

## ELL CO-OP PLC WIDA/GSE Alignment Project

### Reading

#### Early Reading Strategies (ERS:1) Phonemic Awareness and Phonological Knowledge

**R:ERS:1:** Demonstrates phonemic awareness and applies phonological knowledge and skills by ...

<b>R:ERS:1</b>	No GLE at this grade level. Teachers of ELLs with low literacy levels should refer to the GLEs at the appropriate level.
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#### Early Reading Strategies (ERS:2) Concepts of Print

**R:ERS:2:** Demonstrates understanding of concepts of print during shared or individual reading by ...

<b>R:ERS:2</b>	No GLE at this grade level. Teachers of ELLs with low literacy levels should refer to the GLEs at the appropriate level.
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#### Vocabulary Strategies (V:1) (Assumes a variety of text and increasing text complexity across grade levels.)

**R:V:1:** Students identify the meaning of unfamiliar vocabulary by ...

<b>R:V:7:1.1</b>	<b>Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge).</b> EXAMPLE (of common root): inspection (in- <b>spec</b> -tion)
Level 1 Entering	Match oral or written labels to pictures (e.g., pictures of singular or plural objects matched to words ending with or without -s).
Level 2 Beginning	Identify <i>-ed</i> and <i>-ing</i> as suffixes by highlighting them in leveled text, listing their root words, and identifying the meaning of the root word by picture matching using a picture dictionary.
Level 3 Developing	Sort words with common prefixes, identify them in leveled text, and demonstrate their meaning by writing sentences.
Level 4 Expanding	Analyze patterns of root words, using lists of words derived from Latin or Greek, and paraphrase meanings, in pairs, using textbook glossaries or ESOL dictionaries.
Level 5 Bridging	Use resource materials (such as an ESOL dictionary, glossary, or thesaurus) and knowledge of prefixes and suffixes to unlock meaning and interpret reading.

#### Breadth of Vocabulary (V:2)

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**R:V:2. Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...**

<b>R:V:7:2.1</b>	<b>Identifying synonyms, antonyms, homonyms/homophones, shades of meaning.</b>
Level 1 Entering	Match synonyms and antonyms using pictures and word cards.
Level 2 Beginning	Describe or demonstrate different meanings of common homonyms and homophones (e.g., <i>two/too; rock/rock</i> ), based on sentences with supporting pictures.
Level 3 Developing	Compare shades of meaning for synonyms (e.g., <i>gigantic</i> vs. <i>big</i> ), choosing sentences to demonstrate knowledge, with visual support.
Level 4 Expanding	Compare homonyms as different parts of speech by using them in sentences (e.g., <i>The dove landed on the tree</i> vs. <i>They dove into the lake</i> ).
Level 5 Bridging	Demonstrate understanding of synonyms/antonyms, homonyms/homophones, or shades of meaning by using a paragraph frame to substitute words (e.g., <i>The ___ man ___ to the car = The angry man stomped to the car, or The happy man skipped to the car</i> ).

<b>R:V:7:2.2</b>	<b>Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary.</b>
Level 1 Entering	Match pictures of content-specific vocabulary with the appropriate word cards.
Level 2 Beginning	Label pictures of content-specific vocabulary by selecting appropriate words from a word bank.
Level 3 Developing	Compare/contrast content vocabulary, using a graphic support (e.g., Venn diagram, T-chart, story web).
Level 4 Expanding	Paraphrase leveled text, in writing or orally, by using content-specific vocabulary (e.g., explaining the water cycle using <i>precipitation</i> ).
Level 5 Bridging	Distinguish multiple meanings of content-specific academic language from the everyday meanings (e.g., <i>table</i> ), through an oral report, written paragraph, or project demonstration.

### Initial Understanding of Literary Text (LT:1) (Assumes increasing text complexity across grade levels)

**R:LT:1 Demonstrate initial understanding of elements of literary texts by ...**

<b>R:LT:7:1.1</b>	<b>Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action.</b>
Level 1 Entering	Identify <i>who, where</i> and <i>when</i> from illustrations, following a multi-sensory presentation of a story.
Level 2 Beginning	Show sequence of events by arranging pictures, or by using <i>before</i> and <i>after</i> , in pairs.
Level 3 Developing	Use a graphic organizer to identify character, setting, elements of plot and their changes over time, in a small group.
Level 4 Expanding	Compare and contrast changes in character, conflict, or setting after reading a leveled text, with a partner, using a Venn diagram; then individually write two

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	paragraphs summarizing the differences and similarities.
Level 5 Bridging	Discuss and analyze the plot of a text, in a group, using literary terms and details to describe relationships and support conclusions.

<b>R:LT:7:1.2</b>	<b>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.</b>
Level 1 Entering	Sequence pictures of events from a leveled story that has been read aloud.
Level 2 Beginning	Retell a short story after hearing it read aloud, using a story board, and including main story elements.
Level 3 Developing	Select key ideas and arrange events in sequence to summarize literary text, using a graphic organizer, with a partner.
Level 4 Expanding	Demonstrate understanding of literary text by paraphrasing character descriptions and dialogue, in a small group.
Level 5 Bridging	Discuss and summarize the key ideas and sequence of major events as connected to the plot.

### Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2) (Assumes increasing text complexity across grade levels)

**R:LT:2** Analyze and interpret elements of literary texts, citing evidence where appropriate by ...

<b>R:LT:7:2.1</b>	<b>Explaining or supporting logical predictions.</b>
Level 1 Entering	Draw a picture of what will happen next in an illustrated text that is read aloud.
Level 2 Beginning	Predict the subject or setting of a book, based on the cover illustration.
Level 3 Developing	State reasons for a prediction about the outcome of an event or the actions of a character, based on a chart of facts from the story, created in a small group.
Level 4 Expanding	Discuss in a small group a story that has been read aloud; suggest possible outcomes of the story, citing evidence from the story to support the conclusions (can be done through posters, writing an ending, or giving an oral presentation).
Level 5 Bridging	Support a logical prediction by citing and interpreting examples of the elements of a literary text-of an appropriate reading level.

<b>R:LT:7:2.2</b>	<b>Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time.</b>
Level 1 Entering	Name characters from a story that has been read aloud, and match them with labeled pictures of emotions or actions.
Level 2 Beginning	Classify the actions of characters as good or bad and explain by giving examples from illustrations in the story.
Level 3 Developing	Describe character traits, based on the characters' words or actions, using a word bank.
Level 4 Expanding	Compare/contrast characters or changes in characters over time, either from one text or across multiple texts, using group discussion and a graphic organizer.
Level 5 Bridging	Draw conclusions about characters, after class discussion of a story, citing examples and clarifying the role of the character in the overall context of the story (can be done through debate, oral presentation, written character analysis, or a mock trial).

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<b>R:LT:7:2.3</b>	<b>Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text.</b>
Level 1 Entering	Match pictures of causes with pictures of corresponding effects.
Level 2 Beginning	Say or write short sentences using conjunctions ( <i>because, so, if, then</i> ) to describe causes and effects shown in pictures.
Level 3 Developing	Identify and list internal or external conflicts on a graphic organizer (e.g., T-chart), after reading a leveled story.
Level 4 Expanding	Create a visual that explores a conflict (e.g., scrapbook page showing a character's conflicts, mobile of artifacts that represent different elements from a story, collaborative collage about a class book), showing possible causes and effects and how the relationships among the elements within the text support the inference, in a small group.
Level 5 Bridging	Cite examples from a text that support an inference such as a conflict or cause/effect; then write the inference and its support in a paragraph.

<b>R:LT:7:2.4</b>	<b>Explaining how the narrator's point of view affects the reader's interpretation.</b>
Level 1 Entering	Answer simple questions about who is telling a story that has been read aloud, using single words, pointing to pictures in the story, or drawing.
Level 2 Beginning	Identify who is narrating a story that has been read aloud, and draw a picture to show how he or she feels about the story.
Level 3 Developing	Role play a short dialogue from a familiar story with a partner; then discuss similarities and differences between the two character's points of view.
Level 4 Expanding	Discuss in a small group different points of view in a story, and how the differences could change the reader's interpretation of the story (e.g., Cinderella vs. evil step-sisters vs. Prince Charming, Pony Boy vs. Cherry in <i>The Outsiders</i> , Timothy vs. Phillip in <i>The Cay</i> ).
Level 5 Bridging	Defend how the narrator's point of view affects the reader's interpretation by citing specific examples from a text, in an essay.

<b>R:LT:7:2.5</b>	<b>Explaining how the author's message or theme is supported within the text.</b>
Level 1 Entering	Sort pictures by whether or not they relate to a text that has been read aloud, with a partner.
Level 2 Beginning	Create a chart, in a small group, by matching text that has been read aloud with pre-identified visual themes (e.g., a heart to show love, two people clasping hands to show friendship, people arguing to show conflict, a caterpillar changing into a butterfly to show change).
Level 3 Developing	Complete a graphic organizer, with a partner, to connect themes from a text that has been read and discussed in class with supporting details from the same text.
Level 4 Expanding	Cite examples of events from a leveled text that support the theme of the text, and present them in a small group.
Level 5 Bridging	Interpret the author's theme by selecting specific examples from a text that has been previously discussed in a group; present this orally to the class, with a visual project (e.g., a Power Point presentation, Glog, or poster).

### Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3) (Assumes increasing text complexity across grade levels)

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**R:LT:3** Analyze and interpret author’s craft, citing evidence where appropriate by ...

<b>R:LT:7:3.1</b>	<b>Demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, exaggeration, flashback, foreshadowing, or personification) to analyze literary works. Example: “Why did the author choose to use flashback in this story?”</b>
Level 1 Entering	Identify repetition in a fable or poem, using specialized font or intonation as a support.
Level 2 Beginning	Draw pictures to demonstrate, or act out the meaning of, images from text that has been read aloud (e.g., <i>fog comes in on little cat feet, a blanket of snow, round as a ball, fierce as a lion, the house welcomed me in, as big as an elephant, as old as the hills, all her ideas were shot down</i> ).
Level 3 Developing	Predict what will happen next in a selected text containing foreshadowing, and in a small group identify what elements in the text suggest that outcome.
Level 4 Expanding	Compare and contrast the characteristics of humans and non-humans, in leveled fantasy or science fiction texts, by creating a Venn diagram.
Level 5 Bridging	Use knowledge of sequential vocabulary to select a flashback from a teacher-selected text; then rearrange it as a written prequel to the story .

### Initial Understanding of Informational Texts (IT:1) (Assumes increasing text complexity across grade levels)

**R:IT:1:** Demonstrate initial understanding of informational texts (expository and practical texts) by ...

<b>R:IT:7:1.1</b>	<b>Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations].</b>
Level 1 Entering	Identify the table of contents in a leveled text and locate selected pages accordingly.
Level 2 Beginning	Use facts from headings and subheadings of a leveled text to complete a cloze outline, with a partner.
Level 3 Developing	List words shown in bold type in an informational text, locate the words in the glossary, and demonstrate understanding by illustrating them.
Level 4 Expanding	Explain the information found in charts or graphs, by discussing them in a small group and writing sentences that interpret the information.
Level 5 Bridging	Evaluate a new text by completing a scavenger hunt/ graphic organizer that directs students through all the text features.

<b>R:IT:7:1.2</b>	<b>Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details.</b>
Level 1 Entering	Label pictures connected to the main idea of a leveled informational text that has been read aloud, using a word/phrase bank.
Level 2 Beginning	Answer simple <i>who, what, when, where</i> questions about a leveled informational text that has been read aloud.
Level 3 Developing	Classify information from a leveled informational text based on a unifying main question, with a partner, and present the information to the class with a visual.
Level 4 Expanding	Integrate information to create a magazine/booklet/pamphlet/PowerPoint related to a central question, using multi media, (e.g., leveled readers, web sites, first

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	language materials).
Level 5 Bridging	Interpret questions, and draw conclusions from a portion of a grade-level textbook, and defend the conclusions by providing supporting details in a short essay answer.

<b>R:IT:7:1.3</b>	<b>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).</b>
Level 1 Entering	Arrange and sort pieces of information to identify relationships shown in a text (e.g., a cut-up map, sequential pictures, images to compare and contrast).
Level 2 Beginning	Match details to the correct main idea of a leveled informational text that has been read aloud; then sequence the details to match the text.
Level 3 Developing	Create a web or chart of information from a leveled informational text (e.g., sequence, cycle or process, or cause and effect), with a partner; then label each part of the web/chart.
Level 4 Expanding	Summarize sections of a content text by identifying important details and recording them on sticky notes; then write a summary with a partner
Level 5 Bridging	Arrange information in a semantic web showing the main ideas and details from a content text, as preparation for a written or oral presentation.

### Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2) (Assumes increasing text complexity across grade levels)

**R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by ...**

<b>R:IT:7:2.1</b>	<b>Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas.</b>
Level 1 Entering	Match pictures from several different leveled informational texts on the same topic, with a partner.
Level 2 Beginning	Identify and label pictures to create a bulletin board that relates to a leveled content text, after discussion of the text in a small group.
Level 3 Developing	Reflect on and describe a personal experience as it relates to a text, in an interview, journal, or picture essay (text can be multi-media, leveled, or in the student's first language), in a small group.
Level 4 Expanding	Compare/contrast/evaluate information on the same topic from at least two different sources, with a partner, using a Venn diagram.
Level 5 Bridging	Highlight a main idea across texts in a presentation, and participate in a forum discussion to explore connections.

<b>R:IT:7:2.2</b>	<b>Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas).</b>
Level 1 Entering	Match pictures with a related short title.
Level 2 Beginning	Classify details by main idea, from multiple leveled texts, in a T diagram, with visual support.
Level 3 Developing	Propose an opinion about the ideas in a text, discuss it in a small group, and defend it with examples from the text (e.g., <i>I think earthquakes are more dangerous than tornados because...</i> , <i>I would rather visit Costa Rica than Mexico because...</i> )
Level 4 Expanding	Create a display, with a partner, to illustrate how text concepts apply to a real life situation (e.g., design a greenhouse after reading a text on plant needs; design a

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	brochure for a vacation after reading about a region).
Level 5 Bridging	Write a letter that proposes legislation or action on a particular issue, and includes reasons based on information from multiple texts, to defend the need for legislation/action (e.g. gun control, space exploration, going green).

<b>R:IT:7:2.3</b>	<b>Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant.</b> EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does /does not support the author's purpose in writing the piece.
Level 1 Entering	Identify facts from a leveled informational text that has been read aloud; then give an opinion about those facts (e.g. <i>I like...</i> or <i>I agree with...</i> ), with a partner.
Level 2 Beginning	Match excerpts of text with the corresponding author's purpose (e.g., to inform, explain, entertain, persuade), using a graphic organizer, sticky note poster, or pocket chart.
Level 3 Developing	Respond to the author's message by making inferences and connecting selected supporting information from text, in a small group; then make and present a poster demonstrating this.
Level 4 Expanding	Analyze two texts that assert related central ideas and choose the more effective one, in pairs (e.g., local editorials for and against an issue; editorials with the same opinion; views of the Revolutionary War in <i>Johnny Tremain</i> and <i>My Brother Sam is Dead</i> ; examples of visual and written propaganda); then present conclusions and support for them to the large group.
Level 5 Bridging	Create a variety of inference statements, based on a text, and cite evidence from the text to support the statements.

<b>R:IT:7:2.4</b>	<b>Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts.</b>
Level 1 Entering	Sort cards showing a picture and a descriptive word about that picture (e.g., two pictures of a flower, one labeled <i>yellow</i> , the other labeled <i>pretty</i> ) onto a two-column organizer labeled <i>fact</i> and <i>opinion</i> , with a partner.
Level 2 Beginning	Sort word cards containing short, simple sentences into a <i>fact</i> group and an <i>opinion</i> group (e.g., <i>American Idol is a good show</i> ; <i>A dog is an animal.</i> )
Level 3 Developing	Select facts and opinions from different sources on the same subject (e.g., paper vs. plastic bags, sports teams, reality TV such as <i>American Idol</i> ); then display the results for a class discussion about bias or conflicting information.
Level 4 Expanding	Analyze the word choices made by the author of a persuasive text, and connect to the author's purpose, in pairs; then decide if the text is biased.
Level 5 Bridging	Evaluate two selected cartoons about the same subject and explain possible bias, citing examples; interpret the cartoons in a written paragraph.

<b>R:IT:7:2.5</b>	<b>Making inferences about causes and/or effects.</b>
Level 1 Entering	Sort pictures that show causes and effects, from a text that has been read and discussed, onto a two-column organizer labeled <i>Cause</i> and <i>Effect</i> .
Level 2 Beginning	Identify related causes and effects in a leveled text read with a partner; record them on a graphic organizer.
Level 3 Developing	Use words such as <i>because</i> , <i>since</i> , <i>due to</i> , <i>so</i> , <i>as a result</i> , <i>therefore</i> to make short statements about cause and effect, with a partner, in response to a text.
Level 4 Expanding	Predict outcomes to a scenario, after reading content material (e.g. role play a social studies scene, tell the conclusion to a science experiment).
Level 5	Summarize causes and effects of a given situation after reading different sources,

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Bridging	using a cause/effect graphic organizer; then write several well-developed paragraphs supporting the cause/effect relationships.
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<b>R:IT:7:2.6</b>	<b>Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments).</b>
Level 1 Entering	Sort pictures or words related to text by whether they are true or false, with a partner.
Level 2 Beginning	Preview text and formulate WH questions, with a partner; then check whether the text answers the questions.
Level 3 Developing	Make a web of the author's ideas; then select information that does or does not belong on the web, in a small group.
Level 4 Expanding	Outline information from text headings and subtitles, in a small group; then cut up the outline and re-organize it to evaluate the logic of the author's organization; write a summary of the result.
Level 5 Bridging	Compare the organizational patterns of different texts to decide which are effective; summarize the texts and give reasons, orally or in writing, for why the organizations are effective.