

GSE/WIDA High School Reading Alignment

Introduction

Development of the Alignments

- The high school alignments were drafted in 2007-2008 by a group of volunteer teachers: 13 ESOL (English for speakers of other languages) teachers, one math teacher, and two science teachers; they were revised in 2008-2009 by another volunteer group: 13 ESOL teachers, two math teachers, one science, one social studies, one language arts.
- The project was part of the federally-funded ELL Co-op program, developed by the University of New Hampshire, in partnership with the NH Department of Education Title III Office, the Manchester School District, and the Nashua School District.
- Teachers met four full days each year, working in four groups by content area expertise; special thanks are due to the non-ESOL math, language arts, science, and social studies teachers who provided vital content-area expertise in those subjects.
- The result is an alignment of selected reading, writing, math, science, and social studies Grade Span Expectations (GSEs) with model performance indicators for those subjects, based on the state-adopted ESOL standards.

Goals of the Alignment

1. To give ESOL and content area teachers information that they can use to differentiate instruction by proficiency level.
2. To provide a concrete representation of the WIDA standards so ESOL students have access to all academic content.
3. To define the ESOL curriculum in a way that will focus on the content areas of math, science, social studies, and language arts, and will assist in writing course competencies.
4. To provide a reference of appropriate ESOL teaching strategies for content area teachers.
5. To ensure that ESOL teachers know what content is being taught in content area classes, and that content area teachers know what can be expected of students at a particular level of language proficiency.

New Hampshire's English Language Proficiency Standards

- The standards were developed by the World-Class Instructional Design and Assessment (WIDA) consortium. This consortium consists of 16 states plus the District of Columbia, which have all adopted common English language proficiency standards and assessments.
- There are five standards:
 1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
- The format of the WIDA standards is as follows:
 - There are five grade spans: PreK-K, 1-2, 3-5, 6-8, 9-12.
 - Each grade span includes the four language domains of listening, speaking, reading, and writing.
 - There are five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging (see Appendix A for descriptions of proficiency levels and a language acquisition chart).
 - Model performance indicators (MPIs) are written for each language domain across the five proficiency levels.
 - WIDA's MPIs provide a framework for creating performance indicators for particular situations, using the topics and strategies needed to implement diverse curricula in diverse classrooms.

Format of the Alignment

- There are three essential elements of a WIDA MPI:
 1. **Language function** is the task ELLs (English language learners) do to demonstrate performance (see Appendix B for appropriate tasks in each subject at each proficiency level).
 2. **Topic** is what the students are expected to communicate (topics come from the selected NH GSEs).
 3. **Support** is the sensory, graphic, or interactive scaffolding used to help ELLs show their knowledge (support is essential through Level 4; optional at Level 5) (see Appendix C for examples of various kinds of supports).
 4. **Examples** are optional; they clarify or extend the meaning of the MPI (e.g., things teachers, students, or texts might say; appropriate supports; subtopics, etc.).

- These WIDA/GSE alignments consist of new MPIs written for the selected GSEs:
 - MPIs were written for all tested GSEs in math, science, reading, writing, and oral communication; they were written for representative topics in social studies.
 - There are five MPIs for each GSE, one for each level of language proficiency.
 - The language domains of listening, speaking, reading, and writing are combined in the alignment MPIs.
 - The MPIs will need to be adapted; they are meant to be **models**. Teachers should change the topic, the language function, and/or the support as needed (lists of tasks and supports in Appendices B and C are helpful for adapting MPIs).

English Language Learners

All students come to school with different backgrounds. Teachers can never assume that all their students have the same background knowledge, or learn in the same way. What is true of all students is doubly true of English language learners, because they come from much more varied backgrounds.

- Language:
 - All classrooms have students with different dialects and different levels of experience with school language.
 - These differences are greater with ELLs because language is the basic medium of communication in the classroom. Second languages must be taught and learned; it is every teacher's responsibility to help students who are still learning English.
- Culture:
 - Any group has multiple cultures and sub-cultures, often determined by ethnicity, but also by family background, interests and abilities, or social class.
 - Cultural differences among students from different language backgrounds are greater than differences among students who all speak the same language because cultures are closely related to languages. ELLs should be encouraged to maintain their native culture as they learn to live comfortably within a new culture, just as they should be encouraged to maintain their native language as they learn English.
- Family and friends:
 - Teachers recognize the influence of students' families and peers on their behavior, and how this influence creates differences in achievement.

- ELLs may demonstrate greater differences because they are living with two languages and cultures. Some strongly identify with their family's language and culture, and resist assimilation. Others are so anxious to be "American" that they create communication difficulties with their families. Teachers need to be aware of these issues and help students work through them.
- School experiences:
 - All students come to a particular classroom with different school experiences and expectations. For example, some students are used to independent group learning, while others have never done anything except teacher-directed individual work.
 - ELLs may have ways of learning that are very different from any found in U. S. schools, because classroom organization and participation are culturally-determined. Teachers need to respect the school customs that ELLs bring with them, while at the same time helping them learn to participate in different ways.
- Prior knowledge:
 - What one student learns during school is never the same as what another student learns, even if both have gone through the same school.
 - These differences increase greatly for ELLs. They may have gone to schools that put very different emphases on what is important to learn; they may have lost continuity because of attending many different schools; they may have been out of school completely because of wars or other disasters. When teaching ELLs, it is essential to find out what they already know about each new topic introduced, and to provide whatever background knowledge they need to be successful.
- Physical or emotional barriers:
 - Any classroom contains students with special physical, emotional, or learning needs.
 - ELLs may also have physical challenges, emotional problems, or learning difficulties. In addition, language disorders may not be recognized if they are confused with normal second language acquisition processes. Emotional barriers may have been created by trauma or through being uprooted from everything familiar in their lives. Teachers must remember that strategies and accommodations must be adapted for each student's individual needs.

How to Use This Alignment

- Model Performance Indicators are exactly that: *models*; any or all of the three elements can and should be transformed to create PIs that fit specific situations.
- This document will show ESOL teachers exactly what the expectations are for different content areas; the topics of the MPIs in each subject area will help them make decisions about what to emphasize as they help students with material from all content areas.
- This document will help content area teachers teach their subjects to ELLs. It is a valuable resource of appropriate tasks and supports: the tasks provide concrete examples of the kinds of things ELLs can be expected to do at each proficiency level; the supports describe sensory, graphic, and interactive strategies that will help ELLs understand and produce the language needed to accomplish the tasks.
- The strengths and needs of ESOL teachers and content area teachers complement each other; they should use each other as resources in order to get the greatest possible benefit from this document.
- This document will help both ESOL and content teachers avoid the common pitfall of “teaching down” to English language learners. ELLs with the necessary prerequisite knowledge can learn grade-level content while their language is still quite limited. Their language output may be rudimentary, but their understanding of concepts can be quite sophisticated.
- In some cases, the needs of particular ELL students cannot be met with this curriculum alignment. For example, students with limited prior formal education will lack background knowledge and literacy skills, which will need to be acquired before they can accomplish many of the tasks in this high school-level alignment. Alignments for all grade levels are being written; teachers should use the alignments that match their students’ working grade levels.

Grade 10 Reading/English Language Development Alignment

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

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

R:ERS:1	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 ...

R:ERS:2	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 ...

R:V:10:1.1a	Using strategies to unlock meaning (e.g., prior knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words.
Level 1 Entering	Match words containing common prefixes and suffixes with pictures (e.g., choosing correct match for <i>bicycle</i> from pictures of a unicycle, bicycle, and tricycle).
Level 2 Beginning	Sort items from a word bank into prefixes and roots, and match a root and a prefix to correspond to a picture of a previously learned word (e.g., students form the word <i>tricycle</i> from the items <i>tri</i> and <i>cycle</i> in the word bank, and match the word with the picture of a tricycle).
Level 3 Developing	Choose the words that contain prefixes or suffixes from a list of common words, some with prefixes/suffixes and some without, in a small group (e.g., identify <i>untie</i> , <i>readable</i> from a list including those words and words such as <i>until</i> , <i>table</i>).
Level 4 Expanding	Identify words with prefixes or suffixes from a short paragraph, and use the prefix/suffix and root to explain their meanings (e.g., students highlight a word such as <i>reread</i> in a paragraph on reading strategies, identify <i>read</i> as the root and <i>re-</i> as the prefix, and explain that it means to read again).
Level 5 Bridging	Read a section of a text at the appropriate reading level, highlighting words with prefixes or suffixes, and explaining orally how the meanings of the prefixes/suffixes and roots help them understand the meaning of the word.

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

R:V:10:1.1a	Using strategies to unlock meaning (e.g., prior knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words.
Level 1 Entering	Match sets of unknown vocabulary words, pictures, and simple context clues (e.g., match card with the word <i>birch</i> with a picture of a birch tree and a sentence such as <i>Look at the white birch.</i>), in a small group.
Level 2 Beginning	Read a simple sentence containing an unknown word and a context clue; discuss the context clue with a partner; then choose the correct meaning of the word from three choices.
Level 3 Developing	Identify context clues in a text by underlining them, after discussing the text, unknown vocabulary words, and the context clues with a partner.

Level 4 Expanding	Read a short paragraph containing an unknown vocabulary word and a context clue; then identify the context clue and write a definition of the unknown word, with a partner.
Level 5 Bridging	Explain to a partner how context clues helped unlock the meaning of specific unknown vocabulary words in a grade-level text.

Breadth of Vocabulary (V:2)

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

R:V:10:2.1	Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English.
Level 1 Entering	Match sets of familiar synonyms, antonyms, or homophones using pictures (e.g., <i>little/small, young/old, sale/sail</i>).
Level 2 Beginning	Supply a corresponding synonym, antonym, homonym, or homophone, when given one word of a pair.
Level 3 Developing	Match synonyms, antonyms, homonyms, and homophones from a text with words from a word bank, with a partner.
Level 4 Expanding	Read a short story and retell it to a partner, replacing as many words as possible with synonyms, with dictionary assistance when necessary.
Level 5 Bridging	Find synonyms for key words in a reading passage and discuss in a small group why the author's words are more appropriate than the synonyms.

R:V:10:2.2	Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary.
Level 1 Entering	Listen to short simple sentences containing multiple-meaning words, (e.g., <i>The table shows all the factors of 4</i>), and draw a picture showing the correct meaning of the word.
Level 2 Beginning	Match familiar idiomatic phrases with pictures showing their idiomatic meaning (e.g., match <i>He gave his brother a hand</i> with a picture of one boy helping another).
Level 3 Developing	Select the most appropriate word for a specific context from a vocabulary list of words in varying degrees (e.g., <i>It is 70 degrees outside. Is it warm, hot, or scorching?</i>), in small groups.
Level 4 Expanding	Rewrite a dialogue containing multiple repetitions of the verb <i>said</i> , replacing it with more precise verbs, with a partner.
Level 5 Bridging	Revise a content-specific reading from a grade-level text so it includes explanations of the meanings of content-specific words, with the help of a dictionary.

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 ...

R:LT:10:1.1	Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as
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	appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action.
Level 1 Entering	Identify basic story elements using pictures (e.g., cut pictures from magazines or draw pictures of characters or setting).
Level 2 Beginning	Sequence key events in a story and use the sequence to describe basic story elements (e.g., complete a graphic organizer to illustrate sequence of events in a story, and use the graphic organizer to describe the story elements), in a small group.
Level 3 Developing	Identify character development over time, with a partner (e.g., describe a character at the beginning of a story and explain how he or is different at the end of the story).
Level 4 Expanding	Discuss and give examples of character development, setting, problem/solution, or plots/subplots, in a small group.
Level 5 Bridging	Read a story and describe the conflict and how the character changes.

R:LT:10:1.2	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text.
Level 1 Entering	Sequence and read simple sentences supported by visuals, with a partner.
Level 2 Beginning	Highlight key ideas or important information from visually supported text; then summarize the key ideas orally, with a partner.
Level 3 Developing	Read a paragraph and paraphrase it orally to a partner; then together, reread the text to check the accuracy of the paraphrasing.
Level 4 Expanding	Read a short story, discuss it in a small group, and then write a paraphrase of the story.
Level 5 Bridging	Read a longer text and summarize it in writing.

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

R:LT:10:2 Analyze and interpret elements of literary texts, citing evidence where appropriate by ...

R:LT:10:2.1	Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between character or evolving plot).
Level 1 Entering	Choose the most logical ending for a visually-supported story (e.g., a graphic novel or picture book), from a choice of several pictures.
Level 2 Beginning	Listen to a simple story, without the conclusion, told by the teacher. Then discuss the story with a partner and draw a picture to predict the conclusion of the story.
Level 3 Developing	Choose the most logical ending for a story from several written choices and explain why, with a partner.
Level 4 Expanding	Read the beginning of a story, discuss it with a partner, and then explain what a logical ending for the story would be.
Level 5 Bridging	Make a prediction and identify which characteristics and events in the story support your prediction.

R:LT:10:2.2	Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time.
Level 1 Entering	Match characters with one word descriptors (e.g., <i>bad, good, happy, sad, love, hate</i>).
Level 2 Beginning	Read a dialogue from a story at the appropriate reading level, and decide in a small group if it shows a positive or negative interaction between the characters.
Level 3 Developing	Compare and contrast a character with a real person using a Venn diagram.
Level 4 Expanding	Write short descriptions of character traits for each character, in pairs, citing text from the story to support the description.
Level 5 Bridging	Analyze the author's word choice and use of dialogue and explain in writing what the specific word choice reveals about the characters.

R:LT:10:2.3	Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots).
Level 1 Entering	Draw a picture or make an artistic presentation of a conflict in a simple story that has been read aloud.
Level 2 Beginning	Make a poster or do a dramatic performance to show the internal or external conflict in a story that has been read aloud, and identify what type of conflict: person/self, person/person, person/nature, etc.
Level 3 Developing	Complete a Venn diagram to compare and contrast a simple story to a related news article (adapted to the appropriate reading level).
Level 4 Expanding	Discuss with a partner a conflict in a story and a similar conflict in the student's real life, and write a paragraph about the similarities.
Level 5 Bridging	Defend or critique, in a class debate or a written essay, a character's actions when faced with a conflict.

R:LT:10:2.4	Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation. EXAMPLE: "If this story were told from another character's point of view, how would the reader's interpretation be different?"
Level 1 Entering	Listen to a short, simple, visually supported story, and identify whether it is a first-person ("I") story, or a third person ("he/she") story.
Level 2 Beginning	Read a short, simple, visually supported story, identify whether it is an "I" story or a "him/her" story, and defend the choice in a small group.
Level 3 Developing	Retell a visually-supported folktale from a different point of view, in a small group.
Level 4 Expanding	Discuss, in a small group, how the author's style affects the reader's response, using modified text, and then write a paragraph about the discussion.
Level 5 Bridging	Describe in writing how the author's style affects the reader's response, using grade-level text.

R:LT:10:2.5	Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text.
Level 1 Entering	Identify words and phrases related to the author's purpose in visually supported sentences.
Level 2 Beginning	Identify the main ideas related to author's purpose in a visually supported series of related sentences.
Level 3 Developing	Identify the main ideas and supporting details related to author's purpose or theme in visually supported paragraphs.

Level 4 Expanding	Interpret author's theme in visually supported literary text.
Level 5 Bridging	Apply author's theme in literary text to other contexts.

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)

(R:LT:3: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

R:LT:10:3.1	Demonstrating knowledge of author's style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, or use of punctuation) to analyze literary works.
Level 1 Entering	Match symbols with their meanings, using words from a word bank (e.g., a picture of a flag and the nation it represents).
Level 2 Beginning	Read a modified text in which symbols have been identified, and explain to a partner what the symbols represent.
Level 3 Developing	Identify elements of an author's style in a modified or visually supported text, in a small group, and explain what each element represents.
Level 4 Expanding	Discuss with a partner an author's style and use of literary elements such as symbols in a text; then write a short summary of the discussion.
Level 5 Bridging	Critique and evaluate an author's style and use of literary elements such as symbols in a text, in a small group.

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 ...

R:IT:10:1.1	Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations].
Level 1 Entering	Recognize basic text features and use them to locate information by matching features to text (e.g., match table of contents to chapters), with a partner.
Level 2 Beginning	Scan for visual text features (e.g., bold, italics, headings) to identify information needed to complete a graphic organizer, in a small group.
Level 3 Developing	Demonstrate correct reading of charts, graphs, maps, with a partner.
Level 4 Expanding	Look at a text and discuss the information in the text features, in a small group; then write a short summary of the information learned from subheadings, graphs, etc.
Level 5 Bridging	Utilize most text features of grade level texts, including bibliographies and footnotes, with minimal support.

R:IT:10:1:2	Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams.
Level 1 Entering	Match visual components of an informational text with the title of the text, with a partner.
Level 2 Beginning	Answer questions about visual components of a text, with a partner.
Level 3 Developing	Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends), in small groups.
Level 4 Expanding	Display data sets in charts, tables, or graphs according to written directions, in small groups.
Level 5 Bridging	Interpret data presented in charts, tables, or graphs, in small groups.

R:IT:10:1:3	Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining).
Level 1 Entering	Sort opposites into a graphic organizer, with a partner.
Level 2 Beginning	Sort facts and opinions on a T-chart, in small groups.
Level 3 Developing	Compare and contrast arguments or ideas within visually supported text, using a Venn diagram.
Level 4 Expanding	Arrange information from a paragraph under the correct topic sentence or main idea, using a given table of contents, in small groups.
Level 5 Bridging	Create a table of contents from information in a text, using main ideas or topic sentences.

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

R: IT:2 Analyze and interpret information text, citing evidence as appropriate by
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R:IT:10:2.1	Explaining connections about information <i>within a text, across texts, or to related ideas.</i> EXAMPLE: Students are asked to compare information presented in two textual excerpts.
Level 1 Entering	Match labels and visuals showing related information, in pairs.
Level 2 Beginning	Classify similarities between two informational texts, using a graphic organizer.
Level 3 Developing	Develop questions related to connections to other texts, during and after reading, in small groups.
Level 4 Expanding	Discuss with a partner the connections within a text or across texts; then summarize the connections in writing.
Level 5 Bridging	Convey ideas in an oral report, using examples from multiple texts.

R:IT:10:2.2	Synthesizing and evaluating information within or across text(s) (e.g.,
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	constructing appropriate titles; or formulating assertions or controlling ideas). EXAMPLE: "How does the title of the article reflect the author's perspective?"
Level 1 Entering	Match captions and pictures.
Level 2 Beginning	Listen to two visually supported, related texts read by the teacher; with a partner, choose the most appropriate controlling idea from a list.
Level 3 Developing	Select the details in a text or texts that support the controlling idea, in a small group.
Level 4 Expanding	Compare and contrast information from different authors on the same topic, using a Venn diagram, with a partner.
Level 5 Bridging	Draw conclusions about how the author supports the controlling idea within a text.

R:IT:10:2.3	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant.
Level 1 Entering	Match words and phrases from a visually-supported text with a particular purpose of the text (e.g., to inform, explain, entertain, persuade).
Level 2 Beginning	Identify words and phrases related to author's purpose, within visually-supported texts, with a partner.
Level 3 Developing	Summarize ideas and supporting details related to author's purpose, in graphics and texts, with a partner.
Level 4 Expanding	Analyze information related to author's purpose from explicit and implicit informational texts, in a small group; then write a short paragraph summarizing the discussion.
Level 5 Bridging	Explain, orally or in writing, how the author's purpose affects the interpretation of a grade-level text..

R:IT:10:2.4	Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts.
Level 1 Entering	Listen to short, simple sentences, and identify them as fact or opinion, with a partner.
Level 2 Beginning	Sort information (e.g., advertisements) as fact or opinion, using models and/or illustrated criteria, in small groups.
Level 3 Developing	Identify which statements in a news article, editorial, or review contain bias, using models and/or specific criteria.
Level 4 Expanding	Critique information for possible bias/propaganda within and across texts, using models and/or criteria, with attention to word choice.
Level 5 Bridging	Evaluate the validity of information from various sources, including websites, with regard to bias.

R:IT:10:2.5	Making inferences about causes and/or effects.
Level 1 Entering	Match causes and effects using a series of pictures, with a partner.
Level 2 Beginning	Complete a graphic organizer listing causes in one column by drawing an appropriate effect in the second column, with teacher assistance.
Level 3 Developing	Identify examples of implied cause and effect, using modified texts, in small groups.
Level 4 Expanding	Discuss inferences about causes and/or effects in a small group, using grade-level texts with visual support; then write a paragraph summarizing the discussion.
Level 5	Make written inferences about cause and effect, using models.

Bridging	
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R:IT:10:2.6	Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments).
Level 1 Entering	Identify, from a series of pictures, one picture that shows inaccurate and/or unclear information, with a partner.
Level 2 Beginning	Sort short, simple sentences containing accurate and inaccurate information, in a small group.
Level 3 Developing	Use additional sources (e.g., books, internet) to verify the accuracy of information, with a partner.
Level 4 Expanding	Discuss, in a small group, the clarity and accuracy of visually supported texts (e.g., newspapers, websites, magazine articles).
Level 5 Bridging	Evaluate the clarity and accuracy of grade level texts, using specific criteria (e.g., judge the effectiveness of a persuasive essay when given criteria).