of sentences in response to prompts</p>

Academic Vocabulary: complete sentence, clarification

Third Grade

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

- identify and know the meaning of the most common prefixes and derivational suffixes
- decode words with common Latin suffixes
- decode multi-syllable words
- read grade-appropriate irregularly spelled words

Cognitive Function (I Can): I can define prefix and suffix.

I can identify common prefixes and suffixes.

I can break apart words into syllable segments to help me decode words I do not know.

I can recognize irregularly spelled words.

I can read irregularly spelled words without having to sound them out.

I can explain the meaning of common prefixes and suffixes and understand how they change the meaning of words with common Latin suffixes.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Associate letters with sounds and objects Make sound/symbol/word relations	Sort/group pre-taught vocabulary to complete simple sentences Find changes to root words in context	Sort words into categories Identify pre-taught words in context Use context clues and illustrations to determine meaning	Identify parts of words and put the parts together to form new words	Construct models of pre-taught content
Writing / Speaking	Copy written language Recite words or phrases from pictures of everyday objects and oral modeling	Generate lists of words from banks or walls	Form simple sentences using word/phrase banks Answer simple content-based questions	Produce original works of writing	Give content-based presentations with technical vocabulary

Academic Vocabulary: prefix, suffix, root word, syllable, decode, irregular

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.

- read grade-level text with purpose and understanding
- read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Cognitive Function (I Can): I can read grade-level text fluently and show comprehension through voice, timing, and expression.

I can recognize when a word I have read does not make sense within the text.

I can self-correct misread or misunderstood words using context clues.

I can reread with corrections when necessary.

I can read fluently.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing contexts.	Follow visually supported written text. Identify facts and explicit messages from illustrated text.	Identify main ideas and some details. Sequence events in stories or content-based processes.	Find details that support main ideas. Match graphic organizers to different texts.	Summarize information from multiple related sources. Draw conclusions from explicit and implicit text.
Writing / Speaking					

Academic Vocabulary: fluency, context clue

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Cognitive Function (I Can): I can locate words and details to answer questions in a text.
 I can ask and answer questions before, during, and after reading a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated texts	Identify main ideas and some details Interpret information or data from charts and graphs	Make predictions based on illustrated text Find details that support main ideas Infer meaning from modified grade-level text	Draw conclusions from explicit and implicit text at or near grade level
Writing / Speaking	Answer questions with single words	Ask simile everyday questions	Answer simple content-based questions		

Academic Vocabulary: details

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures

- determine the central message, lesson, or moral and explain how it is conveyed through key details in the text
- determine the main idea of a text
- recount the key details and explain how they support the main idea

Cognitive Function (I Can): I can recount/retell stories.

I can define central message, lesson, and/or moral using key details from the story.

I can define main idea. I can determine the main idea of a text.

I can identify key details in a text and explain how they support the main idea.

I can recount/retell the key details of a text.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text Fill in graphic organizers, charts, and tables	Identify main ideas and some details Describe people, events, and processes Compare/contrast content-based information Retell short stories or events	Find details that support main ideas Summarize content-based information	Summarize information from multiple related sources
Writing / Speaking					

Academic Vocabulary: recount, central message, lesson, moral, key detail, fable, folktale, myth, main idea

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.3 - Describe characters in a story and explain how their actions contribute to the sequence of events.

- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Cognitive Function (I Can): I can identify characters in a story.

I can describe characters in a story using physical and emotional traits.

I can explain how characters' actions cause events to occur in a certain order/sequence.

I can define event, procedure, idea, and concept.

I can identify events, procedures, ideas, and/or concepts in different types of informational text.

I can explain how events, procedures, ideas, and concepts connect to one another.

I can use language that shows time, sequence, and cause/effect when describing a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text Fill in graphic organizers, charts, and tables Identify elements of story grammar Make text-to-self connections with prompting	Sequence events in stories or processes Identify main ideas and some details Describe people, events, and processes Compare/contrast content-based information	Find details that support main ideas Explain strategies or use information in solving problems Classify various genres of text Associate language with different time frames	Answer analytical questions about grade-level text Match cause to effect Connect or integrate personal experiences with text
Writing / Speaking					

Academic Vocabulary: character, physical traits, emotional traits, action, event, sequence, procedure, idea, concept, time, sequence, cause, effect

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language

Cognitive Function (I Can): I can use strategies to determine the meaning of words and phrases as they are used in context.

I can define literal and nonliteral language. Identify literal and nonliteral language in a text.

I can use context clues to determine the meaning of literal and nonliteral language.

I can identify general academic words or phrases in a text.

I can identify domain specific words or phrases in a text.

I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text.

I can locate and use resources to help me determine the meaning of unknown words and phrases.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries Match illustrated words/phrases in different contexts	Use bilingual dictionaries Find changes to root words in context	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases Match literal meanings of descriptions or text to illustrations	Identify figures of speech	Identify, explain, and give examples of figures of speech Distinguish between literal and figurative language Use an array of strategies to aid comprehension
Writing / Speaking					

Academic Vocabulary: literal language, nonliteral language, context clues, general academic words, domain-specific words

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza

- describe how each successive part builds on earlier sections
- use text features and search tools to locate information relevant to a given topic efficiently

Cognitive Function (I Can): I can explain how stories, dramas, and poems are written in different forms.

I can use the terms chapter, scene, and/or stanza correctly when writing or speaking about parts of a text.

I can describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama, or poem.

I can identify and give examples of text features and search tools.

I can explain how text features and search tools help locate information quickly.

I can locate information about a topic using text features and search tools.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Identify elements of story grammar Select titles to match a series of pictures	Compare/contrast content based information Find information from text structure	Summarize content-based information Match graphic organizers to different texts Classify features of various genres of text Begin using features of non-fiction text to aid comprehension	Answer analytical questions about grade-level text Apply content-based information to new contexts
Writing / Speaking					

Academic Vocabulary: story, drama, poem, chapter, scene, stanza

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.6 - Distinguish their own point of view from that of the author, narrator or those of the characters.

Cognitive Function (I Can): I can define point of view.

I can determine the point of view of an author narrator or character of a story.

I can explain how my point of view is similar to or different from an author, narrator or character in a story.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Make text-to-self connections with prompting Identify elements of story grammar	Identify main idea and some details	Infer from and act on information Differentiate between fact and opinion Find details that support main ideas	Evaluate intent of speech and act accordingly Analyze grade-level text Draw conclusions from text at or near grade-level Connect or integrate personal experiences with text
Writing / Speaking					

Academic Vocabulary: point of view, narrator, character, author

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.7 - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.

- Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

Cognitive Function (I Can): I can identify illustrations that support the story.

I can explain how illustrations contribute to the words in the story.

I can use illustrations and the words in a text to help me understand and explain what I am reading.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Recognize concepts of print</p> <p>Label objects, pictures, or diagrams from word/phrase banks</p> <p>Point to stated pictures, words, or phrases</p>	<p>Identify facts and explicit messages from illustrated text</p> <p>Categorize content-based pictures or objects from descriptions</p> <p>Select titles to match a series of pictures</p>	<p>Interpret information or data from charts and graphs</p> <p>Identify main ideas and some details</p> <p>Compare/contrast information</p> <p>Use context clues to aid understanding</p>	<p>Classify features of various genres of text</p> <p>Match graphic organizers to different text</p> <p>Find details that support main ideas</p>	<p>Summarize information from multiple related sources</p> <p>Answer analytical questions about grade level text</p> <p>Connect or integrate experience with text</p>
Writing / Speaking					

Academic Vocabulary: contribute, illustration, informational text

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.8 Describe the logical connection between particular sentences and paragraphs in a text.

Cognitive Function (I Can): I can identify words authors use to help me make logical connections between sentences and paragraphs.
 I can explain how connection words help me understand a text.
 I can describe connections an author makes between sentences and paragraphs.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages in illustrated text. Locate main ideas in a series of simple sentence. Complete/produce sentences from word banks/walls.	Identify main ideas and some details. String related sentences together. Sequence events in stories or content-based processes.	Find details that support main ideas. Differentiate between fact and opinion. Begin to express time through multiple tenses. Retell/rephrase ideas.	Critique material and support argument.
Writing / Speaking					

Academic Vocabulary: logical, connection, sentence, paragraph

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.9 - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

- compare and contrast the most important points and key details presented in two texts on the same topic

Cognitive Function (I Can): I can define and identify theme, setting, and plot.

I can compare and contrast themes, settings, and plots in stories written by the same author.

I can identify the most important points and key details found in two texts on the same topic.

I can compare and contrast the most important points and key details in two texts on the same topic.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in different contexts Match icons or diagrams with words/concepts	Identify facts and explicit messages from illustrated text	Identify main ideas and some details Sequence events Describe events, people, processes, procedures	Match graphic organizers to different texts Find details that support main ideas Classify features of various genres of texts	Summarize information from multiple related sources
Writing / Speaking	Communicate ideas by drawing Label objects, pictures, or diagrams from word banks	Fill in graphic organizers, charts, and tables	Produce simple expository or narrative text Compare/contrast content based information	Take notes using graphic organizers Summarize content-based information	Produce extended responses of original text approaching grade level

Academic Vocabulary: theme, setting, plot, compare, contrast

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Reading Standard for Literature

Standard: RL.3.10 - By the end of the year, read and comprehend texts at the high end of the grades 2-3 text complexity band independently and proficiently.

Cognitive Function (I Can): I can closely read complex grade level texts.

I can reread a text to find more information or clarify ideas.

I can use reading strategies to help me understand difficult complex text.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match icons or diagrams with words/concepts Match illustrated words/phrases	Read and comprehend illustrated modified text	Use context clues and illustrations to enhance meaning of modified text	Read and comprehend near grade level text	Use an array of strategies Draw conclusions from explicit or implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: reading strategies

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- form and use regular and irregular plural nouns
- use abstract nouns
- ensure subject-verb and pronoun-antecedent agreement

Cognitive Function (I Can): I can define noun, pronoun, verb, adjective, and adverb and explain how it functions in a sentence.

I can define plural and form/use regular and irregular plural nouns.

I can define abstract nouns and use them correctly.

I can define antecedent and make sure a pronoun agrees with its antecedent.

I can define subject and verb and explain that singular subject needs a singular verb and a plural subject needs a plural verb.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Sort pictures of nouns by person, place, or thing Point to stated pictures, words, or phrases	Identify noun in a simple, illustrated sentence Categorize content-based pictures or objects from oral descriptions	Identify part of speech for pre-taught words Use context clues to determine part of speech	Classify words according to part of speech and/or usage Interpret oral information and apply to new situations	Identify, explain, and give examples of parts of speech Distinguish between parts of speech and types of each
Writing / Speaking	Label objects or pictures as to person, place, or thing Name pre-taught people, objects, or pictures	Make lists of words by part of speech from word banks/walls Restate content-based facts	Produce simple expository or narrative text with understandable grammar Present content-based information	Author multiple forms of writing with nearly correct grammar Compare/contrast content-based functions and relationships	Produce extended responses of original text with correct grammar Utilize technical vocabulary in class discussions

Academic Vocabulary: noun, pronoun, verb, adjective, adverb, regular/irregular plural noun, abstract noun

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- form and use regular and irregular verbs
- form and use the simple verb tenses
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified
- use coordinating and subordinating conjunctions

Cognitive Function (I Can): I can explain the difference between regular and irregular verbs and form/use them correctly.

I can explain the difference between simple verb tenses and form/use them correctly.

I can define subject and verb and explain that singular subject needs a singular verb and a plural subject needs a plural verb.

I can identify coordinating conjunctions and subordinating conjunctions and use them correctly.

I can identify comparative adjectives/adverbs and superlative adjectives/adverbs and choose the correct form when writing or speaking.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Point to stated pictures, words, or phrases	Identify noun and verb in a simple, illustrated sentence Categorize content-based pictures or objects from oral descriptions	Identify part of speech for pre-taught words Use context clues to determine part of speech	Classify words according to part of speech and/or usage Interpret oral information and apply to new situations	Identify, explain, and give examples of parts of speech Distinguish between parts of speech and types of each
Writing / Speaking		Make lists of words by part of speech from word banks/walls Restate content-based facts	Produce simple expository or narrative text with understandable grammar Present content-based information	Author multiple forms of writing with nearly correct grammar Compare/contrast content-based functions and relationships	Produce extended responses of original text with correct grammar Utilize technical vocabulary in class discussions

Academic Vocabulary: regular/irregular verb, verb tense, antecedent, comparative adjective/adverb, superlative adjective/adverb, coordinating conjunction, subordinating conjunction

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.1c - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Produce simple, compound, and complex sentences.

Cognitive Function (I Can): I can identify and create simple sentences, compound sentences, and complex sentences.

	Entering	Beginning	Developing (L1)	Expanding (H1)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing context		Identify types of sentences	Classify types of sentences from text	Answer analytical questions about grade-level text.
Writing / Speaking	Copy words, phrases, and short sentences	Complete/produce sentences from word/phrase banks or walls	Produce simple expository or narrative text	Utilize multiple types of sentences in various forms of writing	Create extended, grade-level responses with multiple sentence types

Academic Vocabulary: simple sentence, compound sentence, complex sentence

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.2a - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- capitalize appropriate words in titles
- use commas in addresses
- use commas and quotation marks in dialogue

Cognitive Function (I Can): I can identify words in a title that should and should not be capitalized.

I can use a comma to separate the city and state in an address.

I can punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around spoken words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify commas and quotation marks in writing		Classify features of text (title, list, address, dialogue, etc.)	
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase bank	Fill in graphic organizers, charts, and tables	Produce simple expository or narrative text	Explain strategies or use of information	Apply content-based information to new contexts

Academic Vocabulary: title, address, dialogue, speaker tag

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.2b - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- form and use possessives
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
- use spelling patterns and generalizations in writing words
- consult reference materials, including beginning dictionaries, as needed to check and correct spellings

Cognitive Function (I Can): I can define possessives and form singular and plural forms of them.

I can spell high-frequency words correctly.

I can recognize when I need to double consonants, drop e, or change y to i when adding suffixes to base words.

I can write words correctly using common spelling patterns and generalizations.

I can identify misspelled words and use resources to assist me in spelling correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries or illustrated glossaries Make sound/symbol/word relations	Use bilingual dictionaries Find changes to root words in context	Use English dictionaries		
Writing / Speaking	Copy words, phrases, and short sentences	Make lists from labels or with peers	Spell common words correctly and utilize pre-taught spelling rules for unfamiliar words	Spell most grade-level words correctly	Spell grade-level words

Academic Vocabulary: possessives, base word, suffix, resource, dictionary

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of written standard English.

Cognitive Function (I Can): I can identify words or phrases in a story that bring it to life and create effect or interest.

I can choose words and phrases to add effect or interest when writing or speaking.

I can explain how spoken language differs from written language.

I can follow standard English rules when writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages	Use context clues and illustrations to determine meaning of unknown words/phrases	Differentiate between word choices for best effect Infer from and act on oral information	Analyze word choice and resulting effects Form and share opinions of people, places, or ideas
Writing / Speaking	Communicate ideas by drawing	Make comparisons using real-life or visually-supported materials Restate facts	Describe events, people, processes, and procedures Re/tell short stories or events	Author multiple forms of writing Discuss stories, issues, and concepts	Produce extended responses of original text approaching grade-level Justify/defend opinions or explanations with evidence

Academic Vocabulary: effect, spoken language, written language, standard English

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- use sentence-level context as a clue to the meaning of a word or phrase
- determine the meaning of the new word formed when a known affix is added to a known word
- use a known root word as a clue to the meaning of an unknown word with the same root
- use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases

Cognitive Function (I Can): I can determine the meaning of unknown words using context clues in a sentence.
 I can recognize and define common affixes.
 I can break down unknown words into units of meaning to determine definitions.
 I can determine the meaning of an unknown word by consulting reference materials.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use illustrated or picture dictionaries	Use bilingual dictionaries	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases	Identify frequently used affixes and root words to make/extract meaning	Use an array of strategies to determine meaning
Writing / Speaking					

Academic Vocabulary: context clue, affix, root, reference material

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.5 - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- distinguish the literal and nonliteral meanings of words and phrases in context
- identify real-life connections between words and their use
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty

Cognitive Function (I Can): I can explain the difference between literal meaning and nonliteral meaning.

I can recognize when an author’s words and phrases are literal or nonliteral.

I can make a real-life connection to words I hear and read.

I can recognize words that have similar meaning, and choose the word that best describes the mood/state of mind.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Pointed to stated pictures, words, or phrases		Match literal meanings of words to illustrations Use context clues to determine meaning of words	Differentiate between fact and opinion in narrative and expository text	Identify, explain, and give examples of figures of speech Distinguish between literal and figurative language in discourse
Writing / Speaking	Name pre-taught objects, people, or pictures	Describe pictures events, objects, or people using phrases or short sentences		Compare-contrast content-based functions and relationships	Justify/defend opinions or explanations with evidence Connect or integrate personal experiences with literature/content

Academic Vocabulary: literal meaning, nonliteral meaning, connection, mood, state of mind

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Language

Standard: L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Cognitive Function (I Can): I can recognize the difference between general academic words and phrases and domain-specific words and phrases.

I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal spatial and temporal relationships.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing contexts Use picture dictionaries	Find changes to root words in context Use bilingual dictionaries	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases	Classify words as general academic or domain-specific Interpret information and apply to new situations	Analyze words Use grade-level, content-based language
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks	Make lists from labels or with peers	Compare/contrast content-based information	Explain strategies or use information in solving problems Discuss stories, issues, and concepts	Apply content information to new contexts Give presentations using technical vocabulary

Academic Vocabulary: temporal, spatial

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
- provide reasons that support the opinion
- use linking words and phrases to connect opinion and reasons
- provide a concluding statement or section

Cognitive Function (I Can): I can determine my opinion/point of view on a particular topic or text.

I can create an organizational structure to logically introduce my topic and opinion.

I can support my opinion with logically ordered facts and details and link my reasons with words, phrases, and clauses.

I can write an opinion piece with an introduction, supporting details, facts, and a concluding statement/section.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Answer questions with single words	Fill in graphic organizers, charts, and tables	Sequence events in stories	Author multiple forms of writing from models Differentiate between fact and opinion Use details to support main ideas	Produce extended response of original text approaching grade level Connect or integrate personal experiences with literature/content

Academic Vocabulary: opinion, point of view, organizational structure, reason, link

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
- provide reasons that support the opinion
- use linking words and phrases to connect opinion and reasons
- provide a concluding statement or section

Cognitive Function (I Can): I can select a topic and gather information to share with my audience.

I can define common formatting structures and determine structures that will allow me to organize my information best.

I can link my information using words, phrases, and clauses. I can explain my topic using precise language and domain-specific vocabulary.

I can present my information in a formal style with a concluding statement or section that relates to the information presented.

I can introduce my topic by providing my general observation/focus and use formatting structures, illustrations, and multimedia to clarify my topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate ideas by drawing Label objects, pictures, or diagrams from word/phrase banks	Fill in graphic organizers, charts, and tables	Produce simple expository text Compare/contrast content-based information	Create content-based reports Take notes using graphic organizers Summarize content-based information	Use technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: linking word/phrase, concluding statement

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations
- use temporal words and phrases to signal event order
- provide a sense of closure

Cognitive Function (I Can): I can define narrative text and describe the basic parts of plot.

I can introduce the narrator, characters, and the event/situation that starts the story.

I can sequence the events in my story so that one event leads to the next.

I can use a character’s thoughts, words, feelings, and actions to show how events happen and how characters respond to the events.

I can show changes in time by using temporal words and phrases.

I can write a conclusion that provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks Copy words, phrases, and short sentences	Identify elements of story grammar Complete/produce sentences from word/phrase banks or walls	Begin to express time through multiple tenses Sequence events in stories String related sentences together	Compose intro/body/conclusion Author multiple forms of writing from models	Create grade-level stories Connect or integrate personal experiences with literature

Academic Vocabulary: narrative, plot, narrator, character, event, sequence, temporal word/phrase, conclusion

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.

Cognitive Function (I Can): I can identify the writing style that best fits my task, purpose, and audience.
 I can use organizational/formatting structures to develop my writing ideas.
 I can create a piece of writing that shows my understanding of a specific writing style.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Fill in graphic organizers, charts, and tables	Identify main ideas and some details Compare/contrast content-based information Describe events, people, processes, and procedures	Differentiate between fact and opinion Summarize content-based information Author multiple forms of writing from models Match graphic organizers to different texts	Produce extended responses of original text approaching grade level Apply content-based information to new contexts

Academic Vocabulary: writing style, task, purpose, audience, graphic organizer

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Cognitive Function (I Can): I can use prewriting strategies to formulate ideas.

I can recognize that a well-developed piece of writing requires more than one draft.

I can apply revision strategies with the help of others.

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate ideas by drawing	Fill in graphic organizers, charts, and tables Make lists from labels or with peers	String related sentences together Engage in peer editing with assistance from teacher	Take notes using graphic organizers Author multiple forms of writing Engage in peer editing	Produce extended responses of original text approaching grade level Apply content-based information to new contexts to edit and revise writing

Academic Vocabulary: revision strategy, edit

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.6 - With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others.

Cognitive Function (I Can): I can identify technology that will help me produce, edit, and publish my writing.

I can use technology to produce and publish my writing.

I can use technology to collaborate/work with others.

I can use keyboarding skills to prepare my writing for publication.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Categorize content-based pictures or objects	Produce and publish simple text	Interpret information Take notes using graphic organizers Author multiple forms of writing	Form opinions of the credibility of sources Draw conclusions about sources Produce extended responses of original text approaching grade level

Academic Vocabulary: publish, program, technology, collaborate, keyboarding

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Cognitive Function (I Can): I can define research and explain how research is different from other types of writing.
I can research a topic to answer questions and/or gain information.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Match icons or diagrams with words/concepts.</p> <p>Label objects, pictures, or diagrams from word/phrase banks.</p>	<p>Identify facts from illustrated text.</p> <p>Fill in graphic organizers, graphs, charts, tables.</p> <p>Ask simple, everyday questions.</p>	<p>Identify main ideas and some details.</p> <p>Compare/contrast content based information.</p> <p>Describe people, events, processes, or procedures.</p>	<p>Find details that support main ideas.</p> <p>Differentiate between fact and opinion.</p> <p>Summarize content-based information.</p> <p>Take notes using graphic organizers.</p>	<p>Summarize information from multiple related sources.</p>

Academic Vocabulary: research, topic

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.8 - Recall information from experiences or gather relevant information from print and digital sources

- take brief notes on sources and sort evidence into provided categories

Cognitive Function (I Can): I can recall information from experiences or gather information from print and digital sources about a topic.
I can take notes about a topic and sort the information from my notes into provided categories.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks Answer oral questions with single words	Make lists from labels or with peers Make comparisons using real-life or visually-supported materials	Compare/contrast content-based information	Take notes using graphic organizers. Summarize content-based information	Connect or integrate personal experiences with literature/content Create grade-level stories or reports

Academic Vocabulary: print source, digital source, notes, category

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Writing

Standard: W.3.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Function (I Can): I can recognize that different writing tasks require varied time frames to complete.
 I can determine a writing format/style to fit my task, purpose, and/or audience.
 I can write for a variety of reasons.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Copy words, phrases and short sentences Communicate ideas by drawing	Complete/produce sentences from word/phrase banks or walls Make lists from labels or with peers	String together related sentences Describe events, people, processes, procedures	Author multiple forms of writing from models	Create grade-level stories or reports

Academic Vocabulary: task purpose, audience

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Speaking and Listening

Standard: SL.3.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- follow agreed-upon rules for discussions
- ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- explain their own ideas and understanding in light of the discussion

Cognitive Function (I Can): I can read or study materials to be discussed.
 I can list important information about the topic to be discussed.
 I can ask questions when I do not understand.
 I can stay on topic by making comments about the information being discussed.
 I can make connections between the comments of others.
 I can explain my own ideas and tell what I've learned from a discussion.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify objects, figures, and people from oral statements or question	Categorize content-based pictures or objects from oral descriptions	Sequence pictures from oral stories, processes, or procedures	Interpret oral information and apply to new situations Infer from and act on oral information	Form opinions of people, places, or ideas from oral scenarios
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no questions	Ask simple, everyday questions Describe pictures, events, objects, or people using phrases or short sentences	Answer simple content-based questions Make predictions from discourse Present content-based information	Discuss stories, issues, and concepts Give content-based oral reports Compare/contrast content-based functions	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary

Academic Vocabulary: discussion connection

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Speaking and Listening

Standard: SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Function (I Can): I can identify information from a text being read aloud.

I can identify information that is presented in different formats.

I can use the information gathered to determine the main idea and support details of a presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Point to stated pictures, words, or phrases Identify objects, figures, and people from oral statements	Arrange pictures or objects per oral information Draw in response to oral descriptions	Identify illustrated main ideas from paragraph-level oral discourse Sequence pictures from oral stories, processes, or processes	Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details	Carry out oral instructions Construct models or use manipulatives to problem-solve based on oral discourse
Writing / Speaking	Answer yes/no and choice questions	Ask simple questions Restate content-based facts	Answer simple content-based questions Retell short stories or events	Discuss stories, issues, and concepts. Answer opinion questions with supporting details	Explain in detail results of inquiry Give content-based presentations using technical vocabulary

Academic Vocabulary: format, main idea, supporting details

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Speaking and Listening

Standard: SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Cognitive Function (I Can): I can ask questions about a speaker’s presentation when I do not understand or need more information.

I can answer questions about a speaker’s presentation by using appropriate elaboration.

	Entering	Beginning	Developing (L1)	Expanding (H1)	Bridging (P)
Reading / Listening	Identify objects, figures, and people from oral statements	Evaluate oral information (e.g.; about lunch options)	Identify main ideas and some details	Find details that support main ideas Differentiate between fact and opinion	Summarize information Answer analytical questions about grade-level text
Writing / Speaking	Answer yes/no and choice questions	Restate content-based facts	Answer simple content-based questions	Answer opinion questions with supporting details Compare/contrast content-based functions and relationships Ask for clarification	Justify/defend opinions or explanations with evidence

Academic Vocabulary: presentation, detail, elaborate

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Speaking and Listening

Standard: SL.3.4 - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Cognitive Function (I Can): I can present a topic, text, story, or experience with facts and relevant descriptive details.
I can report my information by speaking clearly at an understandable pace.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text	Identify main ideas and some details	Find details that support main ideas	Summarize information
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts	Retell short stories or events Present content-based information	Give content-based oral reports Discuss stories, issues, and concepts	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: relevant, descriptive detail, pace

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Speaking and Listening

Standard: SL.3.5 - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.

- add visual displays when appropriate to emphasize or enhance certain facts or details

Cognitive Function (I Can): I can read aloud stories or poems and use my voice to make them come to life.

I can speak clearly and at an understandable pace when creating audio recordings of stories or poems.

I can add visual displays to highlight facts and details.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Repeat simple words, phrases and memorized chunks of language Participate in whole group chants and songs	Repeat facts or statements	Retell short stories or events Retell simple stories from picture cards	Retell stories with details Sequence stories with transitions	Give oral presentations that approach grade level

Academic Vocabulary: pace, visual display

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Speaking and Listening

Standard: SL.3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Cognitive Function (I Can): I can recognize a complete sentence.

I can speak using complete sentences when asked to provide details or clarification.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling	Ask simple questions with phrases	Answer simple content-based questions with simple sentences	Utilize complete sentences for all communication	

Academic Vocabulary: complete sentence, clarification

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: Third Grade ELA Standards

Fourth Grade

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context

Cognitive Function (I Can): I can recognize that letters and combinations of letters make different sounds.

I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words.

I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.

I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Make sound / symbol / word relations</p> <p>Match illustrated words / phrases in differing contexts</p> <p>Point to stated pictures, words, or phrases</p>	<p>Find changes to root words in context</p> <p>Categorize content-based pictures or objects</p>	<p>Use context clues and illustrations to read words / phrases</p> <p>Identify frequently used affixes and root words</p> <p>Match literal meanings of oral descriptions or reading to illustrations</p>	<p>Infer from and act on information</p>	
Writing / Speaking	<p>Copy words, phrases, and short sentences</p> <p>Name pre-taught objects, people, diagrams, or pictures</p>	<p>Make lists from labels or with peers</p> <p>Use word banks or walls to complete sentences</p>	<p>Present content-based information</p>	<p>Discuss stories, issues and concepts</p> <p>Compare/contrast content-based functions and relationships</p>	<p>Justify/defend opinions or explanations with evidence</p>

Academic Vocabulary: consonant blend, long-vowel pattern, short-vowel pattern, root, prefix, suffix, syllable

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.

- read grade-level text with purpose and understanding
- read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Cognitive Function (I Can): I can read grade-level text fluently and show comprehension through voice, timing, and expression.

I can recognize when a word I have read does not make sense within the text.

I can self-correct misread or misunderstood words using context clues.

I can reread with corrections when necessary.

I can read fluently.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing contexts	Identify facts and explicit messages from illustrated text Identify elements of story grammar (character, setting)	Identify main ideas and some details Use context clues and illustrations to determine meaning of words/phrases	Match graphic organizers to different texts Find details that support main ideas	Answer analytical questions about grade-level text Draw conclusions from explicit and implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: fluency, context clue

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Cognitive Function (I Can): I can define inference and explain how a reader uses details and examples from a text to reach a logical conclusion.
 I can read closely and find answers explicitly in text.
 I can read closely and find answers that require an inference.
 I can analyze an author's words and refer to details and examples needed to support both explicit and inferential questions.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated texts	Identify main ideas and some details Interpret information or data from charts and graphs	Make predictions based on illustrated text Find details that support main ideas Infer meaning from modified grade-level text	Draw conclusions from explicit and implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: inference, explicit

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.2 - Determine a theme of a text from details in the text including how characters in a story or drama respond to challenges or how the speaker in a text reflects upon a topic.

- summarize a text
- determine the main idea of a text
- explain how main ideas are supported by key details.

Cognitive Function (I Can): I can define theme, summary and main idea.

I can analyze details in a text to determine a theme.

I can compose a summary stating the key points of the text.

I can determine the main idea of a text.

I can identify key details in a text and explain how they support the main ideas.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text Fill in graphic organizers, charts, and tables	Identify main ideas and some details Describe people, events, and processes Compare/contrast content-based information	Find details that support main ideas Summarize content-based information	Summarize information from multiple related sources
Writing / Speaking					

Academic Vocabulary: theme, summary, main idea, key detail

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text

Cognitive Function (I Can): I can identify characters, settings, and events in a story or drama.

I can locate sections of a text where characters, settings, or events are described.

I can use specific details from the text to describe characters, settings, or events.

I can identify events, procedures, ideas and/or concepts in different types of text.

I can use specific information in a text to explain events, procedures, ideas, and/or concepts, including what happened and why.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text Fill in graphic organizers, charts, and tables Identify elements of story grammar	Identify main ideas and some details Describe people, events, and processes Compare/contrast content-based information	Find details that support main ideas Explain strategies or use information in solving problems Classify various genres of text	Answer analytical questions about grade-level text
Writing / Speaking					

Academic Vocabulary: character, setting event, procedure, idea, concept

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

- determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area

Cognitive Function (I Can): I can use various strategies to determine the meaning of words and phrases.

I can recognize words in a text that allude to characters found in mythology and use my knowledge of mythology to determine meaning.

I can identify general academic words or phrases in a text.

I can identify domain specific words or phrases in a text.

I can use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text.

I can locate and use resources to assist me in determining the meaning of unknown words and phrases.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries Match illustrated words/phrases in different contexts	Use bilingual dictionaries Find changes to root words in context	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases Match literal meanings of descriptions or text to illustrations	Identify figures of speech	Identify, explain, and give examples of figures of speech Distinguish between literal and figurative language
Writing / Speaking					

Academic Vocabulary: poem, drama, prose, structural element, text structure

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.5 - Explain major differences between poems, drama, prose.

- refer to the structural elements of poems and drama when writing or speaking about at text
- describe the overall structure of events, ideas, concepts, or information in a text or part of a text

Cognitive Function (I Can): I can recognize that poems, drama, and prose use different structural elements.

I can identify common structural elements of poems and dramas.

I can refer to the structural elements of a poem or drama when explaining their differences.

I can identify and explain structures used in informational text.

I can determine the overall structure found in an informational text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Identify elements of story grammar	Compare/contrast content based information	Summarize content-based information Match graphic organizers to different texts Classify features of various genres of text	Answer analytical questions about grade-level text Apply content-based information to new contexts
Writing / Speaking					

Academic Vocabulary: poem, drama, prose, structural element, text structure

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- compare and contrast first and secondhand account of the same event or topic
- describe the differences in focus and the information presented

Cognitive Function (I Can): I can identify basic points of view as first and third person.

I can determine a narrator’s or speaker’s point of view in a story.

I can compare and contrast the point of view in different stories.

I can identify the difference between a first and secondhand account of the same event or topic.

I can compare and contrast first and secondhand accounts of the same event or topic.

I can explain how a first or secondhand focus affects the information provided.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Identify main idea and some details Interpret information from graphs, charts, and illustrations	Infer from and act on information Differentiate between fact and opinion Find details that support main ideas	Evaluate intent of speech and act accordingly Analyze grade-level text Draw conclusions from text at or near grade-level Summarize information from multiple related sources
Writing / Speaking					

Academic Vocabulary: point of view, first person, third person, compare, contrast, firsthand account, secondhand account, focus

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.7 - Make connections between the text of a story or drama and a visual or oral presentation of the text.

- identify where each version reflects specific descriptions and directions in the text
- interpret information presented visually, orally, or quantitatively
- explain how the information contributes to an understanding of the text in which it appears

Cognitive Function (I Can): I can recognize when a visual or oral presentation is based on a text.

I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses.

I can determine similarities and differences between a written text and its visual or oral representation.

I can recognize that authors use various formats when presenting information.

I can identify information presented in formats other than words.

I can explain how various formats help a reader understand the text.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Recognize concepts of print</p> <p>Label objects, pictures, or diagrams from word/phrase banks</p> <p>Point to stated pictures, words, or phrases</p>	<p>Identify facts and explicit messages from illustrated text</p> <p>Categorize content-based pictures or objects from descriptions</p>	<p>Interpret information or data from charts and graphs</p> <p>Identify main ideas and some details</p> <p>Compare/contrast information</p>	<p>Classify features of various genres of text</p> <p>Match graphic organizers to different text</p> <p>Find details that support main ideas</p>	<p>Summarize information from multiple related sources</p> <p>Answer analytical questions about grade level text</p> <p>Connect or integrate experience with text</p>
Writing / Speaking					

Academic Vocabulary: visual presentation, oral presentation, format

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.

Cognitive Function (I Can): I can locate the reasons and evidence used to support particular points in a text.
 I can explain how the reasons and evidence support the particular points in a text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages in illustrated text Locate main ideas in a series of simple sentence	Identify main ideas and some details	Find details that support main ideas Differentiate between fact and opinion	Critique material and support argument
Writing / Speaking					

Academic Vocabulary: reason, evidence

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.9 - Compare and contrast the treatment of similar themes, topics and patterns of events in stories, myths, and traditional literature from different cultures.

- integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably

Cognitive Function (I Can): I can define theme, topic and pattern.

I can identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures.

I can locate information from two texts on the same topic.

I can determine which pieces of information best support my topic.

I can integrate information from two texts to display my knowledge of the topic when writing or speaking.

I can compare and contrast how stories, myths, and traditional literature from different cultures treat the same theme, topic, or pattern of events.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in different contexts Match icons or diagrams with words/concepts	Identify facts and explicit messages from illustrated text	Identify main ideas and some details Sequence events	Match graphic organizers to different texts Find details that support main ideas Classify features of various genres of texts	Summarize information from multiple related sources
Writing / Speaking	Communicate ideas by drawing Label objects, pictures, or diagrams from word banks	Fill in graphic organizers, charts, and tables	Produce simple expository or narrative text Compare/contrast content based information	Take notes using graphic organizers Summarize content-based information	Produce extended responses of original text approaching grade level

Academic Vocabulary: compare, contrast, theme, integrate

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Reading Standard for Literature

Standard: RL.4.10 - By the end of the year, read and comprehend texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cognitive Function (I Can): I can closely read complex grade level texts.
 I can reread a text to find more information or clarify ideas.
 I can use reading strategies to help me understand difficult complex text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons or diagrams with words/concepts Match illustrated words/phrases	Read and comprehend illustrated modified text	Use context clues and illustrations to enhance meaning of modified text	Read and comprehend near grade level text	Use an array of strategies Draw conclusions from explicit or implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: reading strategy, comprehension

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- form and use the progressive (was, am, will) verb tenses
- use modal auxiliaries (can, may, must) to convey various conditions
- correctly use frequently confused words

Cognitive Function (I Can): I can identify relative adverbs and use them correctly.

I can identify and correctly use modal auxiliaries.

I can identify and correctly use commonly confused words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Associate language with different time frames Sequence events in stories or content-based processes	Classify features of various tenses of writing	
Writing / Speaking		Complete / produce sentences from word banks or walls	Describe people, events, processes, procedures Make predictions or hypotheses	Discuss stories, issues, and concepts with proper verb tense	Create grade-level stories or reports using proper verb tense

Academic Vocabulary: progressive verb tense, modal auxiliary

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)
- order adjectives within sentences according to conventional patterns
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- correctly use frequently confused words

Cognitive Function (I Can): I can recognize that multiple adjectives describing the noun should be placed in a particular order.
 I can identify common prepositions and properly form prepositional phrases.
 I can recognize the difference between a complete sentence and a fragment and correct them as necessary.
 I can recognize a run-on sentence and make corrections.
 I can recognize that some words sound alike or nearly alike but are spelled and used differently.
 I can identify and correctly use commonly confused words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons or diagrams with words/concepts Point to stated pictures, words, or phrases	Categorize content-based pictures or objects	Use context clues and illustrations to determine meaning of words/phrases	Classify parts of speech	Identify, explain, and give examples of parts of speech
Writing / Speaking	Copy words, phrases, and short sentences Name pre-taught objects, people, diagrams, or pictures	Complete/produce sentences from word/phrase banks Restate content-based facts Make comparisons using real-life or visually-supported materials	String related sentences together Present content-based information Answer simple content-based questions	Author multiple forms of writing from models with correct grammar Compare/contrast content-based functions and relationships	Produce extended, grammatically correct original text approaching grade level Explain in detail results of learning

Academic Vocabulary: relative pronoun, relative adverb, adjective, fragment, run-on sentence

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.1c - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- form and use prepositional phrases
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- correctly use frequently confused words

Cognitive Function (I Can): I can identify common prepositions and properly form prepositional phrases.

I can recognize the difference between a complete sentence and a fragment and correct them as necessary.

I can recognize a run-on sentence and make corrections.

I can recognize that some words sound alike or nearly alike but are spelled and used differently.

I can identify and correctly use commonly confused words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons or diagrams with words/concepts Point to stated pictures, words, or phrases	Categorize content-based pictures or objects	Use context clues and illustrations to determine meaning of words/phrases	Classify features of text	Identify, explain, and give examples of parts of speech
Writing / Speaking	Copy words, phrases, and short sentences Name pre-taught objects, people, diagrams, or pictures	Complete/produce sentences from word/phrase banks Restate content-based facts Make comparisons using real-life or visually-supported materials	String related sentences together Present content-based information Answer simple content-based questions	Author multiple forms of writing from models with correct grammar Compare/contrast content-based functions and relationships	Produce extended, grammatically correct original text approaching grade level Explain in detail results of learning

Academic Vocabulary: prepositional phrase, fragment, run-on sentence

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.2a - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- use correct capitalization

Cognitive Function (I Can): I can determine when to capitalize words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print Match instructional language with visual representation	Find information from text structure Identify information in print based on oral statements	Identify everyday examples of content-based concepts described orally	Identify specific language from different genres and informational text	Apply strategies to new situations
Writing / Speaking	Label pictures and graphs	Connect simple sentences Extend sentence starters with original ideas State big/main ideas of classroom discussion	Create compound sentences using correct capitalization Produce short paragraphs using correct capitalization	Create multiple-paragraph essays using correct capitalization	Defend choice of capitalization and give reasons

Academic Vocabulary: capitalization

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.2b - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- use commas and quotation marks to mark direct speech and quotations from a text
- use a comma before a coordinating conjunction in a compound sentence

Cognitive Function (I Can): I can punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around direct speech.

I can use quotation marks to indicate words I have taken directly from a text.

I can identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match pictures of punctuation to words Identify punctuation in print and classroom visuals	Find commas and quotation marks in text Identify punctuation based on oral statements	Differentiate between use of each punctuation	Read texts aloud pausing correctly for punctuation cues	Evaluate the intent of speech and act accordingly
Writing / Speaking	Label pictures of punctuation State names of punctuation when shown visual representations	Complete pattern sentences	Use punctuation correctly in sentences and short paragraphs	Use punctuation correctly in multiple-paragraph essays	Create expository text utilizing correct punctuation. Discuss usage of various punctuation and give examples

Academic Vocabulary: dialogue, speaker tag, quotation marks, compound sentence, conjunction

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.2c - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

- spell grade-level words correctly, consulting references as needed

Cognitive Function (I Can): I can identify misspelled words and use resources to assist me in spelling correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries/illustrated glossaries	Use bilingual dictionaries	Use English dictionaries		
Writing / Speaking	Copy words, phrases, and short sentences Label objects, pictures, or diagrams from word banks	Make lists from labels or with peers	Correctly spell simple and common words without assistance Ask for clarification	Correctly spell most words Explain how to use a dictionary	Correctly spell all grade-level words

Academic Vocabulary: dictionary

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

- choose words and phrases to convey ideas precisely
- choose punctuation for effect
- differentiate between contexts that call for formal English and situations where informal discourse is appropriate

Cognitive Function (I Can): I can choose words and phrases carefully to make sure my ideas are clearly presented.

I can use punctuation to create various effects and add interest.

I can identify situations where formal English is needed and situations where informal English is appropriate.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Use pre-taught vocabulary to complete simple sentences	Identify different types of sentence structure Categorize content-based examples from oral directions	Complete content-related tasks or assignments	Differentiate between and apply multiple sentence structure types Discriminate among multiple sentence types
Writing / Speaking		Complete/produce sentences from word/phrase banks or walls	String related sentences together	Author multiple forms of writing from models	Create grade-level stories or reports

Academic Vocabulary: formal, informal

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- use context as a clue to the meaning of a word or phrase
- use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Cognitive Function (I Can): I can determine the meaning of unknown words using context clues.

I can recognize and define common Greek and Latin affixes and roots.

I can break down unknown words into units of meaning to determine definitions.

I can verify my determined meaning of an unknown word by consulting a reference material.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries/illustrated glossaries Match content-related objects/pictures to words	Use bilingual dictionaries Use pre-taught vocabulary to complete simple sentences Classify/sort content-related visuals per oral descriptions	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases	Identify and use affixes to determine the meaning of unknown words	For opinions of words by using context clues
Writing / Speaking	Answer yes/no and choice questions Label pictures and graphs Create vocabulary / concept cards Begin to use general and high frequency vocabulary	Share basic social information with peers Ask simple everyday questions	Answer simple content-based questions	Offer creative solutions to issues/problems	Justify/defend opinions or explanations with evidence

Academic Vocabulary: context clue, affix, root

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- explain the meaning of simple similes and metaphors in context
- recognize and explain the meaning of common idioms, adages, and proverbs
- demonstrate understanding of words by relating them to their antonyms and synonyms

Cognitive Function (I Can): I can define and identify similes and metaphors in a text.

I can distinguish between literal language and figurative language.

I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.

I can explain the difference between synonyms and antonyms.

I can use my knowledge of synonyms and antonyms to demonstrate my understanding of words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Use context clues	Differentiate between fact and opinion	Distinguish between literal and figurative language Identify, explain, and give examples of figures of speech
Writing / Speaking		Extend sentence starters	Give opinions, preferences, and reactions along with reasons Ask for clarification	Discuss stories, issues, and concepts	Connect or integrate personal experiences with literature/content

Academic Vocabulary: simile, metaphor, literal language, figurative language, idiom, adage, proverb, synonym, antonym

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Language

Standard: L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Cognitive Function (I Can): I can recognize the difference between general academic words and phrases and domain-specific words and phrases.

I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal precise actions, emotions, or states of being and that are basic to a particular topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing contexts Use picture dictionaries	Find changes to root words in context Use bilingual dictionaries	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases	Classify words as general academic or domain-specific Interpret information and apply to new situations	Analyze words Use grade-level, content-based language
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks	Make lists from labels or with peers	Compare/contrast content-based information	Explain strategies or use information in solving problems Discuss stories, issues, and concepts	Apply content information to new contexts Give presentations using technical vocabulary

Academic Vocabulary: dictionary, phrase, precise, emotions, states of being

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
- provide reasons that are supported by facts and details
- link opinion and reasons using words, phrases, and clauses
- provide a concluding statement or section related to the opinion presented

Cognitive Function (I Can): I can determine my opinion/point of view on a particular topic or text.

I can create an organizational structure to logically introduce my topic and opinion.

I can support my opinion with logically ordered facts and details and link my reasons with words, phrases, and clauses.

I can write an opinion piece with an introduction, supporting details, facts, and a concluding statement/section.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Answer questions with single words	Fill in graphic organizers, charts, and tables	Sequence events in stories	Author multiple forms of writing from models Differentiate between fact and opinion Use details to support main ideas	Produce extended response of original text approaching grade level Connect or integrate personal experiences with literature / content

Academic Vocabulary: opinion, point of view, organizational structure

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- link ideas within and across categories of information using words, phrases, and clauses
- use precise language and domain-specific vocabulary to inform about or explain the topic
- provide a concluding statement or section related to the information or explanation presented

Cognitive Function (I Can): I can select a topic and gather information to share with my audience.

I can define common formatting structures and determine structures that will allow me to organize my information best.

I can link my information using words, phrases, and clauses.

I can explain my topic using precise language and domain-specific vocabulary.

I can present my information in a formal style with a concluding statement or section that relates to the information presented.

I can introduce my topic by providing my general observation/focus and use formatting structures, illustrations, and multimedia to clarify my topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate ideas by drawing Label objects, pictures, or diagrams from word/phrase banks	Fill in graphic organizers, charts, and tables	Produce simple expository text Compare/contrast content-based information	Create content-based reports Take notes using graphic organizers Summarize content-based information	Use technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: formatting structure, observation, focus, multimedia, precise, domain-specific vocabulary

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- use dialogue and description to develop experiences and events to show the responses of characters to situations
- use a variety of transitional words, phrases, and clauses to manage the sequence of events
- use concrete words and phrases and sensory details to convey experiences and events precisely
- provide a conclusion that follows from the narrated experiences or events

Cognitive Function (I Can): I can define narrative and describe the basic parts of plot.

I can orient the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.

I can sequence the events in my story so that one event logically leads to the next.

I can use narrative techniques to develop events and/or experiences and show how characters respond to situations.

I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.

I can signal changes in time and place by using transition words, phrases, and clauses.

I can write a logical conclusion that provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks Copy words, phrases, and short sentences	Identify elements of story grammar Complete/produce sentences from word/phrase banks or walls	Begin to express time through multiple tenses Sequence events in stories String related sentences together	Compose intro/body/conclusion Author multiple forms of writing from models	Create grade-level stories Connect or integrate personal experiences with literature

Academic Vocabulary: narrative, narrator, sequence, concrete word, sensory detail, transition, conclusion

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Cognitive Function (I Can): I can identify the writing style that best fits my task, purpose, and audience.

I can use organizational/formatting structures to develop my writing ideas.

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Fill in graphic organizers, charts, and tables	Identify main ideas and some details Compare/contrast content-based information Describe events, people, processes, and procedures	Differentiate between fact and opinion Summarize content-based information Author multiple forms of writing from models Match graphic organizers to different texts	Produce extended responses of original text approaching grade level Apply content-based information to new contexts

Academic Vocabulary: writing style, task, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing.

Cognitive Function (I Can): I can use prewriting strategies to formulate ideas.

I can recognize that a well-developed piece of writing requires more than one draft.

I can apply revision strategies with the help of others.

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate ideas by drawing	Fill in graphic organizers, charts, and tables Make lists from labels or with peers	String related sentences together Engage in peer editing with assistance from teacher	Take notes using graphic organizers Author multiple forms of writing Engage in peer editing	Produce extended responses of original text approaching grade level Apply content-based information to new contexts to edit and revise writing

Academic Vocabulary: revision strategy, edit

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.6 - With some guidance and support from adults, use technology, including the internet, to produce and publish writing.

- interact and collaborate with others
- demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting

Cognitive Function (I Can): I can identify technology that will help me produce, edit, and publish my writing.

I can choose credible websites on the internet that will help me compose, edit and publish my writing.

I can collaborate with peers, teachers, and others to produce and publish my writing.

I can use proper keyboarding skills to compose and prepare my writing for publication.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Categorize content-based pictures or objects	Produce and publish simple text	Interpret information Take notes using graphic organizers Author multiple forms of writing	Form opinions of the credibility of sources Draw conclusions about sources Produce extended responses of original text approaching grade level

Academic Vocabulary: publish, credible, website

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Cognitive Function (I Can): I can define research and explain how research is different from other types of writing.

I can focus my research around a central question that is provided or determine my own research worthy question.

I can choose several sources and gather information to answers my research question.

I can analyze the information found in my sources and determine if it provides enough support to answer my question.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Match icons or diagrams with words/concepts</p> <p>Label objects, pictures, or diagrams from word/phrase banks</p>	<p>Identify facts from illustrated text</p> <p>Fill in graphic organizers, graphs, charts, tables</p> <p>Ask simple, everyday questions</p>	<p>Identify main ideas and some details</p> <p>Compare/contrast content based information</p> <p>Describe people, events, processes, or procedures</p>	<p>Find details that support main ideas</p> <p>Differentiate between fact and opinion</p> <p>Summarize content-based information</p> <p>Take notes using graphic organizers</p>	<p>Summarize information from multiple related sources</p>

Academic Vocabulary: research, central question, source

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources

- take notes and categorize information
- provide a list of sources

Cognitive Function (I Can): I can recall information from experiences or gather information from print and digital sources about a topic.

I can take notes about a topic and sort the information from my notes into provided categories.

I can prepare a list of sources used in my research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Label objects, pictures, or diagrams from word/phrase banks</p> <p>Answer oral questions with single words</p>	<p>Make lists from labels or with peers</p> <p>Make comparisons using real-life or visually-supported materials</p>	<p>Compare/contrast content-based information</p>	<p>Take notes using graphic organizers</p> <p>Summarize content-based information</p>	<p>Connect or integrate personal experiences with literature/content</p> <p>Create grade-level stories or reports</p>

Academic Vocabulary: summarize, paraphrase, source

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.9 - Apply grade-level reading standards to literature and informational texts.

- draw evidence from literary or informational texts to support analysis, reflection, and research

Cognitive Function (I Can): I can define textual evidence.

I can determine textual evidence that supports my analysis, reflection, and/or research.

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Compare/contrast content-based information	Answer simple content-based questions Make predictions or hypotheses	Answer opinion questions with supporting details Compare/contrast content-based functions and relationships	Justify/defend opinions or explanations with evidence Explain in detail results of inquiry

Academic Vocabulary: analysis, reflection, research, textual evidence

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Writing

Standard: W.4.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Function (I Can): I can recognize that different writing tasks require varied time frames to complete.
 I can determine a writing format/style to fit my task, purpose, and/or audience.
 I can write for a variety of reasons.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Copy words, phrases and short sentences Communicate ideas by drawing	Complete/produce sentences from word/phrase banks or walls Make lists from labels or with peers	String together related sentences Describe events, people, processes, procedures	Author multiple forms of writing from models	Create grade-level stories or reports

Academic Vocabulary: task purpose, audience

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Speaking and Listening

Standard: SL.4.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on other’s ideas and expressing their own clearly.

- come to discussions prepared, having read and studied required material; explicitly draw on the preparation and other information known about the topic to explore ideas under discussion
- follow agreed-upon rules for discussions and carry out assigned roles
- pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Cognitive Function (I Can): I can read or study materials to be discussed.

I can list important information about the topic to be discussed.

I can identify and follow the agreed upon rules for discussion and carry out assigned roles.

I can ask questions when I do not understand.

I can stay on topic by making comments about the information being discussed.

I can make connections between the comments of others.

I can explain my own ideas and tell what I’ve learned from a discussion.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify objects, figures, people from oral statements or question	Categorize content-based pictures or objects from oral descriptions	Sequence pictures from oral stories, processes, or procedures	Interpret oral information and apply to new situations Infer from and act on oral information	Form opinions of people, places, or ideas from oral scenarios
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling. Answer yes/no questions	Ask simple, everyday questions Describe pictures, events, objects, or people using phrases or short sentences Make lists from labels	Answer simple content-based questions Make predictions from discourse Present content-based information	Discuss stories, issues, and concepts Give content-based oral reports Compare/contrast content-based functions	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: discussion, connection

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Speaking and Listening

Standard: SL.4.2 - Paraphrase a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Function (I Can): I can identify information from a text being read aloud.

I can identify information that is presented in different formats.

I can paraphrase the information gathered to determine the main idea and support details of a presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Point to stated pictures, words, or phrases Identify objects, figures, people from oral statements	Arrange pictures or objects per oral information Draw in response to oral descriptions	Identify illustrated main ideas from paragraph-level oral discourse Sequence pictures from oral stories, processes, or processes	Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details	Carry out oral instructions Construct models or use manipulatives to problem-solve based on oral discourse
Writing / Speaking	Answer yes/no and choice questions	Ask simple questions Restate content-based facts	Answer simple content-based questions Retell short stories or events	Discuss stories, issues, and concepts Answer opinion questions with supporting details	Explain in detail results of inquiry Give content-based presentations using technical vocabulary

Academic Vocabulary: media, format, paraphrase, supporting details

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Speaking and Listening

Standard: SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

Cognitive Function (I Can): I can identify points being made by a speaker, determine the reasons and evidence a speaker uses to support his/her points.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify objects, figures, people from oral statements	Evaluate oral information (e.g.; about lunch options)	Identify main ideas and some details	Find details that support main ideas Differentiate between fact and opinion	Summarize information Answer analytical questions about grade-level text
Writing / Speaking	Answer yes/no and choice questions	Restate content-based facts	Answer simple content-based questions	Answer opinion questions with supporting details Compare/contrast content-based functions and relationships	Justify/defend opinions or explanations with evidence

Academic Vocabulary: reason, evidence

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Speaking and Listening

Standard: SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes

- speak clearly at an understandable pace

Cognitive Function (I Can): I can determine a logical order for presenting my topic, text, story, or experience.

I can present my topic, text, story, or experience with facts and relevant, descriptive details that support the main idea or theme.

I can report my information by speaking clearly at an appropriate pace.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text	Identify main ideas and some details	Find details that support main ideas	Summarize information
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts	Re/tell short stories or events Present content-based information	Give content-based oral reports Discuss stories, issues, and concepts	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: relevant, main idea, theme, pace

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Speaking and Listening

Standard: SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Cognitive Function (I Can): I can identify main ideas or themes in my presentation that could be enhanced.

I can determine and include an appropriate audio recording or visual display to enhance my main ideas or themes.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text	Identify main ideas and some details	Find details that support main ideas	Summarize information
Writing / Speaking	Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences	Answer simple content-based questions Present content-based information	Answer questions with supporting details Offer creative solutions Compare/contrast content-based functions and relationships	Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: main idea, theme, enhance, audio recording, visual display

WIDA/COMMON CORE ALIGNMENT: Fourth Grade ELA Standards

Speaking and Listening

Standard: SL.4.6 - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate

- use formal English when appropriate to task and situation

Cognitive Function (I Can): I can identify situations where formal English is needed and situations where informal English is appropriate.

I can determine speaking tasks or situations that will require a formal structure.

I can compose a formal speech that demonstrates a command of grade 4 language standards.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts	Re/tell short stories or events Present content-based information	Give content-based oral reports Discuss stories, issues, and concepts	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: formal, informal

Fifth Grade

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding words.

- use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context

Cognitive Function (I Can): I can recognize that letters and combinations of letters make different sounds.

I can use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words.

I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.

I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Make sound/symbol/word relations</p> <p>Match illustrated words/phrases in differing contexts</p> <p>Point to stated pictures, words, or phrases</p>	<p>Find changes to root words in context</p> <p>Categorize content-based pictures or objects</p>	<p>Use context clues and illustrations to read word/phrases.</p> <p>Identify frequently used affixes and root words</p> <p>Match literal meanings of oral descriptions or reading to illustrations</p>	<p>Infer from and act on information</p>	
Writing / Speaking	<p>Copy words, phrases, and short sentences</p> <p>Name pre-taught objects, people, diagrams, or pictures</p>	<p>Make lists from labels or with peers</p> <p>Use word banks or walls to complete sentences</p>	<p>Present content-based information</p>	<p>Discuss stories, issues and concepts</p> <p>Compare/contrast content-based functions and relationships</p>	<p>Justify/defend opinions or explanations with evidence</p>

Academic Vocabulary: consonant blend, long-vowel pattern, short-vowel pattern, root, prefix, suffix, syllable

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standards: Foundational Skills

Standard: RF.5.3 - Read with sufficient accuracy and fluency to support comprehension.

- read grade-level text with purpose and understanding
- read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
- use context to confirm or self-correct word recognition and understanding, rereading as necessary

Cognitive Function (I Can): I can read grade-level text fluently and show comprehension through voice, timing, and expression.

I can recognize when a word I have read does not make sense within the text.

I can self-correct misread or misunderstood words using context clues.

I can reread with corrections when necessary.

I can read fluently.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing contexts	Identify facts and explicit messages from illustrated text Identify elements of story grammar (character, setting)	Identify main ideas and some details Use context clues and illustrations to determine meaning of words/phrases	Match graphic organizers to different texts Find details that support main ideas	Answer analytical questions about grade-level text Draw conclusions from explicit and implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: fluency, context clue

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Cognitive Function (I Can): I can quote accurately from a text.

I can define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion.

I can read closely and find answers explicitly in text and answers that require an inference.

I can analyze an author’s words and find quotes needed to support both explicit and inferential questions.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated texts	Identify main ideas and some details Interpret information or data from charts and graphs	Make predictions based on illustrated text Find details that support main ideas Infer meaning from modified grade-level text	Draw conclusions from explicit and implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: quote, inference, explicit

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.2 - Determine a theme of a text from details in the text including how characters in a story or drama respond to challenges or how the speaker in a text reflects upon a topic.

- summarize a text
- determine two or more main ideas of a text and explain how they are supported by key details

Cognitive Function (I Can): I can define theme, summary and main idea.
 I can analyze details in a text to determine a theme.
 I can compose a summary stating the key points of the text.
 I can determine two or more main ideas of a text.
 I can identify key details in a text and explain how they support the main ideas.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text Fill in graphic organizers, charts, and tables	Identify main ideas and some details Describe people, events, and processes Compare/contrast content-based information	Find details that support main ideas Summarize content-based information	Summarize information from multiple related sources
Writing / Speaking					

Academic Vocabulary: theme, summary, main idea, key detail

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

- explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text

Cognitive Function (I Can): I can identify characters, settings, and events in a story or drama.

I can compare and contrast two or more characters, settings, or events in a story or drama using specific details from the text.

I can identify individuals, events, ideas, and/or concepts in different types of text.

I can use specific information in a text to identify and explain the relationships and interactions between two or more individuals, events, ideas or concepts.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text Fill in graphic organizers, charts, and tables Identify elements of story grammar	Identify main ideas and some details Describe people, events, and processes Compare/contrast content-based information	Find details that support main ideas	Answer analytical questions about grade-level text
Writing / Speaking					

Academic Vocabulary: compare, contrast, relationship, interaction, individual, event, idea, concept

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area

Cognitive Function (I Can): I can use various strategies to determine the meaning of words and phrases.

I can define and identify various forms of figurative language.

I can distinguish between literal language and figurative language.

I can identify general academic words or phrases in a text.

I can identify domain specific words or phrases in a text.

I can use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text.

I can locate and use resources to assist me in determining the meaning of unknown words and phrases.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries Match illustrated words/phrases in different contexts	Use bilingual dictionaries Find changes to root words in context	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases Match literal meanings of descriptions or text to illustrations	Identify figures of speech	Identify, explain, and give examples of figures of speech Distinguish between literal and figurative language
Writing / Speaking					

Academic Vocabulary: figurative language, literal language, domain specific words, general academic words

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts

Cognitive Function (I Can): I can recognize that chapters are found in stories, scenes are found in dramas, and stanzas are found in poems.

I can explain how chapters, scenes and stanzas fit together to form stories, dramas, or poems.

I can identify and explain different structures used in informational text.

I can determine the overall structure of an informational text.

I can compare and contrast events, ideas, concepts, and/or information in two or more texts.

I can analyze informational texts and determine if the structure chosen effectively relates events, ideas, concepts, or information.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Identify elements of story grammar	Compare/contrast content based information	Summarize content-based information Match graphic organizers to different texts Classify features of various genres of text	Answer analytical questions about grade-level text Apply content-based information to new contexts
Writing / Speaking					

Academic Vocabulary: chapter, scene, stanza, text structure, compare, contrast

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.6 - Describe how a narrator’s or speaker’s point of view influences how events are described.

- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Cognitive Function (I Can): I can identify basic points of view as first, second, or third person.

I can determine a narrator’s or speaker’s point of view in a text.

I can describe how events in a text are influenced by point of view.

I can define point of view as how the author feels about the situation/topic of a text.

I can determine an author’s point of view and explain his/her purpose for writing the text.

I can analyze how various authors develop the same event or topic and determine how each author’s point of view affects the text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Identify main idea and some details Interpret information from graphs, charts, and illustrations	Infer from and act on information Differentiate between fact and opinion Find details that support main ideas	Evaluate intent of speech and act accordingly Analyze grade-level text Draw conclusions from text at or near grade-level
Writing / Speaking					

Academic Vocabulary: point of view, first person, second person, third person, purpose, influence

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.7 - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.

- draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently

Cognitive Function (I Can): I can identify visual elements found in a text.

I can analyze how visual elements add meaning, create tone, and contribute to the beauty of a text.

I can recognize that authors use various formats when presenting information.

I can identify information presented in formats other than words.

I can locate information from multiple print or digital sources to answer questions and solve problems quickly and efficiently.

I can analyze multimedia presentations of a text and determine how a media presentation adds to the meaning, tone, and beauty of an original text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print Label objects, pictures, or diagrams from word/phrase banks	Identify facts and explicit messages from illustrated text	Interpret information or data from charts and graphs Identify main ideas and some details Compare/contrast information	Classify features of various genres of text Match graphic organizers to different text Find details that support main ideas	Summarize information from multiple related sources Answer analytical questions about grade level text
Writing / Speaking					

Academic Vocabulary: visual element, multimedia, tone, format, print source, digital source, efficient

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

Cognitive Function (I Can): I can locate the reasons and evidence an author uses to support particular points in a text.

I can identify which reasons and evidence support particular points.

I can explain how the reasons and evidence support the particular points in a text.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages in illustrated text. Locate main ideas in a series of simple sentence.	Identify main ideas and some details.	Find details that support main ideas. Differentiate between fact and opinion.	Critique material and support argument.
Writing / Speaking					

Academic Vocabulary: reasons, evidence

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.

- integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Cognitive Function (I Can): I can define theme.

I can identify similar themes and topics found in stories from the same genre.

I can compare and contrast how stories in the same genre can communicate the same theme or topic.

I can locate information from several texts on the same topic.

I can determine which pieces of information best support my topic.

I can integrate information from several texts to display my knowledge of the topic when writing or speaking.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in different context Match icons or diagrams with words/concepts	Identify facts and explicit messages from illustrated text	Identify main ideas and some details Sequence events	Match graphic organizers to different texts Find details that support main ideas	Summarize information from multiple related sources
Writing / Speaking	Communicate ideas by drawing Label objects, pictures, or diagrams from word banks	Fill in graphic organizers, charts, and tables	Produce simple expository or narrative text Compare/contrast content based information	Take notes using graphic organizers Summarize content-based information	Produce extended responses of original text approaching grade level

Academic Vocabulary: compare, contrast, theme, genre, integrate

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Reading Standard for Literature

Standard: RL.5.10 - By the end of the year, read and comprehend texts at the high end of the grades 4-5 complexity band independently and proficiently.

Cognitive Function (I Can): I can closely read complex grade level texts.

I can reread a text to find more information or clarify ideas.

I can use reading strategies to help me understand difficult complex texts.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match icons or diagrams with words/concepts Match illustrated words/phrases	Read and comprehend illustrated modified text	Use context clues and illustrations to enhance meaning of modified text	Read and comprehend near grade level text	Use an array of strategies Draw conclusions from explicit or implicit text at or near grade level
Writing / Speaking					

Academic Vocabulary: reading strategy, comprehension

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences
- use correlative conjunctions (either/or, neither/nor)

Cognitive Function (I Can): I can define conjunction, preposition, and interjection as well as explain their functions in a sentence.

I can identify common correlative conjunctions and use them correctly when writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match icons or diagrams with words/concepts Point to stated pictures, words, or phrases	Categorize content-based pictures or objects	Use context clues and illustrations to determine meaning of words/phrases	Classify features of text	Identify, explain, and give examples of parts of speech
Writing / Speaking	Copy words, phrases, and short sentences Name pre-taught objects, people, diagrams, or pictures	Complete/produce sentences from word/phrase banks Restate content-based facts Make comparisons using real-life or visually-supported materials	String related sentences together Present content-based information Answer simple content-based questions	Author multiple forms of writing from models with correct grammar Compare/contrast content-based functions and relationships	Produce extended, grammatically correct original text approaching grade level Explain in detail results of learning

Academic Vocabulary: conjunction, preposition, interjection, correlative conjunction

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- form and use the perfect verb tenses (have, will have, had)
- use verb tense to convey various times, sequences, states, and conditions
- recognize and correct inappropriate shifts in verb tense

Cognitive Function (I Can): I can identify the past, present, and future verb tenses and use them correctly.

I can choose the correct verb tense to show time, sequence, state, and condition.

I can identify when the incorrect verb tense has been used and make appropriate corrections.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Associate language with different time frames Sequence events in stories or content-based processes	Classify features of various tenses of writing	
Writing / Speaking		Complete / produce sentences from word banks or walls	Describe people, events, processes, procedures Make predictions or hypotheses	Discuss stories, issues, and concepts with proper verb tense	Create grade-level stories or reports using proper verb tense

Academic Vocabulary: past perfect, present perfect, future perfect, verb tense

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.2a - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- use punctuation to separate items in a series
- use a comma to separate an introductory element from the rest of the sentence
- use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence

Cognitive Function (I Can): I can identify items in a series and punctuate them correctly.

I can identify an introductory element and use a comma to separate it from the rest of a sentence.

I can identify when a comma should be used to set off the words *yes* and *no*, tag questions, and direct address.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks.	Make lists from labels or with peers.	Produce simple expository or narrative text.	Use commas correctly in multiple forms of writing.	Produce extended responses of original text using correct punctuation.

Academic Vocabulary: items in a series, introductory element, tag questions, direct address

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.2b - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- use underlining, quotation marks, or italics to indicate the titles of works

Cognitive Function (I Can): I can identify titles of works and choose the correct formatting style.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening					
Writing / Speaking	Copy words, phrases, and short sentences	Fill in graphic organizers, charts, and tables	Correctly punctuate titles of works		

Academic Vocabulary: quotation mark, italics, formatting style

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.2c - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- spell grade-appropriate words correctly, consulting references as needed

Cognitive Function (I Can): I can identify misspelled words and use resources to assist me in spelling them correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries/illustrated glossaries	Use bilingual dictionaries	Use English dictionaries		
Writing / Speaking	Copy words, phrases, and short sentences Label objects, pictures, or diagrams from word banks	Make lists from labels or with peers	Correctly spell simple and common words without assistance Ask for clarification	Correctly spell most words Explain how to use a dictionary	Correctly spell all grade-level words

Academic Vocabulary: misspelled, dictionary

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- compare and contrast the varieties of English used in stories, dramas, or poems

Cognitive Function (I Can): I can determine when to use varied sentence structures to create meaning, interest, and style in my writing.

I can compare and contrast how authors use variations of English in stories, dramas, or poems.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Use pre-taught vocabulary to complete simple sentences	Identify different types of sentence structure Categorize content-based examples from oral directions	Complete content-related tasks or assignments	Differentiate between and apply multiple sentence structure types Discriminate among multiple sentence types.
Writing / Speaking		Complete/produce sentences from word/phrase banks or walls	String related sentences together	Author multiple forms of writing from models	Create grade-level stories or reports

Academic Vocabulary: style, compare, contrast, register, dialect

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- use context as clue to them meaning of a word of phrase
- use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

Cognitive Function (I Can): I can infer the meaning of unknown words using context clues.

I can recognize and define common Greek and Latin affixes and roots.

I can break down unknown words into units of meaning to infer the definition.

I can verify my inferred meaning of an unknown word by consulting reference materials.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries/illustrated glossaries Match content-related objects/pictures to words	Use bilingual dictionaries Use pre-taught vocabulary to complete simple sentences Classify/sort content-related visuals per oral descriptions	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases	Identify and use affixes to determine the meaning of unknown words	For opinions of words by using context clues
Writing / Speaking	Answer yes/no and choice questions Label pictures and graphs Create vocabulary/concept cards Begin to use general and high frequency vocabulary	Share basic social information with peers Ask simple everyday questions	Answer simple content-based questions	Offer creative solutions to issues/problems	Justify/defend opinions or explanations with evidence

Academic Vocabulary: infer, context clue, affix, root

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- interpret figurative language, including similes, and metaphors in context
- recognize and explain the meaning of common idioms, adages, and proverbs
- use the relationship between particular words to better understand each of the words

Cognitive Function (I Can): I can define and identify various forms of figurative language.

I can distinguish between literal and figurative language.

I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning.

I can recognize word relationships and use the relationships to further understand each of the words.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening				Differentiate between fact and opinion	Distinguish between literal and figurative language Identify, explain, and give examples of figures of speech
Writing / Speaking				Discuss stories, issues, and concepts	Connect or integrate personal experiences with literature/content

Academic Vocabulary: figurative languages, idiom, adage, proverb, word relationships

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Language

Standard: L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Cognitive Function (I Can): I can recognize the difference between general academic words and phrases and domain-specific words and phrases.
 I can acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match illustrated words/phrases in differing contexts Use picture dictionaries	Find changes to root words in context Use bilingual dictionaries	Use English dictionaries Use context clues and illustrations to determine meaning of words/phrases	Classify words as general academic or domain-specific Interpret information and apply to new situations	Analyze words Use grade-level, content-based language
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks	Make lists from labels or with peers	Compare/contrast content-based information	Explain strategies or use information in solving problems Discuss stories, issues, and concepts	Apply content information to new contexts Give presentations using technical vocabulary

Academic Vocabulary: general academic words, domain-specific words

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose
- provide logically ordered reasons that are supported by facts and details
- link opinion and reasons using words, phrases, and clauses
- provide a concluding statement or section related to the opinion presented

Cognitive Function (I Can): I can determine my opinion/point of view on a particular topic or text.

I can create an organizational structure to logically introduce my topic and opinion.

I can support my opinion with logically ordered facts and details and link my reasons with words, phrases, and clauses.

I can write an opinion piece with an introduction, supporting details, facts, and a concluding statement/section.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Answer questions with single words	Fill in graphic organizers, charts, and tables	Sequence events in stories	Author multiple forms of writing from models Differentiate between fact and opinion Use details to support main ideas	Produce extended response of original text approaching grade level Connect or integrate personal experiences with literature/content

Academic Vocabulary: opinion, point of view, organizational structure

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension
- develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
- link ideas within and across categories of information using words, phrases, and clauses
- use precise language and domain-specific vocabulary to inform about or explain the topic
- provide a concluding statement or section related to the information or explanation presented

Cognitive Function (I Can): I can select a topic and gather information to share with my audience.

I can define common formatting structures and determine structures that will allow me to organize my information best.

I can link my information using words, phrases, and clauses.

I can explain my topic using precise language and domain-specific vocabulary.

I can present my information in a formal style with a concluding statement or section that relates to the information presented.

I can introduce my topic by providing my general observation/focus and use formatting structures, illustrations, and multimedia to clarify my topic.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate ideas by drawing Label objects, pictures, or diagrams from word/phrase banks	Fill in graphic organizers, charts, and tables	Produce simple expository text Compare/contrast content-based information	Create content-based reports Take notes using graphic organizers Summarize content-based information	Use technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: formatting structure, observation, focus, multimedia, precise, domain-specific vocabulary

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events to show the responses of characters to situations
- use a variety of transitional words, phrases, and clauses to manage the sequence of events
- use concrete words and phrases and sensory details to convey experiences and events precisely
- provide a conclusion that follows from the narrated experiences or events

Cognitive Function (I Can): I can define narrative and describe the basic parts of plot.

I can orient the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.

I can sequence the events in my story so that one event logically leads to the next.

I can use narrative techniques to develop events and/or experiences and show how characters respond to situations.

I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events.

I can signal changes in time and place by using transition words, phrases, and clauses.

I can write a logical conclusion that provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label objects, pictures, or diagrams from word/phrase banks Copy words, phrases, and short sentences	Identify elements of story grammar Complete/produce sentences from word/phrase banks or walls	Begin to express time through multiple tenses Sequence events in stories String related sentences together	Compose intro/body/conclusion Author multiple forms of writing from models	Create grade-level stories Connect or integrate personal experiences with literature

Academic Vocabulary: narrative, narrator, sequence, concrete word, sensory detail, transition, conclusion

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Cognitive Function (I Can): I can identify the writing style that best fits my task, purpose, and audience.

I can use organizational/formatting structures to develop my writing ideas.

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Fill in graphic organizers, charts, and tables	Identify main ideas and some details Compare/contrast content-based information Describe events, people, processes, and procedures	Differentiate between fact and opinion Summarize content-based information Author multiple forms of writing from models Match graphic organizers to different text	Produce extended responses of original text approaching grade level Apply content-based information to new contexts

Academic Vocabulary: writing style, task, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Cognitive Function (I Can): I can use prewriting strategies to formulate ideas.

I can recognize that a well-developed piece of writing requires more than one draft.

I can apply revision strategies with the help of others.

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Communicate ideas by drawing	Fill in graphic organizers, charts, and tables Make lists from labels or with peers	String related sentences together Engage in peer editing with assistance from teacher	Take notes using graphic organizers Author multiple forms of writing Engage in peer editing	Produce extended responses of original text approaching grade level Apply content-based information to new contexts to edit and revise writing

Academic Vocabulary: revision strategy, edit

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.6 - With some guidance and support from adults, use technology, including the internet to produce and publish writing as well as to interact and collaborate with others.

- demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting

Cognitive Function (I Can): I can identify technology that will help me produce, edit, and publish my writing.

I can choose credible websites on the internet that will help me compose, edit and publish my writing.

I can collaborate with peers, teachers, and others to produce and publish my writing.

I can use proper keyboarding skills to compose and prepare my writing for publication.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Categorize content-based pictures or objects	Produce and publish simple text	Interpret information Take notes using graphic organizers Author multiple forms of writing	Form opinions of the credibility of sources Draw conclusions about sources Produce extended responses of original text approaching grade level

Academic Vocabulary: publish, credible, website

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Cognitive Function (I Can): I can define research and explain how research is different from other types of writing.

I can focus my research around a central question that is provided or determine my own research worthy question.

I can choose several sources and gather information to answers my research question.

I can analyze the information found in my sources and determine if it provides enough support to answer my question.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Match icons or diagrams with words/concepts</p> <p>Label objects, pictures, or diagrams from word/phrase banks</p>	<p>Identify facts from illustrated text</p> <p>Fill in graphic organizers, graphs, charts, tables</p> <p>Ask simple, everyday questions</p>	<p>Identify main ideas and some details</p> <p>Compare/contrast content based information</p> <p>Describe people, events, processes, or procedures</p>	<p>Find details that support main ideas</p> <p>Differentiate between fact and opinion</p> <p>Summarize content-based information</p> <p>Take notes using graphic organizers</p>	<p>Summarize information from multiple related sources</p>

Academic Vocabulary: research, central question, source

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources.

- summarize or paraphrase information in notes and finished work
- provide a list of sources

Cognitive Function (I Can): I can recall information from experiences or gather information from print and digital sources about a topic.

I can summarize and/or paraphrase information when taking notes and preparing my finished work.

I can prepare a list of sources used in my research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Label objects, pictures, or diagrams from word/phrase banks</p> <p>Answer oral questions with single words</p>	<p>Make lists from labels or with peers</p> <p>Make comparisons using real-life or visually-supported materials</p>	<p>Compare/contrast content-based information</p>	<p>Take notes using graphic organizers</p> <p>Summarize content-based information</p>	<p>Connect or integrate personal experiences with literature/content</p> <p>Create grade-level stories or reports</p>

Academic Vocabulary: summarize, paraphrase, source

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- apply grade-level reading standards to literature and informational texts

Cognitive Function (I Can): I can define textual evidence.

I can determine textual evidence that supports my analysis, reflection, and/or research.

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Compare/contrast content-based information.	Answer simple content-based questions. Make predictions or hypotheses.	Answer opinion questions with supporting details. Compare/contrast content-based functions and relationships.	Justify/defend opinions or explanations with evidence. Explain in detail results of inquiry

Academic Vocabulary: analysis, reflection, research, textual evidence

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Writing

Standard: W.5.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Function (I Can): I can recognize that different writing tasks require varied time frames to complete.
 I can determine a writing format/style to fit my task, purpose, and/or audience.
 I can write for a variety of reasons.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Copy words, phrases and short sentences Communicate ideas by drawing	Complete/produce sentences from word/phrase banks or walls Make lists from labels or with peers	String together related sentences Describe events, people, processes, procedures	Author multiple forms of writing from models	Create grade-level stories or reports

Academic Vocabulary: writing format, writing style, task, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Speaking and Listening

Standard: SL.5.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on other’s ideas and expressing their own clearly.

- come to discussions prepared, having read and studied required material; explicitly draw on the preparation and other information known about the topic to explore ideas under discussion
- follow agreed-upon rules for discussions and carry out assigned roles
- pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
- review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Cognitive Function (I Can): I can read or study materials to be discussed.

I can list important information about the topic to be discussed.

I can identify and follow the agreed upon rules for discussion and carry out assigned roles.

I can ask questions when I do not understand.

I can stay on topic by making comments about the information being discussed.

I can make connections between the comments of others.

I can explain my own ideas and tell what I’ve learned from a discussion.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify objects, figures, people from oral statements or question	Categorize content-based pictures or objects from oral descriptions	Sequence pictures from oral stories, processes, or procedures	Interpret oral information and apply to new situations Infer from and act on oral information	Form opinions of people, places, or ideas from oral scenarios
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no questions	Ask simple, everyday questions Describe pictures, events, objects, or people using phrases or short sentences Make lists from labels	Answer simple content-based questions Make predictions from discourse Present content-based information	Discuss stories, issues, and concepts Give content-based oral reports Compare/contrast content-based functions	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: discussion connection

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Speaking and Listening

Standard: SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cognitive Function (I Can): I can identify information from a text being read aloud.

I can identify information that is presented in different formats.

I can summarize the information gathered to determine the main idea and support details of a presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Point to stated pictures, words, or phrases Identify objects, figures, people from oral statements	Arrange pictures or objects per oral information Draw in response to oral descriptions	Identify illustrated main ideas from paragraph-level oral discourse Sequence pictures from oral stories, processes, or processes	Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details	Carry out oral instructions Construct models or use manipulatives to problem-solve based on oral discourse
Writing / Speaking	Answer yes/no and choice questions	Ask simple questions Restate content-based facts	Answer simple content-based questions Retell short stories or events	Discuss stories, issues, and concepts Answer opinion questions with supporting details	Explain in detail results of inquiry Give content-based presentations using technical vocabulary

Academic Vocabulary: format, main idea, supporting details

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Speaking and Listening

Standard: SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Cognitive Function (I Can): I can identify a speaker's claims that are supported by reasons and evidence.

I can summarize a speaker's points using reasons and evidence he/she provides to support his/her claims.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Identify objects, figures, people from oral statements.	Evaluate oral information (e.g.; about lunch options)	Identify main ideas and some details.	Find details that support main ideas. Differentiate between fact and opinion.	Summarize information. Answer analytical questions about grade-level text.
Writing / Speaking	Answer yes/no and choice questions.	Restate content-based facts.	Answer simple content-based questions.	Answer opinion questions with supporting details. Compare/contrast content-based functions and relationships.	Justify/defend opinions or explanations with evidence.

Academic Vocabulary: claim, reason, evidence, summary

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Speaking and Listening

Standard: SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

- speak clearly at an understandable pace

Cognitive Function (I Can): I can determine a logical sequence for presenting my ideas and facts.

I can present my ideas and/or opinion with facts and relevant descriptive details that support the main idea or theme.

I can report my information by speaking clearly at an appropriate pace.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text	Identify main ideas and some details	Find details that support main ideas	Summarize information
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts	Retell short stories or events Present content-based information	Give content-based oral reports. Discuss stories, issues, and concepts	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: logical sequence, relevant, main idea, theme, pace

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Speaking and Listening

Standard: SL.5.5 - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Cognitive Function (I Can): I can identify main ideas or themes in my presentation that could be enhanced.

I can determine and include an appropriate multimedia component or visual display to enhance my main ideas or themes.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify facts and explicit messages from illustrated text	Identify main ideas and some details	Find details that support main ideas	Summarize information
Writing / Speaking	Name pretaught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences	Answer simple content-based questions Present content-based information	Answer questions with supporting details Offer creative solutions Compare/contrast content-based functions and relationships	Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: main idea, theme, enhance, multimedia component, visual display

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Speaking and Listening

Standard: SL.5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Cognitive Function (I Can): I can identify various reasons for speaking.

I can adapt a speech for various tasks or situations.

I can compose a formal speech that demonstrates a command of grade 5 language standards.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Recite words or phrases from pictures of everyday objects and oral modeling	Restate content-based facts	Retell short stories or events Present content-based information	Give content-based oral reports Discuss stories, issues, and concepts	Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Explain in detail results of inquiry

Academic Vocabulary: formal, informal

WIDA/COMMON CORE ALIGNMENT: Fifth Grade ELA Standards

Sixth Grade

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Function (I Can): I can define textual evidence.

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.

I can read closely and find answers explicitly in text and answers that require an inference.

I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening	Match content-related pictures to words	Locate main ideas in a series of simple Find information from text structure	Identify topic sentences, main ideas, and details in paragraphs Make predictions based on illustrated text Answer questions about explicit information in texts Give opinions, preferences, and reactions along with reasons	Interpret adapted classics of modified text Use an array of strategies Justify ideas Use details/examples to support ideas	Infer meaning from modified grade-level text Critique material and support argument
Writing / Speaking					

Academic Vocabulary: textual evidence, analyze, inference, explicit

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.2 - Determine a theme or central idea of a text and how it is conveyed through articular details.

- provide a summary of the text distinct from personal opinions or judgments

Cognitive Function (I Can): I can define theme and summary.

I can analyze plot to determine a theme.

I can compose a summary stating the key points of the text without adding my own opinions or feelings.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Find information from text structure Identify elements of story grammar	Compare/contrast information, events, characters Answer questions about explicit information in texts	Identify summaries of passages Paraphrase or summarize from text	Evaluate the intent of text and act accordingly Infer meaning from grade-level text Critique material and support argument
Writing / Speaking					

Academic Vocabulary: theme, central idea, summary, opinion

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.3 - Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Cognitive Function (I Can): I can define and identify the elements of plot structure.

I can explain how plot is developed by key events and episodes experienced by the characters.

I can determine qualities of characters in a text based on an author’s direct and indirect characterization.

I can distinguish between a static and dynamic character.

I can explain how dynamic characters change as the plot moves toward resolution.

I can distinguish which individuals, events, and/or ideas are key for the text to be valid.

I can explain how an author’s use of examples and/or anecdotes informs the reader about individuals, events, and/or ideas.

I can analyze how an author’s choice of details and anecdotes about individuals, characters, and/or events impacts the text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify elements of story grammar	State opinions Make predictions based on illustrated text	Defend a point of view Interpret adapted classics of modified text	Defend a point of view and give reasons Critique material and support argument Infer meaning from modified grade-level text
Writing / Speaking					

Academic Vocabulary: individual, event, idea, anecdote, plot structure, direct characterization, indirect characterization static character, dynamic character

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- analyze the impact of a specific word choice on meaning and tone

Cognitive Function (I Can): I can define and identify various forms of figurative language.

I can distinguish between literal language and figurative language.

I can recognize the difference between denotative and connotative meanings.

I can analyze why authors choose words and phrases to create an overall feel.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries	Use pre-taught vocabulary to complete simple sentences Sort/group pre-taught words/phrases Use bilingual dictionaries	Identify multiple meanings of words in context Use context clues Use English dictionaries and glossaries Identify frequently used affixes and root words to make/extract meaning	Identify figurative language Identify specific language of different genres and its meaning	Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Begin using analogies
Writing / Speaking					

Academic Vocabulary: figurative language, literal language, denotative meaning, connotative meaning, tone, mood, technical language

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.5 - Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, plot, or ideas.

Cognitive Function (I Can): I can locate textual evidence that supports the theme, setting, or plot development.

I can analyze text and determine the author’s purpose for including a particular sentence, paragraph, chapter, scene, or stanza.

I can recognize how a particular sentence, paragraph, chapter, scene, or stanza contributes to the overall text and its meaning.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify elements of story grammar	Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons Answer questions about explicit information in texts	Justify ideas using supporting details/examples Interpret adapted classics or modified text Identify main ideas and details	Infer meaning from modified grade-level text Critique material and support argument Make inferences from text details
Writing / Speaking					

Academic Vocabulary: textual evidence, central idea, theme, setting, plot

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.7 - Explain how an author develops the point of view of the narrator or speaker in a text.

- determine an author’s point of view or purpose in a text and explain how it is conveyed in the text

Cognitive Function (I Can): I can define point of view as how the author feels about the situation/topic of a text.

I can determine an author’s point of view and explain his/her purpose for writing the text.

I can classify point of view according to person.

I can analyze how an author develops the narrator’s point of view by revealing thoughts, feelings, actions, and spoken words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Compare/contrast information, events, characters	Role play, dramatize, or re-enact scenarios from reading Defend a point of view	Evaluate intent of a text and act accordingly Defend a point of view and use reasons
Writing / Speaking					

Academic Vocabulary: point of view, first person, second person, third person limited, third person omniscient, purpose

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.7 - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.

- integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue

Cognitive Function (I Can): I can explain the mental images that occur while reading.

I can compare and contrast mental images created while reading and the images presented in a media version of the same text.

I can recognize that authors use various formats when presenting information on a topic/issue.

I can identify visual displays of information in a text.

I can integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Label pictures and graphs	Complete graphic organizers	Compare/contrast information, events, characters	Identify specific language of different genres and informational text Interpret adapted classics or modified text	Apply strategies to new situations Critique material and support argument Explain graphs/charts
Writing / Speaking					

Academic Vocabulary: compare, contrast, media, issue

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- Cognitive Function (I Can): I can identify the side of an argument an author presents in a text.
 I can determine the credibility of the author and his/her purpose.
 I can identify claims that are supported by facts and those that are opinions.
 I can evaluate an argument using the evidence an author provides.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Locate main ideas in a series of simple sentences	Identify main ideas and details in paragraphs Differentiate between fact and opinion Compare/contrast information, events, characters Answer questions about explicit information in text	Interpret adapted classics or modified text Match cause to effect Justify ideas
Writing / Speaking					

Academic Vocabulary: argument, credibility, claim, fact, opinion

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

- compare and contrast one author’s presentation of events with that of another

Cognitive Function (I Can): I can explain the characteristics of different forms of text.

I can explain the characteristics of different genres.

I can compare and contrast how two forms or genres of texts can communicate the same theme or topic.

I can recognize how authors can present information differently based on their point of view.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Complete graphic organizers	Compare/contrast information, events, characters Differentiate between fact and opinion Answer questions about explicit information in text Begin to express and understand time in multiple tenses	Interpret adapted classics or modified text Identify specific language of different genres and informational text Justify ideas with supporting details	Apply strategies to new situations Infer meaning from grade-level text Critique material and support argument Sort text by genre
Writing / Speaking					

Academic Vocabulary: point of view, compare, contrast, genre, theme

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Reading Standard for Literature

Standard: RL.6.10 - By the end of the year, read and comprehend texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cognitive Function (I Can): I can closely read complex grade level texts.

I can reread a text to find more information or clarify ideas.

I can use reading strategies to help me understand difficult complex text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Find information from text structure	Match main ideas of texts to visuals State big ideas with some supporting details	Use an array of strategies Interpret adapted classics or modified text	Infer meaning from modified grade-level text Discriminate among multiple genres
Writing / Speaking					

Academic Vocabulary: reading strategy, comprehension

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Language

Standard: L.6.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- ensure that pronouns are in the proper case
- use intensive pronouns
- recognize and correct inappropriate shifts in pronoun number and person
- recognize and correct vague pronouns
- recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language

Cognitive Function (I Can): I can define pronoun.

I can identify the antecedent of a pronoun.

I can determine when a pronoun and its antecedent do not match.

I can identify and correct a vague antecedent.

I can identify and correct misuses of pronouns in my own and other’s work.

I can identify intensive pronouns (a pronoun that ends in –self that emphasizes its antecedent) and use them correctly in my writing and speaking.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize and identify pronouns and antecedents Match instructional language with visual representation	Locate pronouns and antecedents in a sentence Sort words into categories Classify/sort content visuals per oral descriptions	Categorize content-based examples from oral directions Identify everyday examples of content-based concepts described orally	Identify specific language in different genres and informational text Complete content-related tasks or assignments	Infer meaning from modified grade-level text (how does meaning change when you modify the gerunds, participles, infinitives?)
Writing / Speaking	Answer WH- questions about pronouns and antecedents Label pronouns and antecedents	Complete pattern sentences Extend sentence starters with original ideas Describe pronouns and antecedents from discussion	Create sentences using pronouns and antecedents Retell/rephrase ideas from speech	Correctly use pronouns and antecedents in multiple-paragraph essays Take notes Paraphrase and summarize ideas presented orally	Use and explain pronouns and antecedents Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: pronoun, antecedent, ambiguous

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Language

Standard: L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- use punctuation to set off nonrestrictive/parenthetical elements
- spell correctly

Cognitive Function (I Can): I can determine when to capitalize words.

I can define nonrestrictive elements and restrictive elements.

I can define parenthetical elements.

I can enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence.

I can recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses and dashes.

I can identify misspelled words and use resources to assist me in spelling correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match pictures of punctuation to words Identify punctuation in print and classroom visuals	Find commas and adjectives in text Identify punctuation based on oral statements	Differentiate between uses of punctuation	Read texts aloud pausing correctly for punctuation cues	
Writing / Speaking	Label pictures of punctuation State names of punctuation when shown visual representations	Complete pattern sentences	Use punctuation correctly in sentences and short paragraphs	Use punctuation correctly in multiple-paragraph essays	Create expository text utilizing correct punctuation Discuss usage of punctuation and give examples

Academic Vocabulary: nonrestrictive elements, parenthetical elements, parentheses, dashes

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Language

Standard: L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- vary sentence patterns for meaning, receptive interest, and style
- maintain consistency in style and tone

Cognitive Function (I Can): I can identify simple sentence structures, compound sentence structures, and complex sentence structures.

I can determine an author’s purpose for using varied sentence structures to create an individual style and specific tone.

I can create a written or spoken piece that mimics the style of a specific author/speaker.

I can vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Use pre-taught vocabulary to complete simple sentences	Identify different types of sentence structure Categorize content-based examples from oral directions	Complete content-related tasks or assignments	Differentiate between and apply multiple sentence structure types Discriminate among multiple sentence types
Writing / Speaking		Complete pattern sentences Connect simple sentences Convey content through high-frequency words/phrases	Create complex sentences Connect ideas using transitions	Create cohesive passages with a variety of sentence types Explain and compare content-based concepts	Compose expository or research text with a variety of sentence types Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: simple sentence structure, compound sentence structure, complex sentence structure, style, tone

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Language

Standard: L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- use context as a clue to the meaning of a word or phrase
- use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- consult reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- verify the preliminary determination of the mean of a word or phrase.

Cognitive Function (I Can): I can infer the meaning of unknown words using context clues.

I can recognize and define common Greek and Latin affixes and roots.

I can break down unknown words into units of meaning to infer the definition of the unknown word.

I can verify my inferred meaning of an unknown word by consulting reference materials.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries / illustrated glossaries Match content-related objects/pictures to words	Use bilingual dictionaries and glossaries Use pre-taught vocabulary to complete simple sentences Classify/sort content-related visuals per oral descriptions	Use English dictionaries and glossaries Identify multiple meaning of words in context Use context clues	Use an array of strategies Apply learning strategies to new situations	Differentiate and apply multiple meanings of words/phrases Discriminate among multiple meanings of words
Writing / Speaking	Label pictures and graphs Create vocabulary / concept cards Begin to use general and high frequency vocabulary	Respond to yes/no, choice, and some WH- questions Convey content through high frequency words/phrases	Give opinion of word meanings Ask for clarification	Justify opinion of word meanings	Use analogies Negotiate meaning in group discussions

Academic Vocabulary: infer, context clues, affix, root, reference material

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Language

Standard: L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- interpret figures of speech in context
- use the relationship between particular words to better understand each of them
- distinguish among the connotations of words with similar denotations

Cognitive Function (I Can): I can define and identify various forms of figurative language.

I can distinguish between literal and figurative language.

I can recognize word relationships and use them to further understand multiple words.

I can recognize the difference between denotative and connotative meanings.

I can analyze how certain words and phrases that have similar denotations can have very different connotations.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Use context clues. Differentiate between fact and opinion.	Identify figurative language.	Differentiate and apply multiple meanings of words/phrases. Make inferences from grade-level texts read aloud.
Writing / Speaking		Extend sentence starters.	Give opinions, preferences, and reactions along with reasons Ask for clarification.	Justify ideas. Defend a point of view.	Begin using analogies. Use and explain metaphors and similes. Discuss and give examples of abstract ideas.

Academic Vocabulary: figurative language, literal language, word relationships, denotation, connotation

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Language

Standard: L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

- gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Cognitive Function (I Can): I can recognize the difference between general academic words and phrases and domain-specific words and phrases.

I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Match language to visual/graphic displays and representation</p> <p>Find single word responses to WH- questions using illustrated text</p>	<p>Identify information on charts or visuals based on oral statements</p> <p>Sort/group pre-taught words</p>	<p>Categorized content-based examples and Identify everyday examples of content-based concepts</p> <p>Identify multiple meanings of words in context</p> <p>Identify frequently used affixes and root words to make/ extract meaning</p>	<p>Complete content-related tasks of assignments based on oral discourse</p> <p>Identify specific language of different genres and informational texts</p>	<p>Discriminate among multiple types of vocabulary</p> <p>Differentiate and apply multiple meanings of words/phrases</p>
Writing / Speaking	<p>Begin to use general and high frequency vocabulary</p> <p>Repeat words, short phrases, and memorized chunks</p> <p>Generate lists from pre-taught words and word banks</p>	<p>Express everyday needs and wants</p> <p>Convey content through high frequency words</p> <p>Respond to yes/no and some WH- questions</p>	<p>Give brief oral content-based presentations</p>	<p>Explain and compare content-based concepts</p> <p>Connect ideas with supporting details and evidence</p>	<p>Communicate with fluency in social and academic contexts</p>

Academic Vocabulary: general academic words, domain-specific words.

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.

- introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically
- support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence
- establish and maintain a formal style
- provide a concluding statement or section that follows from and supports the argument

Cognitive Function (I Can): I can identify a topic that causes or has caused a debate in society.

I can choose a side of the argument and identify reasons that support my choice.

I can determine the credibility of a source and the accuracy of the details presented in the source.

I can support my argument with textual evidence found in credible sources.

I can acknowledge counterclaims in my argument.

I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Create vocabulary / concept cards	Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Give opinions, preferences, and reactions along with reasons	Create multiple-paragraph essays Justify ideas Use details/examples to support ideas	Produce research reports using multiple sources/citations

Academic Vocabulary: debate, counterclaim, transition, argument, evidence, claim, credible source

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension
- develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- use precise language and domain-specific vocabulary to inform about or explain the topic
- establish and maintain a formal style
- provide a concluding statement or section that follows from and supports the information or explanation presented

Cognitive Function (I Can): I can select a topic and identify and gather relevant information to share with my audience.

I can define common organizational/formatting structures and determine a structure that will allow me to organize my information best.

I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure.

I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Create vocabulary / concept cards	Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Give opinions, preferences, and reactions along with reasons Compare/contrast information, events, and characters	Justify ideas using details/examples to support ideas Produce content related reports Use transition words to create cohesive passages Compose intro., body, and conclusion	Produce research reports using multiple sources/citations

Academic Vocabulary: organizational structures, formatting structures, transitions, cohesion

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events
- use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- provide a conclusion that follows from and reflects on the narrated experiences or events

Cognitive Function (I Can): I can define narrative and describe the basic parts of plot.

I can engage the reader by introducing the point of view, narrator, character, setting, and the event that starts the story in motion.

I can use narrative techniques to develop a storyline where one event logically leads to another.

I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events.

I can signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events.

I can write a logical conclusion that reflects on the experiences, events and provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label pictures and graphs	Complete pattern sentences Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Compare/contrast information, events, characters	Create multiple-paragraph stories with details Use transition words to create cohesive passages Compose intro, body, conclusion	Begin using analogies Write narratives approaching grade-level competency

Academic Vocabulary: narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transitions, conclusion

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Cognitive Function (I Can): I can identify the writing style that best fits my task, purpose and audience.

I can use organizational/formatting structures to develop my writing ideas.

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Produce high frequency words	Complete pattern sentences Complete graphic organizers with personal information Extend sentence starters	Produce short paragraphs with main ideas and some details Create compound sentences Explain steps in problem solving Complete graphic organizers that have been chosen for the student	Produce content-related reports Paraphrase or summarize text Create multiple-paragraph essays Choose and complete graphic organizers	Create expository text to explain graphs/charts Produce research reports using multiple sources / citations Begin using analogies

Academic Vocabulary: writing style, purpose, task, audience

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- Cognitive Function (I Can):
- I can use prewriting strategies to formulate ideas.
 - I can recognize that a well-developed piece of writing requires more than one draft.
 - I can apply revision strategies with the help of others.
 - I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.
 - I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.
 - I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.
 - I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		Complete graphic organizers with personal information Recopy story to fix corrections made by others	Complete graphic organizers that have been chosen for the student Work with teacher or peer to correct and recopy story	Choose and complete graphic organizers Edit and correct many mistakes in own writing Rewrite to clarify unclear sections when identified by others	Critique other's writing Edit, correct, and rewrite own writing

Academic Vocabulary: revision strategy, edit, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.6 - Use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others.

- demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting

Cognitive Function (I Can): I can identify technology that will help me compose, edit, and publish my writing.

I can demonstrate proper keyboarding skills to compose and prepare my writing for publication.

I can choose credible websites on the internet that will help me compose, edit, and publish my writing, collaborate with peers, teachers, and other experts through technology to enhance my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking			Produce and publish short paragraphs with main ideas and some details Compare/contrast to choose appropriate technology	Create and publish multiple-paragraph essays Take notes from technology sources	Produce research reports with multiple sources Utilize technology to improve and publish writing

Academic Vocabulary: publish, credible, website

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Cognitive Function (I Can): I can define research and distinguish how research differs from other types of writing.

I can focus my research around a central question.

I can choose several sources and gather information to answer my research question.

I can analyze the information found in my sources to determine if it provides enough support to answer my questions.

I can refocus my research when needed and adjust my question when necessary.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking			Explain steps in research Produce short paragraphs	Paraphrase or summarize text Take note for research purposes Produce content-related reports	Create expository text to explain graphs/charts Produce research reports using multiple sources and citations

Academic Vocabulary: research, central question, source

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.8 - Gather relevant information from multiple print and digital sources, using search terms effectively.

- assess the credibility and accuracy of each source
- quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic information for sources

Cognitive Function (I Can): I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written.

I can use search terms effectively to gather information needed to support my research.

I can define plagiarism.

I can determine when my research data or facts must be quoted in my writing.

I can avoid plagiarism by paraphrasing and/or summarizing my research findings.

I can provide bibliographic information for sources that I paraphrased or quoted in my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					Evaluate the credibility of a source.
Writing / Speaking			Explain steps in research Produce short paragraphs Retell ideas	Paraphrase or summarize text Take note for research purposes Produce content-related reports	Create expository text to explain graphs/charts Produce research reports using multiple sources and citations

Academic Vocabulary: credibility, search terms, plagiarism, paraphrase, citation

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade-level reading standards to literature and informational text

Cognitive Function (I Can): I can define textual evidence.

I can determine textual evidence that supports my analysis, reflection, and/or research.

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Generate lists from pre-taught words/phrases	Respond to yes/no, choice, and some WH- questions	Compare/contrast information Give opinions, preferences, and reactions along with reasons Differentiate between fact and opinion	Justify ideas Use an array of strategies	Critique literary essays and articles Critique material and support argument

Academic Vocabulary: textual evidence, analysis, reflection, research

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Writing

Standard: W.6.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Function (I Can): I can recognize that different writing tasks require varied time frames to complete.
 I can determine a writing format/style to fit my task, purpose, and/or audience.
 I can write for a variety of reasons.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Draw content-related pictures Label pictures and graphs	Complete pattern sentences Respond to yes/no, choice, and some WH- questions	Produce short paragraphs with main ideas and some details Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons	Create multiple-paragraph essays that justify ideas Produce content-related reports Paraphrase or summarize text Take notes	Create expository texts to explain graphs/charts Produce research reports and near grade-level narratives Begin using analogies

Academic Vocabulary: writing format, writing style, task, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Speaking and Listening

Standard: SL.6.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion
- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion
- review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing

Cognitive Function (I Can): I can review the required materials to be discussed and determine key points and/or central ideas.

I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue.

I can define the rules and roles necessary for collaboration discussion.

I can come prepared with key points and textual evidence to contribute to a discussion.

I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others.

I can review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions

Academic Vocabulary: collaborate, elaborate, paraphrase, perspective

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Speaking and Listening

Standard: SL.6.2 - Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

Cognitive Function (I Can): I can identify the key ideas presented in a variety of media and formats.
I can explain how media and formats add meaning to a topic, text, or issue.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: media, format

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Speaking and Listening

Standard: SL.6.3 - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Cognitive Function (I Can): I can identify the side of an argument a speaker presents.

I can determine the credibility of a speaker and his or her purpose.

I can identify claims that are supported by fact and those that are opinions.

I can evaluate a speaker’s argument using evidence he/she provides to support his/her claims.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts. Differentiate between fact and opinion	Identify main ideas and details of oral discourse. Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidenc Substantiate opinions with reasons and evidenc	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: argument, credibility, claim, fact, opinion

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Speaking and Listening

Standard: SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.

- use appropriate eye contact, adequate volume, and clear pronunciation

Cognitive Function (I Can): I can determine a logical sequence for presenting my claims and/or findings.

I can support my claims and/or findings with pertinent descriptions, facts and details that support the main idea or theme.

I can present my information using appropriate eye contact, adequate volume, and clear pronunciation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Begin to use general and high-frequency vocabulary	Convey content through high frequency words/phrases Communicate in social situations	Explain steps in processes Give opinions, preferences, and reactions along with reasons Give brief oral content-based presentations	Defend a point of view Explain and compare content-based concepts Substantiate opinions with reasons and evidence	Communicate with fluency in social and academic discussions Defend a point of view and give reasons Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: sequence, claim, findings, pertinent

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Speaking and Listening

Standard: SL.6.5 - Include multimedia components and visual displays in presentations to clarify information.

Cognitive Function (I Can): I can identify parts of my presentation that could use clarification.

I can determine an appropriate media component of visual display to clarify my information.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Answer yes/no and choice questions</p> <p>Draw content-related pictures</p> <p>Label pictures and graphs</p>	<p>Complete graphic organizers/forms with personal information</p> <p>Convey content through high frequency words/phrases</p>	<p>Give brief oral content-based presentations</p> <p>Produce short paragraphs with main ideas and some details</p>	<p>Connect ideas with supporting details/evidence</p> <p>Substantiate opinions with reasons and evidence</p> <p>Use details/examples to support ideas</p> <p>Compose intro/body/conclusion</p>	<p>Defend a point of view and give reasons</p> <p>Discuss and give examples of abstract, content-based ideas</p> <p>Produce research reports using multiple sources/citations</p>

Academic Vocabulary: clarification, media component, visual display

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Speaking and Listening

Standard: SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cognitive Function (I Can): I can identify various reasons for speaking.

I can determine speaking tasks that will require a formal structure.

I can compose a formal speech that demonstrates a command of grade 6 language standards.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Repeat words, short phrases, and memorized chunks	Describe routines and everyday events Communicate in social situations	Use different registers inside and outside of class Begin to express time through multiple tenses	Paraphrase and summarize ideas	Communicate with fluency in social and academic contexts

Academic Vocabulary: formal, informal

WIDA/COMMON CORE ALIGNMENT: Sixth Grade ELA Standards

Seventh Grade

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Function (I Can): I can define textual evidence.

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.

I can read closely and find answers explicitly in text and answers that require an inference.

I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match content-related pictures to words	Locate main ideas in a series of simple sentence Find information from text structure	Identify topic sentences, main ideas, and details in paragraphs Make predictions based on illustrated text Answer questions about explicit information in texts Give opinions, preferences, and reactions along with reasons	Interpret adapted classics of modified text Use an array of strategies Justify ideas Use details/examples to support ideas	Infer meaning from modified grade-level text Critique material and support argument
Writing / Speaking					

Academic Vocabulary: textual evidence, analyze, inference, explicit

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.2 - Determine a theme or two or more central ideas of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot, and supporting ideas.

- provide an objective summary of the text

Cognitive Function (I Can): I can define theme and summary.

I can analyze plot to determine a theme. I can determine key events over the course of the text that contributes to the theme.

I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Find information from text structure Identify elements of story grammar	Compare/contrast information, events, characters Answer questions about explicit information in texts	Identify summaries of passages Paraphrase or summarize from text	Evaluate the intent of text and act accordingly Infer meaning from grade-level text Critique material and support argument
Writing / Speaking					

Academic Vocabulary: theme, central idea, summary, opinion, objective

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.3 - Analyze how particular elements of a story or drama interact.

- analyze the interactions between individuals, events, and ideas in a text

Cognitive Function (I Can): I can identify the elements of a story or drama.

I can explain how the elements of a story or drama interact and affect one another.

I can recognize how making a change to one element of the story or drama could affect the other elements.

I can explain how the individuals, events, and/or ideas in a text affect one another.

I can analyze interactions between individuals, events, and/or ideas would be different if one of these elements changed.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify elements of story grammar	State opinions Make predictions based on illustrated text	Defend a point of view Interpret adapted classics of modified text	Defend a point of view and give reasons Critique material and support argument Infer meaning from modified grade-level text
Writing / Speaking					

Academic Vocabulary: story/drama elements, individual, event, idea, infer

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

- analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama
- analyze the impact of a specific word choice on meaning and tone

Cognitive Function (I Can): I can define and identify various forms of figurative language.

I can distinguish between literal language and figurative language.

I can recognize the difference between denotative and connotative meanings.

I can analyze why authors use rhyme and repetition of sounds to impact the reader and draw him/her to a particular section of the text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries	Use pre-taught vocabulary to complete simple sentences Sort/group pre-taught words/phrases Use bilingual dictionaries	Identify multiple meanings of words in context Use context clues Use English dictionaries and glossaries Identify frequently used affixes and root words to make/extract meaning	Identify figurative language Identify specific language of different genres and its meaning	Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Begin using analogies
Writing / Speaking					

Academic Vocabulary: figurative language, literal language, denotative meaning, connotative meaning, technical meaning, tone, mood

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

- analyze how a drama’s or poem’s form or structure contributes to its meaning

Cognitive Function (I Can): I can analyze a text and determine the author’s organizational structure.

I can explain how authors organize text and how the individual parts of a text contribute to the overall development of ideas.

I can recognize the differences between the form/structure used in stories and the form/structure used in dramas and poems.

I can analyze the structure of a drama and explain how parts of the drama affect the overall meaning/message.

I can analyze the form/structure of a poem and explain how a poet’s choice of the form/structure affects the overall meaning.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening			Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons Answer questions about explicit information in texts	Justify ideas using supporting details/examples Interpret adapted classics or modified text Identify main ideas and details	Infer meaning from modified grade-level text Critique material and support argument Make inferences from text
Writing / Speaking					

Academic Vocabulary: form, structure, drama, poem, organizational structure

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Cognitive Function (I Can): I can define point of view as how the author feels about the text.

I can determine an author’s point of view and explain his/her purpose for writing the text.

I can classify a point of view as to type of person.

I can analyze how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.

I can explain why authors choose different points of view in a text.

I can contrast the points of view of different character or narratives in a text.

I can analyze how an author distinguishes his/her position as different from others by revealing his/her own thoughts, feelings, actions, and/or spoken words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Compare/contrast information, events, characters	Role play, dramatize, or re-enact scenarios from reading Defend a point of view	Evaluate intent of a text and act accordingly Defend a point of view and use reasons
Writing / Speaking					

Academic Vocabulary: point of view, purpose, position, first person, third person, third person limited, third person omniscient

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.7 - Compare and contrast a written text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

Cognitive Function (I Can): I can explain how text is presented in formats other than words.

I can compare a text and an audio, video, or multimedia version that portrays the same subject.

I can contrast a text and an audio, video, or multimedia version that portrays the same subject.

I can analyze how various mediums used in audio, video, or multimedia versions of a text can add to or change the way the subject is portrayed to an audience.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Complete graphic organizers	Compare/contrast information, events, characters	Identify specific language of different genres and informational text Interpret adapted classics or modified text	Apply strategies to new situations Critique material and support argument
Writing / Speaking					

Academic Vocabulary: multimedia, medium, format, compare, contrast

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.8 - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Cognitive Function (I Can): I can identify the side of an argument an author presents in a text.

I can determine the credibility of the author and his/her purpose.

I can identify claims that are supported by facts and those that are opinions.

I can evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Locate main ideas in a series of simple sentences	Identify main ideas and details in paragraphs Differentiate between fact and opinion Compare/contrast information, events, characters Answer questions about explicit information in text	Interpret adapted classics or modified text Match cause to effect Justify ideas	Infer meaning from grade-level text Critique material and support argument Evaluate intent of text and act accordingly Discriminate between ideas
Writing / Speaking					

Academic Vocabulary: argument, credibility, claim, fact, opinion, relevant, sufficient

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.8 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretation of facts.

- compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

Cognitive Function (I Can): I can recognize that authors present information differently based on their point of view.

I can analyze how authors interpret and emphasize different evidence when writing about the same topic.

I can compare and contrast how two authors communicate the same topic.

I can describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize.

I can define historical fiction.

I can compare and contrast fictional portrayals of time, place, or character and a historical account of the same time, place, or character.

I can analyze how authors use or alter historical facts to develop their own fictional stories.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Complete graphic organizers	Compare/contrast information, events, characters Differentiate between fact and opinion Answer questions about explicit information in text	Interpret adapted classics or modified text Identify specific language of different genres and informational text Justify ideas with supporting details	Apply strategies to new situations Infer meaning from grade-level text Critique material and support argument Sort text by genre
Writing / Speaking					

Academic Vocabulary: point of view, evidence, compare, contrast, interpretation, historical fiction

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Reading Standard for Literature

Standard: RL.7.10 - By the end of the year, read and comprehend texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Cognitive Function (I Can): I can closely read complex grade level texts.

I can reread a text to find more information or clarify ideas.

I can use reading strategies to help me understand difficult complex text.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Recognize concepts of print.	Find information from text structure.	Match main ideas of texts to visuals. State big ideas with some supporting details.	Use an array of strategies. Interpret adapted classics or modified text.	Infer meaning from modified grade-level text. Discriminate among multiple genres.
Writing / Speaking					

Academic Vocabulary: reading strategy, comprehension

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- explain the function of phrases and clauses in general and their function in specific sentences

Cognitive Function (I Can): I can define phrase and clause and state their function in specific sentences.
I can use phrases and clauses to enhance my writing and/or speaking.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Sort/group pre-taught words or phrases Identify information in illustrated text	Identify phrases and clauses Categorize phrases and clauses	Identify specific language and interpret its effect on sentence meaning Apply learning strategies to new situations	Differentiate and apply multiple meanings and types of phrases Discriminate between phrases and clauses
Writing / Speaking		Extend sentence starters with original phrases or clauses Use modeled text to describe something or express everyday needs and wants	Create compound sentences Use different phrases and clauses inside and outside of class	Create cohesive passages with a variety of sentence types Explain and compare content-based concepts	Compose expository or research text with a variety of sentence types Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: phrase, clause

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas
- place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

Cognitive Function (I Can): I can identify simple, compound, complex and compound-complex sentence structures.
 I can choose different sentence structures to signal differing relationships among ideas.
 I can define misplaced modifiers and dangling modifiers.
 I can identify and correct misplaced/dangling modifiers in my writing and/or speaking.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Use pre-taught vocabulary to complete simple sentences	Identify different types of sentence structure Categorize content-based examples from oral directions	Complete content-related tasks or assignments	Differentiate between and apply multiple sentence structure types Discriminate among multiple sentence types
Writing / Speaking		Complete pattern sentences Connect simple sentences Convey content through high-frequency words/phrases	Create complex sentences Connect ideas using transitions	Create cohesive passages with a variety of sentence types Explain and compare content-based concepts	Compose expository or research text with a variety of sentence types Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: simple sentence structure, compound sentence structure, complex sentence structure, compound-complex sentence structure, misplaced modifier, dangling modifier

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.2a - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- use a comma to separate coordinate adjectives

Cognitive Function (I Can): I can define coordinate adjectives and non-coordinate adjectives.

I can determine when adjectives are coordinate and need to be separated by commas.

I can determine when adjectives are non-coordinate and do not need to be separated by commas.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match pictures of punctuation to words Identify punctuation in print and classroom visuals	Find commas and adjectives in text Identify punctuation based on oral statements	Differentiate between uses of punctuation	Read texts aloud pausing correctly for punctuation cues	
Writing / Speaking	Label pictures of punctuation State names of punctuation when shown visual representations	Complete pattern sentences	Use punctuation correctly in sentences and short paragraphs	Use punctuation correctly in multiple-paragraph essays	Create expository text utilizing correct punctuation Discuss usage of punctuation and give examples

Academic Vocabulary: coordinate adjectives, non-coordinate adjectives

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.2b - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- spell correctly

Cognitive Function (I Can): I can identify misspelled words and use resources to assist me in spelling correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries / illustrated glossaries	Use bilingual dictionaries and glossaries	Use English dictionaries and glossaries		
Writing / Speaking	Label pictures and graphs with general and high frequency vocabulary	Use phonemic spellings Express everyday needs and wants	Correctly spell simple and common words without assistance Ask for clarification	Correctly spell most words Explain how to use a dictionary	Correctly spell all grade- level words

Academic Vocabulary: dictionary

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

Cognitive Function (I Can): I can choose words, phrases, and clauses that express my ideas precisely and concisely.

I can recognize and eliminate areas of wordiness and/or redundancy to make language clear and concise for the reader/listener.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Categorize text as appropriate or too wordy	Identify instances of wordiness	Discriminate to eliminate wordiness from other's writing
Writing / Speaking	Label pictures and graphs Answer yes/no and choice questions	Complete pattern sentences and extend sentence starters with original ideas Connect simple sentences Use high frequency words/phrases to convey thoughts and information	Give opinions, preferences and reactions along with reasons Produce short paragraphs with main ideas and some details Begin to use multiple tenses to express information	Create multiple-paragraph essays with supporting details Justify ideas Paraphrase or summarize text Substantiate opinions with reasons and evidence	Produce research reports using multiple sources/citations Defend a point of view and give reasons Communicate with fluency in social and academic contexts

Academic Vocabulary: precise, concise, wordiness, redundancy

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- use context as a clue to the meaning of a word or phrase
- use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- verify the preliminary determination of the meaning of a word or phrase

Cognitive Function (I Can): I can infer the meaning of unknown words using context clues.

I can recognize and define common Greek and Latin affixes and roots.

I can break down unknown words into units of meaning to infer the definition of the unknown word.

I can verify my inferred meaning of an unknown word by consulting general and specialized reference materials.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries / illustrated glossaries Match content-related objects/pictures to words	Use bilingual dictionaries and glossaries Use pre-taught vocabulary to complete simple sentences Classify/sort content- related visuals per oral descriptions	Use English dictionaries and glossaries Identify multiple meaning of words in context Use context clues	Use an array of strategies Apply learning strategies to new situations	Differentiate and apply multiple meanings of words/phrases Discriminate among multiple meanings of words
Writing / Speaking	Label pictures and graphs Create vocabulary / concept cards Begin to use general and high frequency vocabulary	Respond to yes/no, choice, and some WH- questions Convey content through high frequency words/phrases	Give opinion of word meanings Ask for clarification	Justify opinion of word meanings	Use analogies Negotiate meaning in group discussions

Academic Vocabulary: infer, context clues, affix, root, reference material

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- interpret figures of speech in context
- use the relationship between particular words to better understand each of the words
- distinguish among the connotations of words with similar denotations

Cognitive Function (I Can): I can define and identify various forms of figurative language.

I can distinguish between literal and figurative language.

I can recognize word relationships and use the relationships to further understand multiple words.

I can recognize the difference between denotative and connotative meanings.

I can analyze how certain words and phrases that have similar denotations can have very different connotations.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Use context clues Differentiate between fact and opinion	Identify figurative language	Differentiate and apply multiple meanings of words/phrases Make inferences from grade-level texts read aloud
Writing / Speaking		Extend sentence starters	Give opinions, preferences, and reactions along with reasons Ask for clarification	Justify ideas Defend a point of view	Begin using analogies Use and explain metaphors and similes Discuss and give examples of abstract ideas

Academic Vocabulary: figure of speech, literal language, word relationships, denotation, connotation

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Language

Standard: L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

- gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Cognitive Function (I Can): I can recognize the difference between general academic words/phrases and domain-specific words/phrases.

I can acquire and use grade-appropriate academic and domain-specific words/phrases to increase comprehension and expression.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	<p>Match language to visual/graphic displays and representation</p> <p>Find single word responses to WH- questions using illustrated text</p>	<p>Identify information on charts or visuals based on oral statements</p> <p>Sort/group pre-taught words</p>	<p>Categorized content-based examples and Identify everyday examples of content-based concepts</p> <p>Identify multiple meanings of words in context</p> <p>Identify frequently used affixes and root words to make / extract meaning</p>	<p>Complete content-related tasks of assignments based on oral discourse</p> <p>Identify specific language of different genres and informational texts</p>	<p>Discriminate among multiple types of vocabulary</p> <p>Differentiate and apply multiple meanings of words/phrases</p>
Writing / Speaking	<p>Begin to use general and high frequency vocabulary</p> <p>Repeat words, short phrases, memorized chunks</p> <p>Generate lists from pre-taught words and word banks</p>	<p>Express everyday needs and wants</p> <p>Convey content through high frequency words</p> <p>Respond to yes/no and some WH- questions</p>	<p>Give brief oral content-based presentations</p>	<p>Explain and compare content-based concepts</p> <p>Connect ideas with supporting details and evidence</p>	<p>Communicate with fluency in social and academic contexts</p>

Academic Vocabulary: general academic words, domain specific words

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.1 - Write arguments to support claims with clear reasons and relevant evidence.

- introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically
- support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence
- establish and maintain a formal style
- provide a concluding statement or section that follows from and supports the argument

Cognitive Function (I Can): I can identify a topic that causes or has caused a debate in society.

I can choose a side of the argument and identify reasons that support my choice.

I can determine the credibility of a source and the accuracy of the details presented in the source.

I can support my argument with textual evidence found in credible sources.

I can acknowledge counterclaims in my argument.

I can present my argument in a formal style that includes an introduction, supporting details with transitions, and provides a concluding statement/section that supports my argument.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Create vocabulary/concept cards	Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Give opinions, preferences, and reactions along with reasons	Create multiple-paragraph essays Justify ideas Use details/examples to support ideas	Produce research reports using multiple sources/citations

Academic Vocabulary: debate, counterclaim, transition, argument, evidence, claim, credible source

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- introduce a topic clearly, previewing what is to follow
- organize ideas, concepts, and information into broader categories
- include formatting, graphics, and multimedia when useful to aiding comprehension
- develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples
- use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- use precise language and domain-specific vocabulary to inform about or explain the topic
- establish and maintain a formal style
- provide a concluding statement or section that follows from and supports the information or explanation presented

Cognitive Function (I Can): I can select a topic and identify and gather relevant information to share with my audience.

I can define common organizational/formatting structures and determine a structure that will allow me to organize my information best.

I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure.

I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Create vocabulary/concept cards	Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Give opinions, preferences, and reactions along with reasons Compare/contrast information, events, and characters	Justify ideas using details/examples to support ideas Produce content related reports Compose intro., body, and conclusion	Produce research reports using multiple sources/citations

Academic Vocabulary: organizational structures, formatting structures, transitions, cohesion

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events
- use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- provide a conclusion that follows from and reflects on the narrated experiences or events

Cognitive Function (I Can): I can define narrative and describe the basic parts of plot.

I can engage the reader by introducing the point of view, narrator, character, setting, and the event that starts the story in motion.

I can use narrative techniques to develop a storyline where one event logically leads to another.

I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events.

I can signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events.

I can write a logical conclusion that reflects on the experiences, events and provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label pictures and graphs	Complete pattern sentences Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Compare/contrast information, events, characters	Create multiple-paragraph stories with details Use transition words to create cohesive passages Compose intro, body, conclusion	Begin using analogies Write narratives approaching grade-level competency

Academic Vocabulary: narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transitions, conclusion

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Cognitive Function (I Can): I can identify the writing style that best fits my task, purpose and audience.

I can use organizational/formatting structures to develop my writing ideas.

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Produce high frequency words	Complete pattern sentences Complete graphic organizers with personal information Extend sentence starters	Produce short paragraphs with main ideas and some details Create compound sentences Explain steps in problem solving Complete graphic organizers that have been chosen for the student	Produce content-related reports Paraphrase or summarize text Create multiple-paragraph essays Choose and complete graphic organizers	Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies

Academic Vocabulary: writing style, purpose, task, audience

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Cognitive Function (I Can): I can use prewriting strategies to formulate ideas.

I can recognize that a well-developed piece of writing requires more than one draft.

I can apply revision strategies with the help of others.

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		<p>Complete graphic organizers with personal information</p> <p>Recopy story to fix corrections made by others</p>	<p>Complete graphic organizers that have been chosen for the student</p> <p>Work with teacher or peer to correct and recopy story</p>	<p>Choose and complete graphic organizers</p> <p>Edit and correct many mistakes in own writing</p> <p>Rewrite to clarify unclear sections when identified by others</p>	<p>Critique other's writing</p> <p>Edit, correct, and rewrite own writing</p>

Academic Vocabulary: revision strategy, edit, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Cognitive Function (I Can): I can identify technology that will help me compose, edit and publish my writing.

I can determine the most efficient technology medium for presenting the relationships between information and ideas.

I can create hyperlinks to sources and use technology to cite sources.

I can use technology to produce and publish my writing.

I can collaborate with peers, teachers, and other experts through technology to enhance my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking			Produce and publish short paragraphs with main ideas and some details Compare/contrast to choose appropriate technology	Create and publish multiple-paragraph essays Take notes from technology sources	Produce research reports with multiple sources Utilize technology to improve and publish writing

Academic Vocabulary: publish, technology

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Cognitive Function (I Can): I can define research and distinguish how research differs from other types of writing.

I can focus my research around a central question that is provided or determine my own research worthy question.

I can choose several sources and gather information to answer my research question.

I can analyze the information found in my sources and determine if it provides enough support to answer my question.

I can create additional focused questions that relate to my original topic and allow for further investigation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking			<p>Explain steps in research</p> <p>Produce short paragraphs</p>	<p>Paraphrase or summarize text</p> <p>Take note for research purposes</p> <p>Produce content-related reports</p>	<p>Create expository text to explain graphs/charts</p> <p>Produce research reports using multiple sources and citations</p>

Academic Vocabulary: research, central question, source

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.8 - Gather relevant information from multiple print and digital sources, using search terms effectively.

- assess the credibility and accuracy of each source
- quote or paraphrase the data and conclusions of others while avoiding plagiarism
- follow a standard format for citation

Cognitive Function (I Can): I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written.

I can use search terms effectively to gather information needed to support my research.

I can define plagiarism.

I can determine when my research data or facts must be quoted in my writing.

I can avoid plagiarism by paraphrasing and/or summarizing my research findings.

I can follow a standard format for citation to create a bibliography for sources I paraphrased or quoted in my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					Evaluate the credibility of a source
Writing / Speaking			Explain steps in research Produce short paragraphs Retell ideas	Paraphrase or summarize text Take note for research purposes Produce content-related reports	Create expository text to explain graphs/charts Produce research reports using multiple sources and citations

Academic Vocabulary: credibility, search terms, plagiarism, paraphrase, citation

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade-level reading standards to literature and informational text.

Cognitive Function (I Can): I can define textual evidence.

I can determine textual evidence that supports my analysis, reflection, and/or research.

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Generate lists from pre-taught words/phrases	Respond to yes/no, choice, and some WH-questions	Compare/contrast information Give opinions, preferences, and reactions along with reasons Differentiate between fact and opinion	Justify ideas Use an array of strategies	Critique literary essays and articles Critique material and support argument

Academic Vocabulary: textual evidence, analysis, reflection, research

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Writing

Standard: W.7.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Function (I Can): I can recognize that different writing tasks require varied time frames to complete.
 I can determine a writing format/style to fit my task, purpose, and/or audience.
 I can write for a variety of reasons.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Draw content-related pictures Label pictures and graphs	Complete pattern sentences Respond to yes/no, choice, and some WH- questions	Produce short paragraphs with main ideas and some details Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons	Create multiple-paragraph essays that justify ideas Produce content-related reports Paraphrase or summarize text Take notes	Create expository texts to explain graphs/charts Produce research reports and near grade-level narratives Begin using analogies

Academic Vocabulary: writing format, writing style, task, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Speaking and Listening

Standard: SL .7.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to prove and reflect on ideas under discussion
- follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- pose questions that connect the ideas of several speakers and respond to questions and comments with relevant evidence, observations, and ideas
- acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

Cognitive Function (I Can): I can review and/or research the materials to be discussed and determine key points and/or central ideas.

I can create questions and locate key textual evidence to contribute to a discussion the given topic, text, or issue.

I can define the roles and rules necessary for collaborative discussion.

I can come prepared with key points and textual evidence to contribute to a discussion.

I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.

I can review the key ideas presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Communicate with fluency in academic contexts Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: collaborate, elaborate, integrate, warranted, justify

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Speaking and Listening

Standard: SL .7.2 - Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issues under study.

Cognitive Function (I Can): I can identify the main ideas and supporting details presented in a variety of media and formats.

I can explain how the ideas found in media and formats clarify the meaning of a topic, text, or issue.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: media, formats

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Speaking and Listening

Standard: SL .7.3 - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Cognitive Function (I Can): I can identify the side of an argument a speaker presents.

I can determine the credibility of a speaker and his/her purpose.

I can identify claims that are supported by facts and those that are opinions.

I can evaluate if a speaker’s argument is reasonable using evidence he/she provides to support his/her claims.

I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts Differentiate between fact and opinion	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: argument, credibility, claim, fact, opinion, soundness, relevant evidence

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Speaking and Listening

Standard: SL .7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

- use appropriate eye contact, adequate volume, and clear pronunciation

Cognitive Function (I Can): I can determine salient points and emphasize them when presenting my claims and/or findings.

I can support my claims and/or findings with pertinent descriptions, facts, details, and examples that support the main idea or theme.

I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Begin to use general and high-frequency vocabulary	Convey content through high frequency words/phrases Communicate in social situations	Explain steps in processes Give opinions, preferences, and reactions along with reasons Give brief oral content-based presentations	Defend a point of view Explain and compare content-based concepts Substantiate opinions with reasons and evidence	Communicate with fluency in social and academic discussions Defend a point of view and give reasons Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: salient, claim, finding, pertinent, sequence

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Speaking and Listening

Standard: SL .7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Cognitive Function (I Can): I can identify parts of my presentation that could use clarification.

I can clarify information using the appropriate media component or visual display.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Answer yes/no and choice questions</p> <p>Draw content-related pictures</p> <p>Label pictures and graphs</p>	<p>Complete graphic organizers/forms with personal information</p> <p>Convey content through high frequency words/phrases</p>	<p>Give brief oral content-based presentations</p> <p>Produce short paragraphs with main ideas and some details</p>	<p>Connect ideas with supporting details/evidence</p> <p>Substantiate opinions with reasons and evidence</p> <p>Use details/examples to support ideas</p> <p>Compose intro/body/conclusion</p>	<p>Defend a point of view and give reasons</p> <p>Discuss and give examples of abstract, content-based ideas</p> <p>Produce research reports using multiple sources/citations</p>

Academic Vocabulary: salient, clarification, media component, visual display

WIDA/COMMON CORE ALIGNMENT: Seventh Grade ELA Standards

Speaking and Listening

Standard: SL .7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cognitive Function (I Can): I can identify various reasons for speaking.

I can determine speaking tasks that will require a formal structure.

I can compose a formal speech that demonstrates a command of grade 8 language standards.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Repeat words, short phrases, and memorized chunks	Describe routines and everyday events Communicate in social situations	Use different registers inside and outside of class Begin to express time through multiple tenses	Paraphrase and summarize ideas	Communicate with fluency in social and academic contexts

Academic Vocabulary: formal, informal

Eighth Grade

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Cognitive Function (I Can): I can define textual evidence.

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.

I can read closely and find answers explicitly in text and answers that require an inference.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening	Match content-related pictures to words	Locate main ideas in a series of simple sentence Find information from text structure	Identify topic sentences, main ideas, and details in paragraphs Make predictions based on illustrated text Answer questions about explicit information in texts Give opinions, preferences, and reactions along with reasons	Interpret adapted classics of modified text Use an array of strategies Justify ideas. Use details/examples to support ideas	Infer meaning from modified grade-level text Critique material and support argument
Writing / Speaking					

Academic Vocabulary: textual evidence, analyze, inference, explicitly

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot, and supporting ideas; provide an objective summary of the text.

Cognitive Function (I Can): I can define theme and summary.

I can analyze plot to determine a theme.

I can determine how key events, characters' actions and interactions, and setting develop over the course of the text to contribute to the theme.

I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

	Entering	Beginning	Developing (L)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Find information from text structure Identify elements of story grammar	Compare/contrast information, events, characters Answer questions about explicit information in texts	Identify summaries of passages Paraphrase or summarize from text	Evaluate the intent of text and act accordingly Infer meaning from grade-level text Critique material and support argument
Writing / Speaking					

Academic Vocabulary: theme, summary, objective, central idea, opinion

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke discussion.

- analyze how a text makes connections among and distinctions between individuals, ideas, or events

Cognitive Function (I Can): I can identify particular lines of dialogue in a story or drama that propel the action, reveal aspects of a character, or provoke a decision.
 I can analyze how a particular line of dialogue in a story or drama propels the action.
 I can analyze how a particular line of dialogue in a story or drama reveals aspects of a character.
 I can analyze how a particular line of dialogue in a story or drama provokes a decision.
 I can identify particular incidents in a story or drama that propel the action, reveal aspects of a character, or provoke a decision.
 I can analyze how a particular incident in a story or drama propels the action.
 I can analyze how a particular incident in a story or drama reveals aspects of the character.
 I can analyze how a particular incident in a story or drama provokes a decision.
 I can recognize how making a change to one line of dialogue or one incident of a story or drama could affect the actions aspects of a character, or decisions.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			State opinions Make predictions based on illustrated text	Defend a point of view Interpret adapted classics of modified text	Defend a point of view and give reasons Critique material and support argument Infer meaning from modified grade-level text
Writing / Speaking					

Academic Vocabulary: dialogue, analyze

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings

- analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts

Cognitive Function (I Can): I can define and identify various forms of figurative language.

I can distinguish between literal language and figurative language.

I can recognize the difference between denotative meanings and connotative meanings.

I can analyze why authors choose specific words to evoke a particular meaning or tone.

I can define and identify analogies and allusions.

I can analyze why authors choose to include particular analogies and allusion.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries	Use pre-taught vocabulary to complete simple sentences Sort/group pre-taught words/phrases Use bilingual dictionaries	Identify multiple meanings of words in context Use context clues Use English dictionaries and glossaries Identify frequently used affixes and root words to make/extract meaning	Identify figurative language Identify specific language of different genres and its meaning	Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Begin using analogies
Writing / Speaking					

Academic Vocabulary: figurative language, denotative meaning, analogy, literal language, connotative meaning, allusion

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

- analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept

Cognitive Function (I Can): I can compare and contrast the structures found in two or more texts.

I can analyze the structure of a specific paragraph in a text and determine how this paragraph helps to develop or refine a key concept.

I can analyze the differing structures of two or more text and determine how the differences affect the overall meaning and style of each text.

I can analyze and explain how the roles of particular sentences help to develop and refine the author’s key concept.

I can infer why an author chose to present his/her text using a particular structure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons Answer questions about explicit information in texts	Justify ideas using supporting details/examples Interpret adapted classics or modified text Identify main ideas and details	Infer meaning from modified grade-level text Critique material and support argument Make inferences from text details
Writing / Speaking					

Academic Vocabulary: compare, contrast, text structure, refine, infer

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.6 - Analyze how differences in the point of view of the characters and the audience or reader create such effects as suspense or humor.

- determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints

Cognitive Function (I Can): I can recognize how an author develops the points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.

I can recognize how the points of view of characters and audience or reader can be different.

I can analyze how differing points of view can be created by various effects.

I can define point of view as how the author feels about the situation/topic of a text.

I can determine an author’s point of view and explain his/her purpose for writing the text.

I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening				Role play, dramatize, or re-enact scenarios from reading Defend a point of view	Evaluate intent of a text and act accordingly Defend a point of view and use reasons
Writing / Speaking					

Academic Vocabulary: point of view, purpose, analyze, dramatic irony, suspense

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Cognitive Function (I Can): I can compare and contrast a filmed or live production of a story or drama and the original text or script.

I can identify various techniques used in a filmed or live production of a story or drama.

I can analyze how various techniques used in a filmed or live production of a story or drama can add to or change the experience of the audience.

I can evaluate why directors choose to stay faithful to or depart from a text and/or script.

I can explain how informational text is presented in different mediums.

I can analyze a particular topic or idea and explore how authors use different mediums of presentation.

I can evaluate the advantages and disadvantages of presenting a topic or idea in different mediums.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Compare/contrast information, events, characters	Identify specific language of different genres and informational text Interpret adapted classics or modified text	Apply strategies to new situations Critique material and support argument
Writing / Speaking					

Academic Vocabulary: medium, analyze, evaluate, compare, contrast

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.

- recognize when irrelevant evidence is introduced

Cognitive Function (I Can): I can identify the side of an argument an author presents in a text.

I can determine the credibility of the author and his/her purpose.

I can identify claims that are supported by facts and those that are opinions.

I can recognize when an author introduces irrelevant evidence to his/her argument.

I can delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Locate main ideas in a series of simple sentences	Identify main ideas and details in paragraphs Differentiate between fact and opinion Compare/contrast information, events, characters Answer questions about explicit information in text	Interpret adapted classics or modified text Match cause to effect Justify ideas	Infer meaning from grade-level text Critique material and support argument Evaluate intent of text and act accordingly Discriminate between ideas
Writing / Speaking					

Academic Vocabulary: delineate, claim, relevant, argument, fact, sufficient, credibility, opinion

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

- analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new

Cognitive Function (I Can): I can recognize how two or more texts can provide conflicting information on the same topic.

I can analyze how authors interpret and emphasize different evidence when writing about the same topic.

I can compare and contrast how two or more texts communicate the same topic.

I can identify where two or more texts on the same topic disagree on matters of fact or interpretation.

I can describe how one author's interrelation of a topic can be different from another author's depending on how the facts are interpreted.

I can identify themes, patterns of events, or characters from myths, traditional stories, or religious works that are found in modern works of fiction.

I can compare and contrast traditional themes, events, or characters to modern interpretations of the same themes, events, or characters.

I can analyze and describe how authors of modern works of fiction draw on traditional themes, events, or characters and render them new.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Complete graphic organizers	Compare/contrast information, events, characters Differentiate between fact and opinion Answer questions about explicit information in text	Interpret adapted classics or modified text Identify specific language of different genres and informational text Justify ideas with supporting details	Apply strategies to new situations Infer meaning from grade-level text Critique material and support argument Sort text by genre
Writing / Speaking					

Academic Vocabulary: point of view, compare, contrast, interpretation, evidence, theme, modern work of fiction, render

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Reading Standard for Literature

Standard: RL.8.10 - By the end of the year, read and comprehend literary nonfiction, literature, and poems at the high end of the grades 6-8 text complexity band independently and proficiently.

Cognitive Function (I Can): I can closely read complex grade level texts.

I can reread a text to find more information or clarify ideas.

I can use reading strategies to help me understand difficult complex text.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print	Find information from text structure	Match main ideas of texts to visuals State big ideas with some supporting details	Use an array of strategies Interpret adapted classics or modified text	Infer meaning from modified grade-level text Discriminate among multiple genres.
Writing / Speaking					

Academic Vocabulary: reading strategy, comprehension

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.1a - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences

Cognitive Function (I Can): I can define, identify, and explain the function of a gerund, participle, and infinitive.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize and identify gerunds, participles, and infinitives Match instructional language with visual representation	Locate gerunds, participles, and infinitives in a sentence Sort words into categories Classify/sort content visuals per oral descriptions	Identify frequently used affixes and multiple meanings of words in context Categorize content-based examples from oral directions Identify everyday examples of content-based concepts described orally	Identify specific language in different genres and informational text Complete content-related tasks or assignments	Infer meaning from modified grade-level text (How does meaning change when you modify the gerunds, participles, infinitives?)
Writing / Speaking	Answer WH- questions about gerunds, participles, and infinitives Label gerunds, participles, and infinitives	Complete pattern sentences Extend sentence starters with original ideas Describe gerunds, participles, and infinitives from discussion	Create sentences using gerunds, participles, and infinitives. Retell/rephrase ideas from speech.	Correctly use gerunds, participles, infinitives in multiple-paragraph essays Take notes Paraphrase and summarize ideas presented orally	Use and explain gerunds, participles, and infinitives Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: gerund, participle, infinitive

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.1b - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- form and use verbs in the active and passive voice

Cognitive Function (I Can): I can explain the difference between verbs in the active voice and the passive voice.

I can create sentences with verbs in the active and passive voices.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize and identify verbs	Classify/sort content visuals per oral descriptions	Categorize content-based examples from oral directions Identify everyday examples of content-based concepts described orally	Identify specific language in different genres and informational text Complete content-related tasks or assignments	Infer meaning from modified grade-level text (How does meaning change when you change voice?)
Writing / Speaking		Complete pattern sentences Extend sentence starters with original ideas Describe active and passive voice in class discussions	Create sentences using active and passive voice Retell/rephrase ideas from speech	Correctly use active and passive voice in multiple-paragraph essays Take notes Paraphrase and summarize ideas presented orally	Use and explain active and passive voice Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: active voice, passive voice

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.1c - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- form and use verbs in then indicative, imperative, interrogative, conditional, and subjunctive mood

Cognitive Function (I Can): I can explain the difference between verbs in the indicative mood, imperative mood, interrogative mood, conditional mood, and subjunctive mood, as well as create sentences with verbs in each of these moods.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match content-related objects / pictures to words (match sentences to pictures) Match instructional language with visual representation	Locate verbs in series of simple sentences and identify the mood Classify/sort content-related visuals per oral descriptions	Identify verb moods in context Match definitions to examples	Identify specific language in different genres and informational text Complete content-related tasks or assignments based on oral discourse	Infer meaning from grade-level text based on verb mood Evaluate intent of speech and act accordingly
Writing / Speaking	Draw content-related pictures Create vocabulary/concept cards Answer select WH-questions about verb moods	Complete pattern sentences Extend sentence starters with original ideas Define various verb moods	Produce short paragraphs with appropriate verb mood usage Retell/restate the main idea of the lesson	Correctly use verb moods in multiple paragraph essays Explain and compare content-based concepts	Use and explain verb moods Discuss and give examples of verb moods

Academic Vocabulary: indicative mood, imperative mood, interrogative mood, conditional mood, subjunctive mood

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.1d - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- recognize and correct inappropriate shifts in verb voice and mood

Cognitive Function (I Can): I can identify and correct inappropriate shifts in verb voice and mood.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Use pre-taught vocabulary to complete simple sentences	Answer questions about explicit information in texts Associate oral language with different time frames	Interpret voice/mood in adapted or modified texts Apply learning strategies to new situations	Critique material and support argument Make inferences from grade-level text read aloud based on verb voice and mood
Writing / Speaking		Complete pattern sentences Convey content through high frequency words/phrases	Create compound sentences State big/main idea of lesson with some supporting details	Paraphrase or summarize text to take notes on content Identify and correct inappropriate shifts in verb voice and mood in multiple paragraph text	Critique literary essays or articles and correct inappropriate usage as well as give support for corrections Negotiate meaning of verb voice/mood in group discussions

Academic Vocabulary: verb voice, mood

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.2a - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cognitive Function (I Can): I can determine when to capitalize words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Recognize concepts of print Match instructional language with visual representation	Find information from text structure Identify information in print based on oral statements	Identify everyday examples of content-based concepts described orally	Identify specific language from different genres and informational text	Apply strategies to new situations
Writing / Speaking	Label pictures and graphs	Connect simple sentences Extend sentence starters with original ideas State big/main ideas of classroom discussion	Create compound sentences using correct capitalization Produce short paragraphs using correct capitalization	Create multiple-paragraph essays using correct capitalization	Defend choice of capitalization and give reasons

Academic Vocabulary: capital letter, proper noun

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.2b - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- spell correctly

Cognitive Function (I Can): I can identify misspelled words and use resources to assist me in spelling correctly.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries / illustrated glossaries	Use bilingual dictionaries and glossaries	Use English dictionaries and glossaries		
Writing / Speaking	Label pictures and graphs with general and high frequency vocabulary	Use phonemic spellings Express everyday needs and wants	Correctly spell simple and common words without assistance Ask for clarification	Correctly spell most words Explain how to use a dictionary	Correctly spell all grade- level words

Academic Vocabulary: dictionary

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.2c - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- use punctuation (comma, ellipsis, dash) to indicate a pause or break
- use an ellipsis to indicate an omission

Cognitive Function (I Can): I can determine when to capitalize words.

I can determine when to use a comma, ellipsis, or dash to indicate a pause or break.

I can use an ellipsis to show when words I am quoting are left out in the middle or at the end of a sentence.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match pictures of punctuation to words Identify punctuation in print and classroom visuals	Find comma, ellipsis, and dash in text Identify punctuation based on oral statements	Differentiate between use of each punctuation	Read texts aloud pausing correctly for punctuation cues	Evaluate the intent of speech and act accordingly
Writing / Speaking	Label pictures of punctuation State names of punctuation when shown visual representations	Complete pattern sentences	Use punctuation correctly in sentences and short paragraphs	Use punctuation correctly in multiple-paragraph essays	Create expository text utilizing correct punctuation. Discuss usage of various punctuation and give examples

Academic Vocabulary: ellipsis, dash

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)

Cognitive Function (I Can): I can create sentences with verbs in the active and passive voices, as well as the conditional and subjunctive moods, to achieve a particular effect.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Associate oral language with different moods or effects Make predictions based on illustrated text	Role play, dramatize, or re-enact scenarios based on oral readings	Evaluate the intent of speech and act accordingly
Writing / Speaking		Complete pattern sentences Extend sentence starters	Begin to express ideas with different moods or effects in short paragraphs	Connect and explain ideas utilizing mood to achieve different effects in complete and multiple paragraph essays	Communicate with fluency in various contexts and for various purposes

Academic Vocabulary: active voice, passive voice, conditional mood, subjunctive mood

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- use context as a clue to the meaning of a word or phrase
- use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- verify the preliminary determination of the meaning of a word or phrase

Cognitive Function (I Can): I can infer the meaning of unknown words using context clues, affixes, and roots.
I can find or check the meanings of words in different reference materials.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries / illustrated glossaries Match content-related objects/pictures to words	Use bilingual dictionaries and glossaries Use pre-taught vocabulary to complete simple sentences Classify/sort content-related visuals per oral descriptions	Use English dictionaries and glossaries Identify multiple meaning of words in context Use context clues	Use an array of strategies Apply learning strategies to new situations	Differentiate and apply multiple meanings of words/phrases Discriminate among multiple meanings of words
Writing / Speaking	Label pictures and graphs Create vocabulary / concept cards Begin to use general and high frequency vocabulary	Respond to yes/no, choice, and some WH- questions Convey content through high frequency words/phrases	Give opinion of word meanings Ask for clarification	Justify opinion of word meanings	Use analogies Negotiate meaning in group discussions

Academic Vocabulary: infer, context clue, affix, root, reference material, dictionary, thesaurus, glossary

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.5a - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- interpret figures of speech in context (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia)
- use the relationship between particular words to better understand each of the words

Cognitive Function (I Can): I can define and identify various forms of figurative languages.

I can distinguish between literal and figurative language.

I can recognize word relationships and use the relationships to further understand multiple words.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening			Use context clues Differentiate between fact and opinion	Identify figurative language	Differentiate and apply multiple meanings of words/phrases Make inferences from grade-level texts read aloud
Writing / Speaking		Extend sentence starters	Give opinions, preferences, and reactions along with reasons Ask for clarification	Justify ideas Defend a point of view	Begin using analogies Use and explain metaphors and similes Discuss and give examples of abstract ideas

Academic Vocabulary: figure of speech, literal, word relationships

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.5b - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- distinguish among the connotations of words with similar denotations

Cognitive Function (I Can): I can recognize the difference between denotative meanings and connotative meanings.

I can analyze how certain words and phrases that have similar denotations can have very different connotations

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Use picture dictionaries and illustrated glossaries Match language to visual displays and representation	Use bilingual dictionaries and glossaries Classify/sort content-related visuals	Identify multiple meanings of words in context Use English dictionaries and glossaries Use learning strategies described orally	Use an array of strategies to determine a word's meaning	Differentiate and apply multiple meanings of words/phrases Evaluate intent of speech and act accordingly
Writing / Speaking	Label pictures Create vocabulary cards Begin using general and high frequency vocabulary	Complete pattern sentences with pre-taught words Convey content through high frequency words/phrases	Compare/contrast information Retell/rephrase ideas from speech	Paraphrase words and text Explain and compare word meanings and usage	Negotiate meaning in group discussions

Academic Vocabulary: denotation, connotation

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Language

Standard: L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

- gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Cognitive Function (I Can): I can recognize the difference between general academic words and phrases and domain-specific words and phrases.

I can acquire and use grade-appropriate academic and domain-specific words to increase comprehension and expression.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening	Match language to visual/graphic displays and representation Find single word responses to WH- questions using illustrated text	Identify information on charts or visuals based on oral statements Sort/group pre-taught words	Categorized content-based examples and Identify everyday examples of content-based concepts Identify multiple meanings of words in context Identify frequently used affixes and root words to make / extract meaning	Complete content-related tasks of assignments based on oral discourse Identify specific language of different genres and informational texts	Discriminate among multiple types of vocabulary Differentiate and apply multiple meanings of words/phrases
Writing / Speaking	Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Generate lists from pre-taught words and word banks	Express everyday needs and wants Convey content through high frequency words Respond to yes/no and some WH- questions	Give brief oral content-based presentations	Explain and compare content-based concepts Connect ideas with supporting details and evidence	Communicate with fluency in social and academic contexts

Academic Vocabulary: general academic words, domain specific words

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.

- introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically
- support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text
- use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence
- establish and maintain a formal style
- provide a concluding statement or section that follows from and supports the argument

Cognitive Function (I Can): I can identify a topic that causes or has caused a debate in society.

I can choose a side of the argument and identify reasons that support my choice.

I can determine the credibility of a source and the accuracy of the details presented in the source.

I can support my argument with textual evidence found in credible sources.

I can acknowledge counterclaims in my argument.

I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument.

	Entering	Beginning	Developing (L)	Expanding (H)	Bridging (P)
Reading / Listening					
Writing / Speaking	Create vocabulary / concept cards	Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Give opinions, preferences, and reactions along with reasons	Create multiple-paragraph essays Justify ideas Use details/examples to support ideas	Produce research reports using multiple sources/citations

Academic Vocabulary: debate, counterclaim, transition, argument, evidence, claim, credible source

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Cognitive Function (I Can): I can select a topic and identify and gather relevant information to share with my audience.

I can define common organizational/formatting structures and determine a structure that will allow me to organize my information best.

I can analyze the information, identify vocabulary specific to my topic, and organize information into broader categories using my chosen structure.

I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Create vocabulary / concept cards	Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Give opinions, preferences, and reactions along with reasons Compare/contrast information, events, and characters	Justify ideas using details/examples to support ideas Produce content related reports Use transition words to create cohesive passages Compose intro., body, and conclusion	Produce research reports using multiple sources/citations

Academic Vocabulary: organizational structures, formatting structures, transitions, cohesion

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events
- provide a conclusion that follows from and reflects on the narrated experiences or events

Cognitive Function (I Can): I can define narrative and describe the basic parts of plot.

I can engage the reader by introducing the point of view, narrator, character, setting, and the event that starts the story in motion.

I can use narrative techniques to develop a storyline where one event logically leads to another.

I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events.

I can signal changes in time and place by using transition words, phrases, and clauses to show relationships among experiences and events.

I can write a logical conclusion that reflects on the experiences, events and provides a sense of closure.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Label pictures and graphs	Complete pattern sentences Extend sentence starters with original ideas	Produce short paragraphs with main ideas and some details Compare/contrast information, events, characters	Create multiple-paragraph stories with details Use transition words to create cohesive passages Compose intro, body, conclusion	Begin using analogies Write narratives approaching grade-level competency

Academic Vocabulary: narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transitions, conclusion

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

Cognitive Function (I Can): I can identify the writing style that best fits my task, purpose and audience.

I can use organizational/formatting structures to develop my writing ideas.

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Produce high frequency words	Complete pattern sentences Complete graphic organizers with personal information Extend sentence starters	Produce short paragraphs with main ideas and some details Create compound sentences Explain steps in problem solving Complete graphic organizers that have been chosen for the student	Produce content-related reports Paraphrase or summarize text Create multiple-paragraph essays Choose and complete graphic organizers	Create expository text to explain graphs/charts Produce research reports using multiple sources / citations Begin using analogies

Academic Vocabulary: writing style, purpose, task, audience

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Cognitive Function (I Can): I can use prewriting strategies to formulate ideas.

I can recognize that a well-developed piece of writing requires more than one draft.

I can apply revision strategies with the help of others. I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.

I can analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing.

I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking		<p>Complete graphic organizers with personal information</p> <p>Recopy story to fix corrections made by others</p>	<p>Complete graphic organizers that have been chosen for the student</p> <p>Work with teacher or peer to correct and recopy story</p>	<p>Choose and complete graphic organizers</p> <p>Edit and correct many mistakes in own writing</p> <p>Rewrite to clarify unclear sections when identified by others</p>	<p>Critique other's writing</p> <p>Edit, correct, and rewrite own writing</p>

Academic Vocabulary: revision strategy, edit, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Cognitive Function (I Can): I can identify technology that will help me compose, edit and publish my writing.

I can determine the most efficient technology medium for presenting the relationships between information and ideas.

I can use technology to produce and publish my writing.

I can collaborate with peers, teachers, and other experts through technology to enhance my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking			Produce and publish short paragraphs with main ideas and some details Compare/contrast to choose appropriate technology	Create and publish multiple-paragraph essays Take notes from technology sources	Produce research reports with multiple sources Utilize technology to improve and publish writing

Academic Vocabulary: publish, technology

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Cognitive Function (I Can): I can define research and distinguish how research differs from other types of writing.

I can focus my research around a central question that is provided or determine my own research worthy question.

I can choose several sources and gather information to answer my research question.

I can analyze the information found in my sources and determine if it provides enough support to answer my question.

I can create additional focused questions that relate to my original topic and allow for further investigation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking			Explain steps in research Produce short paragraphs	Paraphrase or summarize text Take note for research purposes Produce content-related reports	Create expository text to explain graphs/charts Produce research reports using multiple sources and citations

Academic Vocabulary: research, central question, source

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively.

- assess the credibility and accuracy of each source
- quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

Cognitive Function (I Can): I can determine the credibility and accuracy of a source by reviewing who wrote it, when it was written, and why it was written.

I can use search terms effectively to gather information needed to support my research.

I can define plagiarism.

I can determine when my research data or facts must be quoted in my writing.

I can avoid plagiarism by paraphrasing and/or summarizing my research findings.

I can follow a standard format for citation to create a bibliography for sources I paraphrased or quoted in my writing.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					Evaluate the credibility of a source
Writing / Speaking			Explain steps in research Produce short paragraphs Retell ideas	Paraphrase or summarize text Take note for research purposes Produce content-related reports	Create expository text to explain graphs/charts Produce research reports using multiple sources and citations

Academic Vocabulary: credibility, search terms, plagiarism, paraphrase, citation

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- apply grade-level reading standards to literature and informational text

Cognitive Function (I Can): I can define textual evidence.

I can determine textual evidence that supports my analysis, reflection, and/or research.

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Generate lists from pre-taught words/phrases	Respond to yes/no, choice, and some WH-questions	Compare/contrast information Give opinions, preferences, and reactions along with reasons Differentiate between fact and opinion	Justify ideas Use an array of strategies	Critique literary essays and articles Critique material and support argument

Academic Vocabulary: textual evidence, analysis, reflection, research

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Writing

Standard: W.8.10 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Function (I Can): I can recognize that different writing tasks require varied time frames to complete.
 I can determine a writing format/style to fit my task, purpose, and/or audience.
 I can write for a variety of reasons.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Draw content-related pictures Label pictures and graphs	Complete pattern sentences Respond to yes/no, choice, and some WH- questions	Produce short paragraphs with main ideas and some details Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons	Create multiple-paragraph essays that justify ideas Produce content-related reports Paraphrase or summarize text Take notes	Create expository texts to explain graphs/charts Produce research reports and near grade-level narratives Begin using analogies

Academic Vocabulary: writing format, writing style, task, purpose, audience

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Speaking and Listening

Standard: SL .8.1 - Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on other’s ideas and expressing their own clearly.

- come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to prove and reflect on ideas under discussion
- follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed
- pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas
- acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

Cognitive Function (I Can): I can review and/or research the materials to be discussed and determine key points and/or central ideas.

I can create questions and locate key textual evidence to contribute to a discussion the given topic, text, or issue.

I can come prepared with key points and textual evidence to contribute to a discussion.

I can participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others.

I can track the progress of a discussion and recognize when the discussion is getting off topic.

I can make relevant observations and use my ideas and comments to further the discussion.

I can review the key ideas presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions

Academic Vocabulary: collaborate, elaborate, integrate, warranted, justify

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Speaking and Listening

Standard: SL.8.2 - Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.

Cognitive Function (I Can): I can identify various purposes for presenting information to a reader or audience.

I can analyze the information presented in a variety of media and formats to determine the purpose of the presentation.

I can evaluate the motives behind various presentations.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify the main idea of information	Identify the main idea and some details of information	Identify main ideas and details of information	Evaluate intent of speech and act accordingly Make inferences Discriminate among purposes for writing
Writing / Speaking			Ask for clarification	Explain and compare content-based concepts Substantiate opinions with reasons and evidence	Negotiate meaning in group discussions

Academic Vocabulary: media, formats, purpose, motive

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Speaking and Listening

Standard: SL.8.3 - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Cognitive Function (I Can): I can identify the side of an argument a speaker presents.

I can determine the credibility of a speaker and his/her purpose.

I can identify claims that are supported by facts and those that are opinions.

I can evaluate if a speaker’s argument is reasonable using evidence he/she provides to support his/her claims.

I can identify if a speaker has introduced irrelevant evidence when presenting his/her claim.

I can determine if a speaker has provided enough relevant evidence to support his/her claim or argument.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening		Identify information on charts or tables based on oral statements	Identify everyday examples of content-based concepts Differentiate between fact and opinion	Identify main ideas and details of oral discourse Role play, dramatize, or re-enact scenarios from oral reading	Evaluate intent of speech and act accordingly Make inferences from text and utilize them
Writing / Speaking	Answer yes/no and choice questions Answer select WH-questions within context of lessons or personal experiences	Convey content through high frequency words/phrases State big/main ideas of classroom conversation	Give brief oral content-based presentations State big/main ideas with some supporting details	Paraphrase and summarize ideas Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence.	Defend a point of view and give reasons Communicate with fluency in academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: argument, credibility, claim, fact, opinion, relevant evidence, irrelevant evidence

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Speaking and Listening

Standard: SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Cognitive Function (I Can): I can determine salient points and emphasize them when presenting my claims and/or findings.

I can support my claims and/or findings with relevant evidence, sound valid reasoning, and well-chosen details.

I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Begin to use general and high-frequency vocabulary	Convey content through high frequency words/phrases Communicate in social situations	Explain steps in processes Give opinions, preferences, and reactions along with reasons Give brief oral content-based presentations	Defend a point of view Explain and compare content-based concepts Substantiate opinions with reasons and evidence	Communicate with fluency in social and academic discussions Defend a point of view and give reasons Discuss and give examples of abstract, content-based ideas

Academic Vocabulary: salient, claim, finding, relevant evidence

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Speaking and Listening

Standard: SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Cognitive Function (I Can): I can identify parts of my presentation that could use clarification, strengthening, and/or additional interest.
I can integrate appropriate media component or visual display to improve my presentation.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	<p>Answer yes/no and choice questions</p> <p>Draw content-related pictures</p> <p>Label pictures and graphs</p>	<p>Complete graphic organizers/forms with personal information</p> <p>Convey content through high frequency words/phrases</p>	<p>Give brief oral content-based presentations</p> <p>Produce short paragraphs with main ideas and some details</p>	<p>Connect ideas with supporting details/evidence</p> <p>Substantiate opinions with reasons and evidence</p> <p>Use details/examples to support ideas</p> <p>Compose intro/body/conclusion</p>	<p>Defend a point of view and give reasons</p> <p>Discuss and give examples of abstract, content-based ideas</p> <p>Produce research reports using multiple sources/citations</p>

Academic Vocabulary: clarification, media component, visual display

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

Speaking and Listening

Standard: SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Cognitive Function (I Can): I can identify various reasons for speaking.

I can determine speaking tasks that will require a formal structure.

I can compose a formal speech that demonstrates a command of grade 8 language standards.

	Entering	Beginning	Developing (LI)	Expanding (HI)	Bridging (P)
Reading / Listening					
Writing / Speaking	Repeat words, short phrases, and memorized chunks	Describe routines and everyday events Communicate in social situations	Use different registers inside and outside of class Begin to express time through multiple tenses	Paraphrase and summarize ideas	Communicate with fluency in social and academic contexts

Academic Vocabulary: formal, informal

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards

WIDA/COMMON CORE ALIGNMENT: Eighth Grade ELA Standards
