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