

Reading Indicators for ELA Correlations (R)

Early Reading Strategies (ERS)

Phonemic Awareness and Phonological Knowledge (ERS:1)

1 — Blending and segmenting syllables and onset-rimes

NONE

2 — Blending and segmenting phonemes

NONE

3 — Isolating phonemes

NONE

4 — Deleting phonemes

NONE

5 — Pairs of rhyming words

NONE

6 — Counting syllables

NONE

Concepts of Print (ERS:2)

1 — Distinguish between letters and words

NONE

2 — Finger-pointing

NONE

3 — Beginning/end of word

NONE

4 — Identifying parts of book

NONE

5 — Identifying punctuation marks

NONE

6 — Matching of spoken to print word

NONE

Reading Fluency and Accuracy (R&F)

1 — Accurate reading at grade level

NONE

2 — Fluent reading at grade level (words per minute)

NONE

3 — Fluent reading at grade level (meaning, phrasing, expression)

NONE

Word Identification Skills and Strategies (WID)

1 — Identifying words using sounds, syllable types and word patterns

NONE

2 — Reading words using sounds, syllable types, and word patterns

NONE

Word Identification Skills and Strategies (WID) (cont.)

3 — Reading grade-level appropriate words

NONE

4 — Reading high-frequency words

NONE

5 — Upper/lower case letters

NONE

6 — Primary sounds of letters

NONE

Vocabulary (V)

Vocabulary Strategies (V:1)

1 — Using strategies to unlock meaning of unfamiliar vocabulary

Energy and Society

2: May the Source Be With You

Breadth of Vocabulary (V:2)

1 — Synonyms and antonyms

NONE

2 — Appropriate word choice

NONE

3 — Organizing words by category

NONE

Literary Texts (LT)

Initial Understanding of Literary Texts (LT:1)

1 — Identify/describe characters, setting, plot

NONE

2 — Summarize key ideas/plot

NONE

4 — Distinguishing type of text

NONE

5 — Identifying literary devices as appropriate to genre

NONE

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2)

1 — Making predictions about what will happen next

NONE

2 — Characteristics of characters

NONE

3 — Making inferences

NONE

Analysis and Interpretation of Literary Text/Citing Evidence (LT:2) cont.

4 — Identifying narrator

NONE

5 — Identifying message/theme

NONE

6 — Identifying cause/effect, motive (possible, inferred)

NONE

7 — Identifying cause/effect, motive (explicitly stated)

NONE

Analysis and Interpretation of Author's Craft (LT:3)

1 — Use of literary elements and devices to extend meaning

NONE

Generates a Personal Response (LT:4)

1 — Relating text to personal experiences

Energy and Society

1: Energy Detectives

2: May the Source Be With You

3: Energy Chains

2 — Provide details to support conclusion

Energy and Society

2: May the Source Be With You

3: Energy Chains

Informational Texts (IT)

Initial Understanding of Informational Texts (IT:1)

1 — Obtaining information from text features

Energy and Society

1: Energy Detectives

2: May The Source Be With You

3: Energy Chains

2 — Answer questions with explicitly stated information from text

Energy and Society

1: Energy Detectives

3: Energy Chains

Initial Understanding of Informational Texts (IT:1) cont.

3 — Organizing information to show understanding

Energy and Society

1: Energy Detectives

4 — Generating questions before, during, and after reading

Energy and Society

1: Energy Detectives

5 — Distinguishing type of text

NONE

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)

1 — Connecting information in texts

Energy and Society

1: Energy Detectives

2 — Synthesizing information in texts

Energy and Society

1: Energy Detectives

3 — Drawing inferences or conclusions

Energy and Society

4: What Powers the Move?

4 — Distinguishing facts in texts

NONE

5 — Making inferences about causes or effects

NONE

Reading Strategies (RS)

Strategies for Monitoring and Adjusting Reading (RS:1)

1 — Using a range of self-monitoring and self-correcting strategies

NONE

2 — Pictures, syntax, repetitive language to predict upcoming words

NONE

Reading Comprehension Strategies (RS:2)

1— Using comprehension strategies

2: May The Source Be With You

Breadth of Reading (B)

Reading Widely and Extensively (B:1)

1 — Reading with frequency on their own

NONE

2 — Reading from a wide range of genres

NONE

3— Reading multiple texts for depth of understanding

NONE

Participating in Literate Community (B:2)

1 — Self-selecting reading materials

NONE

2 — Participating in discussions about text, ideas, and student writings

Energy and Society

2: May the Source Be With You

Reading for Research Across Content Areas (B:3)

1 — Identifying sources of information

Energy and Society

2: May the Source Be With You

5: In the Driver's Seat

2 — Evaluating information/sources

Energy and Society

2: May the Source Be With You

5: In the Driver's Seat

3 — Gathering information

Energy and Society

2: May the Source Be With You

5: In the Driver's Seat

Reading for Research Across Content Areas (B:3) cont.

4 — Using evidence to support conclusions

Energy and Society

2: May the Source Be With You

5: In the Driver's Seat

Written and Oral Communication Indicators for ELA Correlations (W)

Structures of Language (SL)

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)

- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.

Energy and Society

2: May the Source Be With You

- 2 — Recognizing and using paragraph form, including indent, main idea, and supporting details

NONE

- 3 — Recognizing paragraph structure including description, sequential, compare/contrast

NONE

- 4 — Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure

2: May the Source Be With You

- 5 — Distinguishing between letters, words, sentences, and paragraphs

NONE

- 6 — Applying directionality to text (left to right, top to bottom)

NONE

Habits of Writing (HW)

Writing Process: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (HW:1)

No specific Indicators

NONE

Writing Extensively (HW:2)

- 1 — Writing with frequency, (in and out of school and during summer)

Energy and Society

2: May the Source Be With You

- 2 — Sharing thoughts, observations and impressions

Energy and Society

1: Energy Detectives

3: Energy Chains

Writing Extensively (HW:2) cont.

- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

Energy and Society

- 1: Energy Detectives
3: Energy Chains

- 4 — Writing in a variety of genres

NONE

Reading Connection (RC)

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to Set context/background

Energy and Society

- 2: May the Source Be With You

- 2 — Summarizing ideas

Energy and Society

- 2: May the Source Be With You

- 3 — Connecting what has been read to prior knowledge or other texts

Energy and Society

- 2: May the Source Be With You

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

- 1 — Stating and maintaining a focus when responding to a question

- 2: May The Source Be With You

- 2 — Making inferences about content, events, characters, setting or common themes

NONE

- 3 — Using specific details and references to text to support focus or judgment

NONE

- 4 — Organizing ideas, using transitional words/phrases and developing and writing a conclusion

NONE

Expressive Writing (EW)

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

1 — Creating a clear and understandable story line (beginning, middle, end)

NONE

2 — Establishing context, problem/conflict/challenge and resolution

NONE

3 — Using transition words/phrases to establish chronology to enhance meaning

NONE

4 — Using a variety of literary devices to enhance meaning (flashback, foreshadowing)

NONE

5 — Establishing and maintaining a theme

NONE

6 — Providing a sense of closure

NONE

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:2)

1 — Using relevant and descriptive detail to advance plot/story line

NONE

2 — Using dialogue to advance plot/story line

NONE

3 — Developing characters through description, dialogue and actions

NONE

4 — Using voice appropriate to purpose

NONE

5 — Maintaining a focus

NONE

6 — Selecting and elaborating important ideas and excluding extraneous details

NONE

7 — Controlling the pace of a story through sentence length and punctuation

NONE

Poetry (EW:3) In writing poetry, students demonstrate awareness of purpose by...

1 — Writing poems in a variety of voices for a variety of audiences

NONE

2 — Writing poems that express speaker's moods, thoughts or feelings

NONE

3 — Choosing additional text to achieve impact (poem types)

NONE

Poetry (EW:4): In writing poetry, use language effectively by...

1 — Selecting vocab according to purpose and for effect

NONE

Poetry (EW:4): In writing poetry, use language effectively by...cont.

2 — Using rhyme, rhythm, meter literary elements

2: May The Source Be With You

3 — Selecting and manipulating words/phrases for meaning and impact

NONE

Reflective Essay - Students explore and share thoughts, observations, and impressions...(EW:5)

1 — Engaging the reader by establishing context

NONE

2 — Analyzing a condition or situation of significance (reflection)

NONE

3 — Using and organizational structure that allows progression of ideas to develop

NONE

4 — Using a range of elaboration techniques (questioning, comparing, connecting, interpreting, describing and analyzing)

NONE

5 — Providing closure by leaving the reader with something to think about

NONE

6 — Making connections between personal idea and experiences and more abstract things leading to new perspective

NONE

Informational Writing (IW)

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

1 — Organizing ideas and concepts (sorting, procedures, discussions)

NONE

2 — Writing an introduction and selecting appropriate information to set context

NONE

3 — Using transition words appropriate to organization of text

NONE

4 — Writing a conclusion

NONE

5 — Providing references

NONE

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

1 — Establishing a topic

NONE

2 — Stating and maintaining a focus

NONE

3 — Writing with a sense of audience when appropriate

NONE

4 — Establishing an authoritative voice

NONE

5 — Using precise and descriptive language that clarifies and supports intent

NONE

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

1 — Including facts and details relevant to focused idea

NONE

2 — Including sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing/contrasting)

NONE

3 — Addressing readers' concerns (counterarguments, persuasive writing, within procedures and reports)

NONE

4 — Commenting on the significance of information

NONE

Writing Conventions

Applying Rules of Grammar, Usage, and Mechanics (C:1)

1 — Identifying or correcting grammatical errors

NONE

2 — Capitalizing

NONE

3 — Using commas correctly

NONE

4 — Using punctuation to enhance meaning

NONE

5 — Correctly spelling grade-appropriate words

NONE

Oral Communications

Interactive Listening (OC:1)

1 — Following verbal instructions to perform certain tasks, answer questions or solve problems

Energy and Society

- 1: Energy Detectives
- 2: May the Source Be With You
- 3: Energy Chains
- 4: What Powers the Move
- 5: In the Driver's Seat

2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

Energy and Society

- 1: Energy Detectives
- 2: May the Source Be With You
- 3: Energy Chains
- 4: What Powers the Move
- 5: In the Driver's Seat

3 — Identifying essential elements, interpreting or evaluating the message

Energy and Society

- 2: May the Source Be With You

4 — Group participation and respecting group dynamics

Energy and Society

- 2: May the Source Be With You
- 4: What Powers the Move

5 — Reaching consensus to solve problems, make decisions or achieve a goal

Energy and Society

- 2: May the Source Be With You
- 4: What Powers the Move

Make Oral Presentation (OC:2)

1 — Demonstrating skills in discussing and interviewing

Energy and Society

- 1: Energy Detectives
- 2: May the Source Be With You
- 4: What Powers the Move

Make Oral Presentation (OC:2) cont.

2 — Using verbal and nonverbal skills in maintaining a focus

Energy and Society

2: May the Source Be With You

4: What Powers the Move

3 — Telling stories with smooth transition, supporting details and coherent conclusion

NONE

4 — Providing effective and appropriate feedback

NONE

5 — Using a variety of strategies to engage audience (eye contact, voice tones, gestures)

NONE

6 — Using tools of technology to enhance message

NONE