

Kindergarten ELA, CCSS Literary Text Standards with English Language Development Functions and Forms. <i>English Language Proficiency and the Common Core Reading Standards</i>						
St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	<u>Sentence Frames</u> (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Ask and Answer Questions	Question did, are, will, am is, can (use in verb phrases)	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	Did ____, ____? Yes ____ did ____. I am ____ Are you ____? Yes, I am ____. Who ____? Did you ____? When is ____, ____? How will ____? Are you going ____? I am going ____.
St. 2	RL.K.2 With prompting and support, retell familiar stories, including key details.	Retell Key Details	Retell/Relating Past Events	Retell was, were, ----ing yesterday/last, --- -ed, first, last, finally, has/have/been,----ing, since/for	Retell Students will learn to understand and generate oral and written language with retell past tense verbs.	single word responses: Where is ____? ____ was ____ (ing) They were ____ (ing). Last ____ (day), ____ (pronoun) ____ (ed) ____. The ____ (story, character, setting) was first ____ and then ____. ____ have been ____ (ing) since ____.
St. 3	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Identifying (and Describe) Story Elements	Description (character, setting, event)	Describe pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had	Describe Students will understand and generate oral and written language with descriptive details that support the main idea. (setting: prepositional phrases, action: present progressive adverbs, nouns: nouns, and pronouns, adjectives).	The characters are ____ The setting is ____. ____ (character) was in the ____ (pr.phrase). ____ is ____, ____ and ____ (ADJ). The setting in ____ is not like the setting in ____ and ____ describe ____ because ____. ____ did/not ____ because ____ was ____.
St. 4	RL.K.4 Ask and answer questions about unknown words in a text.	Ask and Answer Questions about unknown words	a. Ask and Answer b. Defining (conceptualize nouns, verbs & adjectives)	Question did, are, will, am is, can (use in verb phrases) Define is, a, are, tells, shows that, describes, explains, has, example of	Question Students learn to understand and generate oral and written language with: verbs and verb phrases in questions. Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	What is a ____? A ____ is a ____ A ____ is ____ Did ____, ____? Yes ____ did ____. The ____ (sing. noun) is ____ (ADJ). ____ tells ____ I am ____ Are you ____? Yes, I am ____. The ____ (noun) tells that ____ The poem has ____ and ____ words . EA ____ is an example of ____ (rhyme, beats, alliteration). The phrase ____ shows that ____ (character) is ____ (ADJ). In the text ____ (phrase/words) is/ are repeated because ____ Are you going ____? I am going ____.
St. 5	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Recognizing Text Types	Description (of text types)	Describe is, a, can, has, are, and, in, but, is not, because, frequently	Describe Students understand and generate oral and written language with descriptive details that support genre types (poems, storybooks, fairy-tales, etc...).	____ is a ____ can ____ is ____ (ing). The book ____ has ____ There are ____ and ____ in ____. ____ and ____ are alike because ____. The book ____ is informational, but the book ____ is not. These stories are ____ (type of story) because ____. Books about ____ are frequently ____ The story ____ reminds me of a ____ because ____.
St. 6	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.	Explain/Infer about Author and Illustrator Roles	Explaining/Inferring	Explain/Infer (begins Early Intermediate) in the, of the, verb forms: -ed, adverbs of manner: -ly, As I came, had/had none, but, did/didn't	Explain/Infer Students use verb forms, declarative sentences, more complex sentences and adverbs of manner.	n/a The ____ (illustration subject) is in the ____ (prepositional phrase). The author/illustrator ____ about ____. The (author/illustrator) ____ (verb) at the ____. The (author/illustrator) ____ but the (author/illustrator) ____. The illustrator shows ____ about the part of the text that ____.
St. 7	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).	Comparing Illustrations to Text	a. Compare (relationships) b. Describe Comparison	Compare when, is like, was/were he/she + present verb, both, is, about Describe is, a, can, has, are, and, in, but, is not, because, frequently	Compare Students will compare using adjectives and conjunctions in sentences. Describe Students will understand and generate oral and written language with descriptions about illustrations and its relationship to text.	Point to ____ is ____ Is ____ or ____? The setting was ____ They were ____ He/She (present verb) ____. The picture of ____ is about ____ and ____ are ____. ____ (subject) ____ (verb) ____ (adj.) is ____ in the picture/text . Both the ____ and ____ tell/explain about ____ The illustration of ____ is the same as ____ in the text . The picture of ____ is like the text because ____ An example of how ____ is similar to ____ is ____.
St. 8	RL.K.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Compare and Contrast characters experiences	Compare and Contrast (experiences)	Compare and Contrast has, is, are, than, (er-est), and, both, but, similar, because different, is ____ compared to ____, by comparison of..	Compare and Contrast Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The book has ____ The (character) ____ is ____ are ____. The (character) ____ is ____ (er) than ____ is the ____ (est). ____ (character) and ____ are both ____ is ____ (same/different) than ____. They are different because ____ and ____ and ____ (characters) are similar/different because ____. ____ is ____ compared to a ____ An example is ____ In both stories ____ and ____ were ____.
St. 10	RL.K.10 Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Kindergarten ELA, CCSS <u>Informational Text Standards</u> with English Language Development Functions and Forms. <i>English Language Proficiency and the Common Core Reading Standards</i>						
St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Ask and Answer Questions	Question did, are, will, am is, can (use in verb phrases)	Question Students learn to understand and generate oral and written language with: verbs and verb phrases in questions.	Did ____, ____? Yes ____ did ____. I am _____. Are you ____? Yes, I am _____. Who ____? Did you ____? When is ____, ____? How will ____? Are you going ____? I am going ____.
St. 2	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Identify (determine) Main Topic Retell Key Details	a. Identify (determine, name, describe) b. Retell and Relating Past Events	Identify pronouns + is/are and, have/has/had, adjectives and nouns + is/are/were Retell was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for	Identify Students will use adjectives, verbs and prepositional phrases to identify main topic. Retell! Students learn to understand and generate oral and written language with past tense verbs.	Is the ____ (noun) ____ or ____ (adj)? Point to the ____. The ____ (main idea) is _____. The ____ (event) was ____ (describe). A ____ has _____. ____ has/have _____. My/your ____ is _____. The ____ (subject) is ____ and ____ (-ing). The ____ (details) are usually about _____. ____ are important because _____. ____ (details) tell about ____ (main topic) when ____.
St. 3	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Compare & Contrast (individuals, events, ideas or information) Describe connections	a. Compare and Contrast b. Describe	Compare and Contrast subject/verb/adjective, but ____, er, est, conjunctions ____has __but, so, and, yet, like, in the same way Describe (story elements) pronouns + is/are and, have/has/had, adjectives and nouns + is/are/were	Compare and Contrast Students will be able to use adjective and conjunctions to <u>compare</u> individuals, events, ideas or information in a text. Describe (story elements) Students will learn to describe story elements using descriptive language	Teachers asks students to point or say simple words to describe parts of story elements (events, ideas, characters). ____ have _____. ____ is ____ (use to describe). ____ and ____ are alike . ____ is different than ____. Both ____ and ____ have _____. ____ is like ____ because _____. ____ has ____ and ____ has ____ too . ____ is similar too ____. ____ and ____ are the same because _____. The difference between ____ and ____ is ____.
St. 4	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Ask and Answer Questions about Unknown Words Attempt defining words	a. Ask and Answer Questions b. Defining (conceptualizing nouns, verbs and adjectives)	Question did, are, will, am is, can (use in verb phrases) Define is, a, are, tells, shows that, describes, explains, has, example of	Question Students learn to understand and generate oral and written language with: verbs and verb phrases in questions. Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	What is a __? A ____ is a _____. A ____ is _____. The ____ (sing. noun) is ____ (ADJ). ____ tells _____. The ____ (noun) tells that _____. The poem/story has ____ and ____ words . ____ is a word that tells/shows _____. ____ is an example of a ____ word . In the story, ____ (phrase/words) is/ are repeated because _____. ____ (word/phrase) is talking/referring to ____ as shown in ____.
St. 5	RI.K.5 Identify the front cover, back cover, and title page of a book.	Identify Parts of a Book	Classification (words, phrases, sentences assigned to an object or category)	Classify goes, with, here, there, because, and articles (is, a, are, etc..) words (or prefix or suffix) that is with a noun to indicate the type of reference being made by the noun.	Classify Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	is ____ the title, or is ____ the title? Show me ____ on the ____ (title, cover, book pages). The cover is on the ____ of a book, because _____. On page ____ I read about _____. ____ and ____ are both ____ (purpose). The title ____ goes with ____ because _____. The reason ____ has ____ is to ____.
St. 6	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Comparing Author and Illustrator Roles	a. Comparing (roles) b. Author and Illustrator (explaining ideas)	Compare when, is like, was/were he/she + present verb, both, is, about Explain -ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences).	Compare Students will compare using adjectives and conjunctions in sentences. Explain Students will learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.	____ is the author . ____ is the illustrator . The author/illustrator tells/shows _____. ____ (author/illustrator) describes/explains _____. The author ____ and the illustrator _____. The author ____ (ed). The illustrator is ____ (ing). The author ____ (ed/ing) but the illustrator ____ (ing/ed). When the author ____ it explained _____. The illustrator ____ (-y, -ly) but the author ____.
St. 7	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Comparing Illustrations to Text Describing Relationships	a. Comparing and Contrasting b. Describing	Compare and Contrast subject/verb/adjective, but ____, er, est, conjunctions ____has __but, so, and, yet, like, in the same way Description pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had	Compare and Contrast Students will be able to use adjective and conjunctions to compare relationships between illustrations and the text. Description Students generate oral and written language with nouns, pronouns and adjectives (to describe relationships).	____ is not _____. ____ is _____. ____ has ____ but ____ has _____. Both ____ and ____ have/are ____ but ____ has _____. ____ in the text is illustrated _____. ____ has ____, but ____ doesn't have _____. ____ is like ____ because _____. At first the illustrations show __ but at the end they show _____. Illustrations are __ but text is __ because ____.
St. 8	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Author's Purpose	Concluding Author's Purpose	Conclusion Making <u>conclusions</u> /drawing "reasons" begins at intermediate level of ELP. Adjective comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, and with idiomatic phrases: bigger than a ____	Conclusion Students will be able to use comparative adjectives with past tense verbs, conjunctions and idiomatic phrases and passive voice.	n/a n/a At first ____ and then _____. In the beginning ____, ____ (ed) then _____. The author said ____ because _____. Since ____, ____ (-ed/was) then _____. I can conclude that _____. The author ____ because _____. If __ then _____. Although ____ was ____, __ have been _____. The author ____ is because _____. An example of this is ____.
St. 9	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and Contrast Story Elements between Two Texts	Compare and Contrast (two texts)	Compare and Contrast has, is ,are ,than, (er-est),and, both, but, same, because, different, is __ compared to ____, does/does not	Compare and Contrast Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The picture is _____. I see a _____. This ____ is -er/est . This ____ is -er/est . Both ____ and ____ have _____. ____ is about ____ but ____ is about _____. They are different because ____ has ____ but ____ does not have _____. ____ is described ____ but ____ is not . Both ____ and ____ are ____ (adj).
St. 10	RI.K.10 Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.1.1 Ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Ask and Answer Questions	Question did, are, will, am is, can (use in verb phrases)	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	Did ____, ____? Yes ____ did ____. I am _____. Are you ____? Yes , I am _____. Who ____? Did you ____? When is ____, ____? How will ____? Are you going ____? I am going ____.
St. 2	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Retell Key Details	Retell/Relating Past Events	Retell was, were, ----ing yesterday/last, -ed, first, last, finally, has/have/been, -ing, since/for	Retell Students will learn to understand and generate oral and written language with past tense verbs.	single word responses: Where is ____? ____ was ____ (ing) They were ____ (ing). Last ____ (day), ____ (pronoun) ____ (ed) ____. The ____ (story, character, setting) was first ____ and then ____. ____ have been ____ since ____ and ____ are both about ____.
St. 3	RL.1.3 Describe characters, settings, and major events in a story, using key details.	Describe (identify, name) Key Details of Story Elements	Description (character, setting, event)	Describe pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had	Describe Students will understand and generate oral and written language with descriptive details that support the main idea and story setting using prepositional phrases, present progressive adverbs, nouns, pronouns and adjectives.	The characters are _____. The setting is _____. ____ (character) was in the _____. (pr.phrase). ____ is ____, ____ and _____. (ADJ). The setting in ____ is not like the setting in ____. ____ and ____ describe ____ because ____. ____ did/not ____ because ____ was ____.
St. 4	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify (define, name) Unknown Sensory Words	Defining (conceptualize nouns, verbs & adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	What is a ____? A ____ is a _____. A ____ is _____. The ____ (sing. noun) is ____ (ADJ). ____ tells _____. The ____ (noun) tells that _____. The poem has ____ and ____ words. ____ is an example of ____ (rhyme, beats, alliteration). The phrase ____ shows that ____ (character) is ____ (ADJ). In the text ____ (phrase/words) is/ are repeated because ____.
St. 5	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.	Differences Between Text Types	a. Contrasting b. Description (text types)	Contrast adjectives with -er, -est, like, but, both, whereas, contrasted to Describe is, a, can, has, are, and, in, but, is not, because, frequently	Contrast Students will use comparative adjectives. Describe Students will understand and generate oral and written language with descriptive details that support genre types (poetry, storybooks, fairy-tales, etc...).	____ is a _____. ____ can _____. ____ is ____ (ing). The book ____ has _____. ____ books have _____. ____ and ____ are different because _____. ____ is informational, but ____ is not. These stories are ____, because _____. Books about ____ are frequently _____. The story ____ reminds me of ____ because ____.
St. 6	RL.1.6 Identify who is telling the story at various points in a text.	Identify Narrator	a. Inferring (part of cause/effect) b. Defining	Cause and Effect past tense verbs, conditional if _then_ ____, had/hadn't, would' wouldn't have Define is, a, are, tells, shows that, describes, explains, has, example of	Cause and Effect Students use cause and effect verb forms to identify infer the narrator in a text. Define Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives.	____ is _____. Answer simple cause/effect questions. ____ tells _____. ____ (narrator) is _____. The narrator explains ____ because _____. ____ describes ____ when _____. ____ explains ____ in the text. An example of ____ is _____. ____ tells ____ as an example of _____. ____ would/wouldn't have said ____ if ____.
St. 7	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Describing Story Elements Using Illustrations and Details	Description	Describe is, a, can, has, are, and, in, but, is not, because, frequently	Describe Students will understand and generate oral and written language with description of details that support genre types (poems, storybooks, fairy-tales, etc...).	The setting is _____. ____ is (show action). At first ____ is/are _____. ____ has _____. At the beginning of the story he/she _____. Then he/she learns _____. At the end he/she _____. Both the picture and text explain ____ about _____. The illustration of ____ is like ____ in the text. The ____ connects to ____ because _____. ____ (text) is important to the ____ (setting) because ____.
St. 8	RL.1.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Compare and Contrast characters experiences	Compare and Contrast (experiences)	Compare and Contrast has, is, are, than, (er-est), and, both, but, similar, because different, is __ compared to ____, by comparison of..	Compare and Contrast Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The book has _____. The (character) is _____. ____ are _____. The (character) is ____ (er) than _____. ____ (character) and ____ are both _____. They are both _____. They are different because ____ and _____. ____ and ____ (experiences) are alike/different because _____. A ____ is ____ compared to a _____. ____'s adventure was ____ compared to ____.
St. 10	RL.1.10 Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade One: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.1.1 Ask and answer questions about key details in a text.	Ask and Answer Questions about Key Details	Asking Informational Questions	Question did, are, will, am is, can (use in verb phrases)	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	Did ____, ____? Yes ____ did ____. I am ____ . Are you ____? Yes , I am ____. Who ____? Did you ____? When is ____, ____? How will ____? Are you going ____? I am going ____.
St. 2	RI.1.2 Identify the main topic and retell key details of a text.	Retell Key Details Identify Main Topic	Retell and Relating Past Events	Retell was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for	Retell Students will learn to understand and generate oral and written language with past tense verbs.	Is the ____, ____ or ____? Point to the ____. The ____ is ____ . A ____ was ____ . ____ has/have ____ . My/your ____ is ____ (ing). My ____ is ____ and ____ . The ____ are usually ____ . First , ____ then , ____ and finally ____ .
St. 3	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe and Compare (individuals, events, ideas or information)	Describe and Compare	Compare subject/verb/adjective, but ____, er, est, conjunctions ____has __but, so, and, yet, like, in the same way	Compare Students will be able to use adjective and conjunctions to compare individuals, events, ideas or information in a text.	____ is not ____ . ____ is ____ . ____ has ____ but ____ has ____ . Both ____ and ____ have/are ____ but ____ has ____ . ____ is ____ , but ____ is ____ (er/est). ____ has ____ , but ____ doesn't have ____ . At first the illustrations show ____ but at the end they show ____ .
St. 4	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Unknown Words	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives.	What is a ____? A ____ is a ____ . A ____ is ____ . The ____ (sing. noun) is ____ (ADJ). ____ tells ____ . The ____ (noun) tells that ____ . The poem has ____ and ____ words . EA ____ is an example of ____ (rhyme, beats, alliteration). T he phrase ____ shows that ____ (character) is ____ (ADJ). In the text ____ (phrase/words) is/ are repeated because ____ .
St. 5	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Identify Parts of a Book	Classification (words, phrases, sentences assigned to an object or category)	Classify goes, with, here, there, because, and articles (is, a, are, etc..) words (or prefix or suffix) that is with a noun to indicate the type of reference being made by the noun.	Classify Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	____ is ____ . Here is the ____ . The ____ is in the front/back of ____ . ____ shows ____ . I can find ____ there in the ____ . The table of contents are ____ , because ____ . ____ goes with ____ and ____ goes with ____ . The ____ and ____ belong ____ because ____ .
St. 6	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Author and Illustrator (presentation of ideas)	Author and Illustrator (explain ideas)	Define is, a, are, tells, shows that, describes, explains, has, example of Explain -ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences).	Define Students will learn to define a more abstract concept using correct nouns, pronouns, and adjectives. Explain Students will learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.	____ is a picture of ____ . I see ____ . The illustration shows/tells ____ about ____ (ing). ____ describes/explains ____ . ____ and ____ are ____ (-y, -ly), because ____ . ____ is an example of ____ . ____ describes/explains ____ . The text/illustrations, explain what ____ when ____ . The illustration and text both ____ .
St. 7	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Illustrations Clarify Text	Describe (summarizing or locating key details)	Describe pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had Summarize (Ideas/details)and, but sentences; first, next last sequences; then and now	Describe Students will learn to generate oral and written language with nouns, pronouns and adjectives. Summarize Students use conjunctions and past and present tense with then and now, etc.	____ is not ____ . ____ is ____ . ____ has ____ but ____ has ____ . Both ____ details have/are ____ but ____ has ____ . The details about ____ , are illustrated as ____ . The illustration of ____ is like ____ in the text . First ____, next ____ and finally ____ .
St. 8	RI.1.8 Identify the reasons an author gives to support points in a text.	Supporting points (details) for reason (purpose)	Concluding Author's Purpose	Conclusion Drawing Conclusions (reasons) begins at the intermediate level of ELP. Adjective comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, and with idiomatic phrases: bigger than a _	Conclusion Students will be able to use comparative adjectives with past tense verbs, conjunctions and idiomatic phrases and passive voice.	n/a n/a At first ____ and then ____ . In the beginning ____, ____ (ed) then ____ . The author said ____ because ____ . Since ____, ____ (-ed/was) then ____ . I can conclude that ____ . If ____ then ____ . Although ____ was ____, ____ have been ____ .
St. 9	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and Contrast (two texts on same topic)	Compare and Contrast (texts)	Compare and Contrast has, is ,are ,than, (er-est),and, both, but, same, because, different, is __ compared to __, does/does not	Compare and Contrast Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The picture is ____ . I see ____ . This ____ is -er/est . This ____ is -er/est . Both ____ and ____ have ____ . ____ is different than ____ . ____ describes ____ as ____ . ____ and ____ are similar because ____ . ____ and ____ are different , because ____ . the illustrations in ____ show ____ but the illustrates in ____ show ____ .
St. 10	RI.1.10 Actively engage in group reading activities with purpose and understanding.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Two: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and Answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am, is, can (use in verb phrases), How, what, who, when, where, why, do you	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	The _____. Did the ____? Note: The frames are set to revolve around who, what, when, where and why question.s He is _____. ____ is _____. ____ can _____. ____ can ____ and _____. ____ does _____. I do _____. ____ is _____. ____ will _____. because _____. ____ can ____ and ____ when ____ because ____.
St. 2	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Determine Central Message	a. Retell Relating Past Events (Description can be added to this standard) b. Cause and Effect (sequencing could be used)	Retell past/present verb tense was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,- ----ing, since/for Cause and Effect since, therefore, if __ then, because, consequently, to finish, caused, led to	Retell Students will learn to understand and generate oral and written language with past tense verbs. Cause and Effect Students will use a variety of verb forms.	Point to (fable/folktale). Point to (beginning/end) of story. Who is the story about? (one word response questions) The ____ (character/s) ____ was/were ____ (ing). ____ (character), learned ____ about _____. At the (beg.,mid.,end.) ____ (character) ____ (ed), (prep.phrase/past verbs). First ____ and then _____. Finally, _____. In summary, ____ (character), ____ (ed), (verb phrase). In most ____ (fable/folktale) the characters ____ but in a ____ the characters _____. ____ (have/has been) ____ (ing), since/for _____. Since ____ therefore/then ____.
St. 3	RL.2.3 Describe how characters in a story respond to major events and challenges.	Character Response	a. Sequencing (Problem and Solution can be supported by cause and effect) b. Describing Action (character responses)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime, problem/solution (w cause/effect), past- tense verb forms. Describe how, where, when, why, verb tenses, adverb clauses, how does, why did/didn't, what was, ing	Sequence Students will learn sequencing using adverbs of time, relative clauses, and subordinate conjunctions. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	Perform or describe an action. The ____ (character) was _____. Then _____. ____ can _____. ____ is _____. ____ (character) was _____. (adj.) ____ (action) shows why ____ (character) _____. ____ (character) ____ (verb) to _____. (prep. phrase). ____ did ____ when _____. T his explains how _____. Although ____ (character) ____ (action), he did/did not _____. ____ caused the ____ to _____. The ____ (character) whom ____ is ____ than is ____.
St. 4	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Describing Word Impact	a. Defining (conceptualizing nouns, verbs and adjectives) b. Descriptions (how parts of speech can support this function)	Defining is, a, are, tells, shows that, describes, explains, has, example of Description supporting, defining, is/is not, at the end, is ____ because ____, during ____, is, are, have, has, have/has/had	Defining Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. Description Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.	What is a ____? A ____ is a _____. A ____ is _____. The ____ (sing. noun) is ____ (ADJ). ____ tells _____. The poem(s) has/have ____ (rhyme, alliteration, etc.). The ____ (noun) tells that _____. The poem has ____ and ____ words. ____ (word/phrase) in the sentence/line ____ means _____. ____ is an example of ____ (rhyme, beats, alliteration). The phrase ____ shows that ____ (character) is ____ (ADJ). In the text ____ (phrase/words) is/ are repeated because ____.
St. 5	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Story Structure	a. Sequencing (Problem and Solution can be supported by cause and effect) b. Describing (beginning and ending of story)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime, problem/solution (w cause/effect), past- tense verb forms. Describe is, a, can, has, are, and, in, but, is not, because , frequently if __ then, would not/have	Sequence Students will learn sequencing using adverbs of time, relative clauses & subordinate conjunctions. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	It is about _____. The story is _____. He/she ____ and then _____. The beginning of the story was _____. The ____ (character) that ____ was _____. The beginning of ____ was ____ because _____. ____ at the beginning, but ____ at the end. At first ____ is/not ____ but at the end _____. Although ____ (character) ____ (action/verb), he/she did not _____. If ____ had ____ at first, then ____ would/not have _____. The ____ concludes with ____.
St. 6	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.	Contrasting Points of View	a. Expressing and Supporting Opinions (point of view) b Contrasting (differences)	Supporting Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Contrast like ____, but, both, in contrast, whereas, -er, -est, subject/verb/adjective sentences, idiomatic phrases	Supporting Opinions Students will learn to express opinions using simple to complex sentence structures. Contrast part of compare and contrast) Students will be able to understand and generate oral and written language using comparative adjectives.	____ feels _____. ____ likes _____. I like/don't like _____. ____ feels ____ about _____. ____ (character) does not agree with _____. ____ does/does not ____ because _____. ____ likes ____ but ____ does not like ____ because _____. ____ thinks ____ should ____ because/so _____. ____ feels ____ about _____. but _____. In contrast to ____ (character opinion), _____. ____ is ____ whereas ____ is ____.
St. 7	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.	Demonstrate Understanding of Story Elements Using Illustrations and Print	Describe (in order to summarize story elements)	Describe pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had Summarize (characters, setting or plot) to conclude, in summary, indeed, in short, and/but, therefore, then	Describe Students generate oral and written language with nouns, pronouns and adjectives. Summarize Students use increasingly complex sentences with specific vocabulary.	The setting is _____. ____ is ____ (show action). At first ____ is/are _____. ____ has _____. At the beginning of the story he/she _____. Then he/she learns _____. At the end he/she _____. Both the ____ and ____ explain ____ about _____. The ____ of ____ is like ____ in the text. The ____ connects to the ____ because _____. ____ is ____ to the ____ (setting) because ____.
St. 8	RL.2.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and Contrast Same Story Versions (Different Authors)	Compare and Contrast (stories and story elements)	Compare and Contrast __ is like __ because ____, both are similar, is different than, __ from __ is ____, whereas __ has ____, the same ____	Compare Students learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrast Students learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	____ has ____ and ____ has _____. ____ is like _____. ____ and ____ have the same ____ in the (setting/theme/plot). ____ is like ____ because both ____ ____ is different than ____ because ____ Both ____ and ____ have/can _____. the ____ by ____ is similar to ____ by ____ because ____ The ____ writes about ____ whereas ____ writes about ____.
St. 10	RL.2.10 By the end of the year, read and comprehends 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.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and				

Grade Two: ELA, CCSS **Informational Text Standards** with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and Answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am is, can (use in verb phrases)	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	The _____. Did the _____? He is _____. Are you _____? What can _____? Can you _____ and _____? Who do _____? Do you _____? When is _____? How will _____? How can _____ and _____? When will the _____ and _____?
St. 2	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify Main Topic	a. Retell and Relating Past Events b. Cause and Effect	Retell past and present verb tense was/were, has/has been, is/are, will be, was going Cause and Effect since, therefore, if...then, because, consequently, to finish, caused, led to	Retell Students will learn to understand and generate oral and written language with past tense verbs. Cause and Effect Students will use a variety of verb forms.	_____ is about _____. _____ shows that _____. Each paragraph supports that _____ is the topic. because _____. _____ describes _____ about _____ (topic). _____ it explains why _____ (fact about topic). When _____ then _____ so the ending was _____.
St. 3	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Comparing/Contrasting events, ideas, concepts or procedures	Comparing/Contrasting (Cause/Effect can be tied to this standard secondarily)	Compare and Contrast like, in the same way, similar, different than, yet, but, even, though....(er, est...)	Compare and Contrast Students will be able to use adjectives and conjunctions to <u>compare and contrast</u> historical events, scientific ideas or concepts, or technical procedural steps.	_____ (event) was/was not _____ (description word). _____ (idea) did/not _____. The _____ (idea) was _____. When _____ (event), it did/did not _____ because _____. _____ is similar to _____ because both _____ (event/concept), Compared to _____ (procedure) _____ is/is not _____. Although _____ (historical event) caused _____ it _____.
St. 4	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining of unknown words includes a strong focus on context clues).	_____ is like _____. _____ is not _____. The word/phrase _____ is about _____. The word _____ means/tells _____ because _____. The word _____ is an example of _____ (noun, verb or adjective) because _____. In the text _____ (phrase/words) add details about _____ (topic). _____ explains why _____.
St. 5	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Identify Informational Text Features and Their Uses	a. Classification (text features) b. Description	Classify goes with, here, there are, because, and articles (is, a, are), have, do not have, example of, type of, all have, both, _____ and _____ fit into Description (location words) on, off, in, out, inside, outside, near, next to, beside, between, in front, in back of, behind, on the left/right, above, beneath	Classify Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	The bold print has _____. The caption is about _____. The _____ is in the front/back of _____. The heading tells about _____. The sub-heading _____ shows _____. I can find out about _____ in the _____. The table of contents _____ give an example of _____ because _____. _____ goes with _____ and _____ goes with _____. The _____ and _____ belong together because _____. Because/Since _____ have/has _____ it belongs with _____.
St. 6	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Recognizing Main Purpose with Author's Evidence	a. Summarizing (Main Purpose and Author Evidence) b. Cause and Effect (details lead to concluding purpose)	Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially Cause and Effect past tense verbs in descriptive and complex sentences, conditional, If _____ had/hadn't _____ would/wouldn't have _____.	Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary. Cause and Effect Students will use a variety of verb forms to relate causes and effects.	_____ is a picture of _____. I see _____. It tells me that _____. _____ is _____. The author shows/tells _____ about _____ (ing). I think the main idea/topic is _____ because _____. _____ describes/explains _____ (topic). The author's purpose is _____ because _____. Both _____ and _____ lead me to think the author's purpose is _____. _____ is an example of _____. _____ describes/explains _____. When I think about _____, I believe the text is about _____. The detail(s) in the text about _____ help me to conclude that _____.
St. 7	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Illustrations Clarify Text	a. Explaining (clarifying) b. Cause and Effect	Explain in, is, I came, I _____ (ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for Cause and Effect past tense verbs in descriptive and complex sentences, conditional, If _____ had/hadn't _____ would/wouldn't have _____.	Explain Students will explain how illustrations contribute to understanding a text using verb forms, declarative sentences, complex sentences and adverbs of manner. Cause and Effect Students will use a variety of verb forms to relate causes and effects.	_____ is not _____. _____ is above the _____. The picture has _____ below it, but _____ has _____. Both _____ and _____ have _____ but _____ has _____. The illustration shows _____ about _____. The _____ shows how _____ and the text explains _____. The illustration of _____ is like _____ in the text. First _____, next _____ and finally _____. The picture beside/next to the _____ is _____ because _____.
St. 8	RI.2.8 Describe how reasons support specific points the author makes in a text.	Author's Purpose	Concluding (Author's Purpose), (may use description support)	Conclusion drawing "reasons" begins at intermediate level of ELP. Adjective comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, and with idiomatic phrases: bigger than a _____	Conclusion Students will be able to use comparative adjectives with past tense verbs, conjunctions and idiomatic phrases and passive voice.	n/a n/a At first _____ (details) and then _____ (details). In the beginning _____, _____ (ed) then _____. The author said _____ because _____ (purpose). Since _____, _____ (-ed/was) then _____. I can conclude that _____. If _____ then _____. Although _____ was _____, _____ have been _____.
St. 9	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Compare and Contrast specific points in two texts	Compare and Contrast (texts)	Compare and Contrast has, is, are, than, (er-est), and, both, but, same, because, different, is _____ compared to _____, does/does not	Compare and Contrast Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	_____ said (text). I see _____. This _____ is -er/est. This _____ is -er/est. Both _____ and _____ make the point of _____. _____ is different than _____. _____ describes _____ as _____. _____ and _____ are similar because _____. _____ and _____ are different, because _____. _____ and _____ have the same _____ but _____ has _____.
St. 10	RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Three: ELA, CCSS **Literary Text Standards** with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers..	Ask and Answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am, is, can (use in verb phrases), how, what, who, when, where, why, do you	Question Students learn to understand and generate oral and written language with: verbs and verb phrases in questions.	___ is the ___ (character). The character did ____. He is _____. ___ are _____. ___ is _____. ___ did ___ because _____. ___ did ___ when _____. ___ will/will not _____. ___ does/does not _____. ___ will ___ but ___ not _____. If ___ then ___ can/can not _____. ___ can ___ and ___ because _____. ___ would ___ if ___ were _____. The story is a ____ (fable/folktale/myth). ___ (character) ___ was ___ (ing) The main ideas is ____ (1-2 words). The lesson ___ is _____. The main idea is ___ (several words). A detail is _____. If ___ (action) had/had not ___ then _____. The ___ (message) in ___ (story) ___ is _____. ___ (the lesson) means _____. ___ and ___ are ___ (details) that support _____. Since the ___ is ___, a supporting ___ might be _____. ___ (character) ___ (verb). ___ (character) ___ and _____. First ___ (character) ___ (action) and then _____. Finally _____. ___ explains that ___ (character) did/not ___ because ___ (trait). Not long after ___ (event) ___ (character) ___ (action). First ___ then ___ and finally _____. Although ___ (character) ___ (action/trait) he/she did/not _____. ___ (character) could be described as ___ because _____. What is a ___? A ___ is a _____. A ___ is _____. The ___ (sing. noun) means ___ (ADJ). ___ tells _____. ___ tells that ___. The ___ (story) has ___ and ___ words to tell about _____. ___ is an example of ___ (literal/non) text/ The phrase ___ explains _____. ___ describes ___ because _____. In the text ___ (phrase/words) is/ are used to emphasize _____. In the text ___ (non-literal phrase/word) can be restated to mean ___ (literal). ___ (chapter) is about _____. The story is ___ (adjective). The stanza is ___ but not _____. The ___ (beg., mid., end) of ___ (scene) may be described as ___ because _____. At first ___ is/not ___ but at the end _____. Prior to the scene about ___, ___ was/not _____. If ___ had ___ in the ___ (first, second, etc...) chapter, then ___ would/not have _____. The ___ (story, drama, poem) reminds me of ___, because _____. The narrator is _____. I like _____. ___ (narrator) likes ___, but I like _____. I don't agree with ___ because _____. ___ is telling about ___ and feels/thinks _____. I feel/think ___ about _____. I believe ___ is ___ in the text because _____. In my opinion ___ should ___ because /so _____. The ___ (narrator) explains ___ about ___ when _____. If I were the narrator I would ___ about ___ because _____. The setting is ___ (p.phrase). The illustration shows _____. ___ in the illustrations are about _____. The ___ (illustration) of ___ is similar to the ___ (story) mood because _____. The illustration of ___ makes the reader feel _____. The character ___ felt ___ when _____. If the reader saw the illustration, he/she may feel ___ because _____. The ___ and the ___ are ___ because both have _____. ___ creates a ___ mood, but ___ emphasizes _____. ___ has ___ and ___ has _____. ___ is like _____. ___ and ___ have the same ___ in the (setting/theme/plot). The theme in ___ is the same as ___ because both _____. The author's plot in ___ is different than in ___ because _____. Both stories ___ and ___ have _____. ___ (character) ___ in ___ is ___ (similar to/different than) ___, because _____. The theme in ___ is ___ whereas the theme in ___ is ___ (apply to plot and setting).
St. 2	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.	Central Message	a. Retell/Relating Past Events b. Cause and Effect	Retell was, were, ----ing yesterday/last, ----ed, first, last, finally, has/have/been,----ing, since/for, conditional If ___ had/hadn't ___, will be, was going, would/wouldn't have _____. Cause and Effect If ___ then ___, had/hadn't, would/wouldn't, if, then, so, as a result, when, after, due to	Retell Students will learn to understand and generate oral and written language with past and present verb tenses and verb forms. Cause and Effect Students will be able to use past and conditional verb forms.	
St. 3	RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Character Actions Contribute to Event Sequences	a. Sequence (may support with descriptive language) b. Summarize (part of sequencing language)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime Summarize indeed, therefore, consequently, to conclude, in short, and/but (inter-connects with cause and effect)	Sequence Students will learn sequencing using adverbs of time, relative clauses & subordinate conjunctions Summarize Students will learn to understand and comprehend compound sentences that use the following words and phrases: and, but, to conclude, in summary, in short, indeed, therefore, consequently.	
St. 4	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Differentiating Literal from Nonliteral Language	a. Defining (conceptualizing nouns, verbs and adjectives) b. Contrasting (differentiating literal and nonliteral)	Define is, a, are, tells, shows that, describes, explains, has, example of Contrast is different than, unlike, however, differences between, in contrast to, opposed to, each is, from, whereas	Define Students will learn to define concrete and abstract objects/concepts using correct nouns, pronouns, and adjectives. Contrasting Students will be able to understand and generate comparative adjectives and sentences that use subject/verb/adjectives to show differences.	
St. 5	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.	Understanding Story Structure	a. Sequence b. Description (reference text features and structures)	Sequence first, second, next (placement words) after, finally, following, now, soon, when, then, in the meantime Description is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have	Sequence Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions. Describe Students learn to understand and generate oral and written language using present progressive adverbs.	
St. 6	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	Comparing Point of View	a. Expressing and Supporting Opinions (point of view) b. Comparing and Contrasting	Supporting Opinion like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Supporting Opinions Students will learn to express opinions using simple to complex sentence structures. Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrasting Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	
St. 7	RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Specific Illustration Contribution to Meaning	a. Compare and Contrast b. Description	Compare and Contrast is, shows, in, about, is similar to, when ___ of, ___ felt ___ when ___, ___ and ___, both have, ___ creates a ___ but, how does, examples from, what does/is, explain how Describe is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives... Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	
St. 8	RL.3.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and Contrast Themes, Setting and Plots by Same Author	Compare and Contrast (stories and story elements)	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	
St. 10	RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Three: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers..	Ask and answer Questions	Asking Informational Questions Asking Clarifying Questions	Question did, are, will, am, is, can (use in verb phrases), how, what, who, when, where, why, do you	Question Students will learn to understand and generate oral and written language with verbs and verb phrases in questions.	The _____. The ___ did _____. Is _____. The _____ is _____. ____ can _____. ____ can ____ and _____. ____ is _____. ____ does ____ because ____. ____ is ____ at _____. ____ will _____. when _____. ____ and ____ can ____ because _____. The ____ will ____ and ____ when ____ since ____.
St. 2	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Central Message	a. Retell and Relating Past Events b. Cause and Effect	Retell past and present verb tense was/were, has/has been, is/are, will be, was going Cause and Effect If ____ then ____, had/hadn't, would/wouldn't, if, then, so, as a result, when, after, due to	Retell Students will learn to understand and generate oral and written language with present and past tense verbs. Cause and Effect Students will be able to use past and conditional verb forms.	____ is a detail. ____ is the main idea. ____ is _____. ____ shows that ____ (support topic). The text describes/explains about _____. The detail about ____ supports ____ because ____. Because ____ is ____, ____ decides to _____. ____ so _____. ____ happened, because ____, therefore ____. Due to ____, ____ decides to _____.
St. 3	RI.3.3. 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.	Understanding Structure (integrate with cause/effect).	a. Sequence (may support with descriptive language) b. Summarize (part of sequencing language)	Sequence follow, first, beginning, middle, end, at last, then, prior to, next, after Summarize indeed, therefore, consequently, to conclude, in short, and/but (inter-connects with cause and effect)	Sequence Students will be able to use adverbs of time, relative clauses and subordinate conjunctions. Summarize Students will learn to understand and generate compound sentences containing the following words and phrases: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	____ (event) was/not ____ (description word). ____ (idea) did/not _____. The ____ (idea) is ____ ing. ____ (event) explains why ____ did/not ____ because ____. In the beginning ____, but at the end ____ resulting in ____. ____ begins with ____, continues with ____ and ends with _____. Although ____ (historical event) caused ____ it did/not _____. First ____, afterward ____, and subsequently _____.
St. 4	RI.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 Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining unknown words include a strong focus on context clues).	____ is like _____. ____ is not _____. ____ means ____ (contain specific word). ____ is _____. The word ____ means/tells ____ because _____. The word/phrase ____ helps ____ the meaning of _____. ____ refers to ____ because ____ is a clue about the meaning. In the text ____ (phrase/words) add ____ about ____ (topic), such as _____.
St. 5	RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Identify and Utilize Informational Text Features	Classification (captions, subheadings, glossaries, indexes, etc... categories)	Classify goes with, here, there are, because, and articles (is, a, are), have, do not have, example of, type of, all have, both, ____ and ____, fit into, words (or prefix or suffix) that is with a noun to indicate the type of reference being made by the noun.	Classify Students will be able to use articles with objects to associate categories to which things belong (in this case textual features). Classification can be supported with the language of description or location of objects (prepositional phrases).	____ have _____. The keyword is _____. The ____ is in the front/back of _____. The sidebar ____ shows _____. I can find ____ in the _____. The ____ (table of contents) tell about ____ because _____. The ____ (hyperlink) about ____ goes with ____, because it _____. I can locate ____ about ____ by ____ because _____. ____ and ____ are both text features that ____ as seen in _____.
St. 6	RI.3.6. Distinguish their own point of view from that of the author of a text.	Differentiating Points of View	a. Compare and Contrast b. Expressing and Supporting Opinions	Compare/Contrast is, shows, in , about, is similar to, when ____ of, ____ felt when ____, ____ and ____, both have, ____ creates a ____ but, how does, examples from, what does/is, explain how Supporting Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should	Compare Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Contrasting Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives. Supporting Opinions Students will learn to express opinion using simple to complex sentence structures.	____ and ____ both _____. I _____. The author _____. ____ and ____ are alike/not alike. ____ is _____. The ____ (author) ____ but I _____. I feel ____ about ____, but the author expresses _____. ____ is ____ however, ____ is _____. ____ and ____ are different because ____, but ____ do/ does not _____. Even though ____ has ____, ____ has ____. ____ is _____. On the other hand ____ is ____.
St. 7	RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Illustrations and Words Clarify Meaning	a. Describe (illustrations and words in a text) b. Explain (textual meaning)	Describe next to, beside, between, in front of, in back of, behind, on the left/right of, in the middle of, above, below, beneath, within Explain in, is, I came, I ____ (ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Describe Students generate oral and written language with prepositional phrases. Explaining Students explain how illustrations contribute to understanding a text using verb forms, declarative sentences, complex sentences and adverbs of manner.	Location words on, off, in, out, inside and outside The map is _____. T he picture _____. ____ is. The photograph has ____ below it. The map is ____ the _____. The ____ of the ____ is _____. Both the map and text explain ____ but ____ has _____. ____ is in front/back of _____. ____ describes where ____ is _____. The ____ (illustration) of ____ is like ____ in the text, for that reason _____. The ____ (illustration) shows how ____ when _____. The sentence is _____. The paragraph is _____. ____ is _____. ____ (sentence) is about ____ and _____. ____ is ____, however ____ is _____. ____ and ____ are both ____ (similar) because ____ (refer to sentences or paragraphs). The ____ (2nd, 3rd, etc..) paragraph continues to explain ____ because _____. The previous paragraph(s) _____. First ____ (effect) due to the fact that ____, then _____. (emphasize logical sequence).
St. 8	RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Sentence and Paragraph Connections	a. Comparison b. Cause and Effect (supported by sequence)	Compare Comparatives with conjunctions: although, because, that, with past tense verbs: -ed, was - then, with passive voice: was, were, had, have been, idiomatic phrases: bigger than a _____. Cause and Effect past and present verb tense was/were, has/has been, is/are, will be, was going	Compare Students will understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions. Cause and Effect Student will support their comparisons with the various verb forms of cause and effect language.	____ said. I see _____. This ____ is -er/est. This ____ is -er/est. Both ____ and ____ make the point of _____. ____ is different than _____. ____ describes ____ as _____. ____ and ____ are similar because _____. ____ and ____ are different, because _____. The texts refer to ____ (details) about ____, in the (a) ____ (same/different) way as because ____.
St. 9	RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Compare and Contrast specific points and key details in two texts	Compare and Contrast (texts)	Compare and Contrast has, is ,are ,than, (er-est),and, both, but, same, because, different, is __ compared to ____, does/does not	Compare and Contrast Students will learn to understand and generate complex sentence structures with specific comparative language using adjectives and conjunctions and appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	____ said. I see _____. This ____ is -er/est. This ____ is -er/est. Both ____ and ____ make the point of _____. ____ is different than _____. ____ describes ____ as _____. ____ and ____ are similar because _____. ____ and ____ are different, because _____. The texts refer to ____ (details) about ____, in the (a) ____ (same/different) way as because ____.
St. 10	RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Four: ELA, CCSS **Literary Text Standards** with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	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.	Inferring from Key Details	Explaining	Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	The ___. The ___ did ___. Is ___. The ___ is _____. ___ can ___. ___ can ___ and ___. ___ appears to _____. ___ does ___ because _____. As a result of ___, ___ will ___, because _____. ___ (character) ___ because ___, but then ___ is explained as ___. For that reason ____.
St. 2	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Central Message	a. Description b. Summarize	Describe example of, belongs to, described as, like, identified by, is called, such as....is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have Summarize compound sentences with: and, but, to conclude, in summary, therefore, indeed	Describe Students learn to understand and generate oral and written language skills with present progressive adverbs Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	The story is about _____. Point to (ask for key details). The theme of ___ is _____. ___ is called _____. ___ and ___ are _____. ___ (character) ___ (verb/phrase) ___ (adj.). The detail ___ determines _____. In summary, the most important ___ (details) are ___ and ___ because they support _____. ___ summarizes the fact that _____. The ___ (title) ___ is a clue that _____. To conclude, ___ and ___ support ___, therefore ____.
St. 3	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describing Story Elements	Description	Describe example of, belongs to, described as, like, identified by, is called, such as.... is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have	Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	Point to/ Draw the (character, event, setting). ___ (character) is ___ (describe a trait). ___ (character-s) is/are _____. ___ is the setting of _____. The setting is ___ (location) of _____. ___ best describes ___, but ___ best describes _____. When ___ (character) ___ (action/event) it helps the reader to _____. If ___ would/ would not have ___ then _____. ___ explains how ___ feels when _____. changes in the story when ___ did/did not _____. ___ means _____. Point or show action when asked what a word means. The word ___ on page ___ means _____. ___ describes _____. ___ (word/phrase) explains _____. The words in ___ (paragraph 2, etc..) are ___ to the meaning of _____. A Herculean task is _____. An example of ___ in ___ is when ___, _____. ___ (word or phrase) is/are an example of a ___ (idiom) found in ___ (mythology). ___ explains the meaning of ___ when referring to _____. ___ (teacher inserts, idiomatic phrase, i.e.; 'Midas touch') means ___ because frequently _____. ___ is the same as _____. Are these the same? Prose is/is not _____. Poems have/ don't have ___ but ___ do/don't. ___ (text type) has ___ but ___ are ___-er. ___ (poems, drama, prose) have the structural elements of ___, ___ and _____. Both ___ and ___ create ___, but ___ creates a ___ (compare text types). A ___ is ___ compared to _____. As a result of ___, a _____. While there are differences between ___ and ___, both have _____. An example of ___ is ___, while an example of ___ would be _____. ___ tells the story. ___ is not telling the story. ___ is /is not the ___ (narrator). ___ tells the story about _____. ___ telling the story is different than ___, because _____. If ___ had told the story then _____. It is more effective that ___ tells about ___ than ___ because _____. ___'s point of view is the same/different than _____. An example is _____. Although ___ and ___ are similar/different, both _____. The ___ is ___ person point of view. ___ is a drama/story. Is this a drama/story? Reading a story is ___ but watching it is _____. When I ___ a ___ (drama/story) I ___ but when I ___ a drama/story I _____. ___ is the same/different than ___ but both _____. Compared to ___ a story, ___ is _____. An example would be _____. The oral presentation of ___ is ___ while the text is ___ because _____. In summary, I prefer ___ to ___ because _____. The differences between ___ are ___ and ___ but the similarities are _____. ___ and ___ are the same/different (compare two themes or texts). ___ (story) and ___ (story) both ___ (same story from different cultures). ___ and ___ are similar/different because ___ (same story - different cultures). Both ___ and ___ have ___ but ___ is more effective in _____. Compared to ___ (story) ___ (story) is more interesting because _____. The theme of ___ in the story ___ is ___ compared to _____. Both ___ and ___ are quest tales with similar patterns of _____. The topic of ___ in both ___ and ___ are treated differently. An example is _____. ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
St. 4	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 (e.g., Herculean).	Determine Word Meaning Describing how a clue is used (can be supported by categorizing)	a. Defining (conceptualizing nouns, verbs and adjectives) b. Describing	Define is, a, are, tells, shows that, describes, explains, has, example of Describe example of, belongs to, described as, like, identified by, is called, such as.... is, a, can, has, are, and, in, but, is not, because	Define Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	___ means _____. Point or show action when asked what a word means. The word ___ on page ___ means _____. ___ describes _____. ___ (word/phrase) explains _____. The words in ___ (paragraph 2, etc..) are ___ to the meaning of _____. A Herculean task is _____. An example of ___ in ___ is when ___, _____. ___ (word or phrase) is/are an example of a ___ (idiom) found in ___ (mythology). ___ explains the meaning of ___ when referring to _____. ___ (teacher inserts, idiomatic phrase, i.e.; 'Midas touch') means ___ because frequently _____. ___ is the same as _____. Are these the same? Prose is/is not _____. Poems have/ don't have ___ but ___ do/don't. ___ (text type) has ___ but ___ are ___-er. ___ (poems, drama, prose) have the structural elements of ___, ___ and _____. Both ___ and ___ create ___, but ___ creates a ___ (compare text types). A ___ is ___ compared to _____. As a result of ___, a _____. While there are differences between ___ and ___, both have _____. An example of ___ is ___, while an example of ___ would be _____. ___ tells the story. ___ is not telling the story. ___ is /is not the ___ (narrator). ___ tells the story about _____. ___ telling the story is different than ___, because _____. If ___ had told the story then _____. It is more effective that ___ tells about ___ than ___ because _____. ___'s point of view is the same/different than _____. An example is _____. Although ___ and ___ are similar/different, both _____. The ___ is ___ person point of view. ___ is a drama/story. Is this a drama/story? Reading a story is ___ but watching it is _____. When I ___ a ___ (drama/story) I ___ but when I ___ a drama/story I _____. ___ is the same/different than ___ but both _____. Compared to ___ a story, ___ is _____. An example would be _____. The oral presentation of ___ is ___ while the text is ___ because _____. In summary, I prefer ___ to ___ because _____. The differences between ___ are ___ and ___ but the similarities are _____. ___ and ___ are the same/different (compare two themes or texts). ___ (story) and ___ (story) both ___ (same story from different cultures). ___ and ___ are similar/different because ___ (same story - different cultures). Both ___ and ___ have ___ but ___ is more effective in _____. Compared to ___ (story) ___ (story) is more interesting because _____. The theme of ___ in the story ___ is ___ compared to _____. Both ___ and ___ are quest tales with similar patterns of _____. The topic of ___ in both ___ and ___ are treated differently. An example is _____. ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
St. 5	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text	Understanding Story Structure	a. Compare and Contrast b. Explain (Identify, recognize, name)	Compare and Contrast is, shows, in, about, is similar to, when ___ of, ___ felt ___ when ___, ___ and ___, both have, ___ creates a ___ but, how does, examples from, what does/is, explain how Explain appears to, suggests, means that, explained as in, is, I came, I ___(ed), had, but, then, as a result of, for that reason, so, for	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives. Explain Students will use verb forms, declarative sentences and complex sentences.	___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
St. 6	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.	First and Third Person Point of Views	b. Comparing and Contrasting	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
St. 7	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Text Structures	a. Compare and Contrast b. Summarize	Compare and Contrast is, shows, in, about, is similar to, when ___ of, ___ felt ___ when ___, ___ and ___, both have, ___ creates a ___ but, how does, examples from, what does/is, explain how Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed,	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words with comparative adjectives. Summarize Students will use complex sentences with increasingly specific vocabulary.	___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
St. 8	RL.4.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Traditional Literature from Different Cultures	Compare and Contrast (stories and story elements)	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	___ and ___ are the same/different (compare two themes or texts). ___ (story) and ___ (story) both ___ (same story from different cultures). ___ and ___ are similar/different because ___ (same story - different cultures). Both ___ and ___ have ___ but ___ is more effective in _____. Compared to ___ (story) ___ (story) is more interesting because _____. The theme of ___ in the story ___ is ___ compared to _____. Both ___ and ___ are quest tales with similar patterns of _____. The topic of ___ in both ___ and ___ are treated differently. An example is _____. ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___
St. 10	RL.4.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

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St. 1	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring	Explaining	Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	<u> </u> are /are not <u> </u> . <u> </u> are/are not <u> </u> because <u> </u> . Based on <u> </u> , I infer that <u> </u> . <u> </u> explains why <u> </u> . Based on <u> </u> , I infer that <u> </u> because <u> </u> . <u> </u> details support <u> </u> . The example <u> </u> shows that <u> </u> are most <u> </u> . Explained as <u> </u> , <u> </u> is most likely to <u> </u> , because <u> </u> .
St. 2	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Central Message	Description	Describe example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing)	Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	<u> </u> is/is not <u> </u> . Point to <u> </u> (character, event, detail). Is the main idea <u> </u> or <u> </u> (ask student)? <u> </u> is/is not the main idea because <u> </u> . <u> </u> (detail) <u> </u> (supports) the idea of <u> </u> . <u> </u> often <u> </u> . Both <u> </u> and <u> </u> support <u> </u> . An example would be <u> </u> . <u> </u> and <u> </u> describe key details about <u> </u> . In summary, <u> </u> . The main idea of <u> </u> is identified by <u> </u> in the <u> </u> . <u> </u> and <u> </u> (details) in paragraph <u> </u> seem to <u> </u> .
St. 3	RI.4.3 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.	Understanding Structure (integrate with cause/effect).	Cause and Effect	Cause and Effect verb forms & words: because, since, consequently, if....then, led to, due to, explains why, caused...	Cause and Effect Students will support their comparisons with the various cause and effect verbs.	Did <u> </u> happen? What is <u> </u>? <u> </u> is <u> </u> . <u> </u> is not <u> </u> . <u> </u> caused <u> </u> . If <u> </u> then <u> </u> . <u> </u> explained why <u> </u> . <u> </u> came/went to <u> </u> , so <u> </u> came/went to <u> </u> . Because <u> </u> is/was <u> </u> , <u> </u> decided to <u> </u> . Due to <u> </u> , <u> </u> consequently <u> </u> . It is important to <u> </u> before <u> </u> since <u> </u> . Due to the fact that <u> </u> is <u> </u> explains a probable cause of <u> </u> .
St. 4	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining unknown words includes a strong focus on context clues).	<u> </u> is a <u> </u> . Show me the word that means <u> </u> . <u> </u> means <u> </u> (contain specific word). <u> </u> is <u> </u> . The word <u> </u> in paragraph <u> </u> means <u> </u> . Put another way, the <u> </u> (phrase) <u> </u> means <u> </u> . The <u> </u> (word/phrase) <u> </u> , <u> </u> (clarifies) the meaning of <u> </u> . Both <u> </u> and <u> </u> refer to <u> </u> . <u> </u> described as <u> </u> is another way of saying <u> </u> . <u> </u> is sometimes interpreted as <u> </u> as in the example of <u> </u> .
St. 5	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Identifying Text Structures	a. classification b. Description	Classify goes with, here, there are, because, and articles (is, a, are), have, do not have, example of, type of, all have, both, <u> </u> and <u> </u> , fit into, words (or prefix or suffix) that is with a noun to indicate type of reference being made by the noun. Describe next to, beside, between, in front of, in back of, behind, on the left/right of, in the middle of, above, below,	Classify Students will be able to use articles with objects to associate categories to which things belong. Classification can be supported with the language of description or location of objects. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	What is first? Is <u> </u> here/there? <u> </u> and <u> </u> are examples of a <u> </u> (sequence, cause/effect, etc..) structure. <u> </u> and <u> </u> (texts) both have a <u> </u> structure (comparison, cause/effect, etc..) The events in <u> </u> are written to show <u> </u> and <u> </u> (problem/solution, cause/effect, etc..) Although <u> </u> came first, another <u> </u> would be <u> </u> . The <u> </u> (cause and effect) structure fits <u> </u> because <u> </u> . Given the <u> </u> of <u> </u> it should be classified as <u> </u> . <u> </u> belongs in the category of a <u> </u> structure as emphasized by <u> </u> .
St. 6	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Firsthand and Secondhand Accounts of same Topic/Event	a. Compare and Contrast b. Contrast Differences	Compare/Contrast is, shows, in , about, is similar to, when <u> </u> of, <u> </u> felt <u> </u> when <u> </u> , <u> </u> and <u> </u> , both have, <u> </u> creates a <u> </u> but, how does, examples from, what does/is, explain how	Compare Students will learn to understand and generate complex sentences with specific comparative language using adjectives conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	What is the same as/different than <u> </u>? Is this the same/different? <u> </u> and <u> </u> are first/secondhand accounts of <u> </u> . The <u> </u> (firsthand) account of <u> </u> is similar to/different than <u> </u> . <u> </u> (account) has/does not have <u> </u> . The focus in the <u> </u> (firsthand) account is <u> </u> , while the focus in the secondhand account is <u> </u> \ <u> </u> The information presented in <u> </u> is an example of a <u> </u> (first/secondhand) account. <u> </u> account of <u> </u> compared to <u> </u> is <u> </u> because <u> </u> . <u> </u> presents different information than <u> </u> , because <u> </u> is a <u> </u> (first/secondhand) account. Although there are differences in how <u> </u> and <u> </u> explain <u> </u> , both <u> </u> . Whereas <u> </u> creates interest in <u> </u> , <u> </u> focuses on <u> </u> . Examples of each include <u> </u> and <u> </u> .
St. 7	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	Visual Information	a. Drawing Conclusions b. Explain	Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also) Explain in, is, I came, I <u> </u> (ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Conclusion Students will be able to use comparative adjectives in increasingly complex sentences. Explain Students will explain how illustrations contribute to understanding a text using verb forms, declarative sentences, complex sentences and adverbs of manner.	Point to the (diagram, chart, graph, etc..). This is a <u> </u>. <u> </u> and <u> </u> are <u> </u> (type of visual reference). <u> </u> is a <u> </u> , but <u> </u> is not. The diagram/chart helps <u> </u> . The example of <u> </u> from the <u> </u> (chart/timeline) explains how <u> </u> . The <u> </u> (visual) assists with understanding <u> </u> because <u> </u> . <u> </u> contributes to <u> </u> (the reader's understanding) of <u> </u> because <u> </u> . According to the <u> </u> (timeline), <u> </u> explains why <u> </u> was a result of <u> </u> . An example of a <u> </u> (visual aide) is a <u> </u> because it <u> </u> . The <u> </u> shows the development of <u> </u> which contributed to <u> </u> .
St. 8	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Supporting Evidence for Specific Points	Interpret (justify)	Interpret/Justify basic phrases/words, high-frequency vocabulary, subtle implicit meaning and language of propaganda (exaggeration) comparative adjectives - er, -est, does/does not, adverbs of degree (quite, too) and manner (-ly),	Interpret/ Justify Students will be able to read and understand abstract, complex and highly colloquial nonliterary writings, interpret and identify the language of propaganda and use complex sentences.	The evidence shows <u> </u>. Point to the proof. Why and How questions. <u> </u> proves that <u> </u> . <u> </u> states <u> </u> so it is <u> </u> . The author <u> </u> (supports) <u> </u> because <u> </u> . An example is <u> </u> . <u> </u> supports the author's statement of <u> </u> . <u> </u> is evidence/reason that <u> </u> Because of <u> </u> , <u> </u> believes/states that <u> </u> . <u> </u> 's support of <u> </u> is/was influenced by <u> </u> because <u> </u> . <u> </u> does/does not agree that <u> </u> because of the evidence of <u> </u> . The text seems to support <u> </u> when <u> </u> and <u> </u> .
St. 9	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Resources	Evaluating (two texts)	Evaluate adjectives pointing to a particular object (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also), degrees of certainty/uncertainty, belief/doubt, likelihood	Evaluate Students will learn to understand and use complex sentences using very specific nouns, verbs and adjectives.	Was <u> </u> good/bad? The author thinks <u> </u>. That is <u> </u> (describing word). <u> </u> (idea or concept) is <u> </u> (adj.) because <u> </u> (evidence/proof). <u> </u> was the cause of <u> </u> because <u> </u> The fact that <u> </u> states <u> </u> and <u> </u> states <u> </u> , determines that <u> </u> . <u> </u> and <u> </u> both prove that <u> </u> is <u> </u> . Given the <u> </u> that <u> </u> and <u> </u> both <u> </u> explains the causes of <u> </u> . Both <u> </u> agree/disagree with certainty that <u> </u> . <u> </u> states <u> </u> about <u> </u> , however <u> </u> states that the likelihood is <u> </u> . I <u> </u> because of the evidence of <u> </u> .
St. 10	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Five: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring from Key Details	Explaining (use with retell language to "quote accurately")	Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	Who ___ (action)? ___ was/were ___-ing ___ (quote words/phrase) support ___. ___ (character) ___ (verb) ___ (adverb of manner - ly). The ___ (words/phrase) tells how ___ (character) _____. As a result of ___, ___ will ___, because _____. The sentence ___ supports the fact that _____. The ___ who ___ (verb) ___ (adverb of manner -ly) ___, because _____. I know ___ is different/similar than ___ because the text states ___ (quote).
St. 2	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Central Message	a. Description b. Summarize	Describe example of, belongs to, described as, like, identified by, is called, such as... is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, ___ would not/have Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	Describe Students will learn to understand and generate oral and written language skills using present progressive adverb.s Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	The story is about _____. Point to _____. Where is the ___? The theme is ___ (text title?) ___ and ___ help determine the theme. ___ (character) ___ (verb/phrase) ___ (adj.). When ___ (character) ___ (action), then ___ (draw attention to how an action helps develop the theme). In summary the main idea is supported by the detail(s) ___ because _____. ___ summarizes the fact that _____. The author uses ___'s reaction to ___ to emphasize _____. ___ contributes to theme development but ___ does not.
St. 3	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 (e.g., how characters interact).	Describing Story Elements	Description (with compare and contrast)	Describe (include adverbial clauses for action) example of, belongs to, described as, like, identified by, is called, such as... is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, ___ would not/have Compare and Contrast is, shows, in, about, is similar to, when ___ of, ___ felt ___ when ___, ___ and ___, both have, ___ creates a ___ but, how does, examples from, what does/is, explain how	Describe Students learn to understand and generate oral and written language skills with present progressive adverbs. Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives	Point to/ Draw the (character, event, setting). ___ is like _____. ___ have/don't have ___ (character, setting). ___ (character-s) is/are _____. Both ___ and ___ have ___ (setting, character traits). The setting changes from ___ to _____. The change is important because _____. ___ is a major event because it _____. ___ is like ___ when _____. ___ would not have ___ if _____. Two events that contribute ___ to the same event are ___ and _____. ___ changes in the story when ___ did/did not _____. Although there are differences between ___ and ___ (characters), both contribute to ___ by _____.
St. 4	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 Word Meaning Describing how a clue is used (can be supported by categorizing)	a. Defining (conceptualizing nouns, verbs and adjectives) b. Describing	Define is, a, are, tells, shows that, describes, explains, has, example of Describe example of, belongs to, described as, like, identified by, is called, such as... is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, ___ would not/have	Define Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs.	___ means _____. ___ is _____. Point or show action when asked what a word means. The meaning of ___ is _____. The meaning of ___ in paragraph ___ is _____. ___ (word/phrase) explains _____. ___ helps define _____. The (word/phrase) ___ clarifies the meaning of _____. ___ means ___ in paragraph ___ because _____. ___ is a simile. The metaphor ___ is a ___ means ___ because _____. ___ as/like a ___ is describing ___ because _____. ___ (word/phrase) can be interpreted as meaning _____. A similar example is ___.
St. 5	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.	Understanding Story Structure	a. Generalize b. Explain (Identify, recognize, name)	Generalize collective nouns, abstract nouns, expressing a condition Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Generalize Students will learn to develop and use generalizations using abstract nouns, verb forms and nominalizations. Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	Is this a generalization? (give student an example) ___ and ___ are ___ (chapters, scenes, stanzas). Chapters (scenes, stanzas) ___ and ___ tell about _____. Most (some, none, all) of ___ (scene, chapter, stanza) ___ contribute(s) to the story by _____. The ___ (chapter, scene, stanza) is important because _____. Many (most, all) ___ (chapter, scene, stanza) have ___ (describe structure). The ___ (stanzas, chapters, scenes) each have ___ which enable the ___ (poem, drama, story) to fit together. ___ (poems, stories, dramas) are generally ___ because _____. The ___ (poem, story, drama) is expressed as ___ as seen in (chapter, stanza, scene) _____.
St. 6	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Point of View	a. Comparing and Contrasting b. Interpret	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___ Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any contain, entail, consists of	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives Interpret Students will learn to identify and interpret the language of propaganda and use complex sentences.	The narrator is _____. Point to a picture that shows how the narrator feels. The narrator is/is not ___ about _____. The idea that ___ (point of view in story) changes _____. ___ is told from ___'s point of view. The reader does/does not know about ___ from ___'s point of view. It is more effective that ___ tells about ___ than ___ because _____. ___'s point of view is the same/different than _____. An example is _____. Although ___ and ___ are similar/different, both _____. The story ___ is told from first/third person point of view, whereas the story ___ is told from _____. An example is _____.
St. 7	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Text Structures	Interpret	Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of	Interpret Students will learn to identify and interpret the language of propaganda and use complex sentences.	___ are _____. What words are beautiful in the novel? ___ (word/phrase) is ___ (adj.). ___ (visual word/phrase) in the novel means ___. In the ___ (multi-media presentation) ___ (word/phrases) contribute to its ___ (meaning/tone/beauty). The visual element(s) of ___ in ___ (fiction) tell me _____. The animation of ___ in ___ makes me feel _____. ___ and ___ are both examples of ___ (meaning, beauty, tone) in _____. ___ is an example of ___ (meaning, beauty, tone) in ___ because _____. Because I see ___ (visual element) in the ___ (novel, poem, etc..) I can infer ___. The multimedia elements (animation/video/audio/still images) in ___ contribute to its ___, consequently, _____.
St. 8	RL.5.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Traditional Literature from Different Cultures	Compare and Contrast (stories and story elements)	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	Are the stories the same or different? ___ is/is not like _____. ___ (story) and ___ (story) both ___ (same story from different cultures). ___ and ___ are similar/different because ___ (same story - different cultures). Both ___ and ___ have ___ but ___ is more effective in _____. Compared to ___ (story) ___ (story) is more interesting because _____. The theme ___ in the story ___ is ___ compared to _____. Both ___ and ___ are mysteries/adventures with similar patterns of _____. The pattern differences between the mysteries of ___ and ___ are _____. The topic of ___ in both ___ and ___ are treated differently as seen by _____.
St. 10	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Five: ELA, CCSS **Informational Text Standards** with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Inferring	Explaining	Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	___ are/are not ___. Show me ___ (word/phrase/illustration). ___ are/are not ___ because ___. Based on ___ it is ___. Based on ___, I infer that ___. ___ explains why ___ is most/least ___. Based on ___, I infer that ___ because ___. The sentence ___ supports ___. ___ is most important in ___ because ___. As a result of ___, ___ will most likely happen. An example is ___. Explained as ___, ___ is most likely to ___, because ___.
St. 2	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Central Message	a. Description b. Summarizing	Describe example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing) Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs. Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	___ is ___ (main idea). Is ___ the main idea? Is the main idea ___ or ___ (ask student)? ___ is/is not the main idea because ___. The two main ideas in ___ are ___ and ___. The key details of ___ support ___. Both ___ and ___ support ___. The main ideas of ___ and ___ both ___ (a common factor). The ___ (details) about ___ in ___ (article/text) the ideas of ___ and ___. To conclude, the ___ (article) gives strong evidence for ___ because ___. To summarize the ___ in ___ seems ___ therefore ___. Indeed ___ is the ___ of the text because ___. Consequently ___.
St. 3	RI.5.3 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.	Understanding Structure (integrate with cause/effect).	a. Describing b. Cause and Effect	Describe example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing) Cause and Effect verb forms & words: because, since, consequently, if...then, led to, due to, explains why, caused	Describe Students will learn to understand and generate oral and written language skills with present progressive adverbs. Cause and Effect Students will support their comparisons with the various cause and effect verbs.	Did ___ happen? What is ___? ___ is ___. ___ is not ___. ___ caused ___. Is ___? The ___ between ___ and ___ led to ___. The different opinions of ___ and ___ resulted in ___. The ___ and ___ (events) influenced ___ by ___. Due to ___ and ___ the ___ was impacted by ___. ___ and ___ interact(ed) when ___ because of ___. Due to the fact that ___ is ___ explains a probable cause of ___.
St. 4	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine Word Meaning	Defining (conceptualizing nouns, verbs and adjectives)	Define is, a, are, tells, shows that, describes, explains, has, example of	Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining unknown words includes a strong focus on context clues).	___ is a ___. A word that means ___ is ___. ___ means ___ (contain specific word) ___ is ___. The word ___ in paragraph ___ means ___. ___ means ___ as used in ___. The word/phrase ___ clarifies the meaning of ___ because ___. ___ helps the reader understand ___. Both ___ and ___ clarify ___. ___ described as ___ is another way of saying ___. The word/phrase ___ in ___ (reference) to ___ is intended to mean ___.
St. 5	RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Comparing Text Structures	Compare and contrast	Compare and Contrast is, shows, in, about, is similar to, when ___ of, ___ felt ___ when ___, ___ and ___, both have, ___ creates a ___ but, how does, examples from, what does/is, explain how	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives.	The text ___ is the same as/different than ___. ___ text was more ___ than ___ in ___ (sequencing). ___ (text) showed the ___ leading up to ___. ___ (text) used ___ (cause and effect) to show ___. ___ (text) was more ___ in describing ___ than ___ because ___. An example of description in ___ is ___. It is effective because ___. The ___ (cause and effect) structure fits ___ because ___. Given the ___ of ___ it should be classified as ___ (cause/effect, compare/contrast, description). The overall structure in ___ and ___ are alike/different. An example of their similarities/differences is/are ___.
St. 6	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Analyzing Multiple Accounts of Point of View	a. Compare and Contrast b. Supporting Opinion	Compare/Contrast is, shows, in, about, is similar to, when ___ of, ___ felt ___ when ___, ___ and ___, both have, ___ creates a ___ but, how does, examples from, what does/is, explain how Support Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives. Support Opinions Students will learn to express opinion using simple to complex sentence structures.	What is the topic/event? What event/topic? ___ is/is not like ___. ___ (text) is similar to ___ (text). ___ shows ___, but ___ is ___. The account of ___ is similar to/different than ___. ___ account (specific author) has/does not have ___. Both ___ and ___ (authors) reflect the ___ (point of view) that ___. ___ point of view is different than ___ because ___. ___ account is similar to ___ as each author's point of view is ___. An example from ___ account is ___ which supports ___. Although there are differences in how ___ and ___ explain ___, both ___. Whereas ___ creates interest in ___, ___ focuses on ___. Examples of each include ___ and ___.
St. 7	RI.5.7 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.	Using Sources to Locate Answers	Explaining	Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	Point to the (diagram, chart, graph, etc.). This is a ___. ___ and ___ are in the ___ (index). ___ text is about ___ (using an index). The information in the ___ (indexes) about ___ helped me decide ___. Several resources for ___ are ___, ___ and ___. According to ___ (online database) the best way to ___ is ___. The website ___ offers the best ___ (advise) to ___ because ___. According to ___ the ___ has ___, but the ___ does not. The ___ appears to suggest that ___ is ___ as seen by ___.
St. 8	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Evaluating reasons and evidence	a. Evaluation b. Explaining	Evaluate object adjectives (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also), degrees of certainty/uncertainty, belief/doubt, likelihood Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Evaluate Students will understand and generate complex sentences using an increasing specificity of nouns, verbs, and adjectives and correlative conjunctions. Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	Show me that, those, each, every, some, etc... (students point). The author supports ___ because ___. An example is ___. The ___ (evidence) about ___ shows ___ (much, little) ___. The author ___ (supports) the ___ that ___ increases/decreases ___. ___ reasons ___ the author's ___ because ___. ___ (reasons and/or evidence) provided in ___ do a ___ job of ___ about ___. ___ provides ___ to support ___ (points/facts) he/she makes about ___. ___ does/does not agree that ___ because of the evidence of ___. The ___ (reasons and/or evidence) the author ___ to support ___ are ___.
St. 9	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integration of Resources	Evaluating (Resources) Hypothesizing and Speculating	Evaluate object adjectives (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also), degrees of certainty/uncertainty, belief/doubt, likelihood Hypothesize and Speculate auxiliary verbs that indicate futurity: will and shall, indicating desire or intent: would, auxiliary verbs include modal verbs, which may express possibility: may, might, can, could.	Evaluate Students will understand and generate complex sentences using an increasing specificity of nouns, verbs, and adjectives and correlative conjunctions. Hypothesize and Speculate Students learn to hypothesize and speculate using modals and compound tenses.	___ was ___. The author thinks ___. That is ___ (describing word). ___ (idea or concept) is ___ (adj.) because ___ (evidence/proof). ___ agree/don't agree that ___ is ___. I hypothesize that ___ because ___. ___ states ___, while ___ states ___. So, I can ___ (hypothesize) that ___. ___ and ___ both prove that ___ is ___. The ___ (evidence) from ___ and ___ suggests ___. Given the ___ (evidence) of ___ and ___ explain the causes of ___. According to the ___ (information) presented in ___ and ___ (multiple texts) explain why ___. According to ___, if ___ had ___, then ___ would have ___. I maintain that ___ is ___ after evaluating ___, ___ and ___ (multiple texts).
St. 10	RI.5.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Six: ELA, CCSS Literary Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Support Inferences With Textual Evidence	Explaining Details	Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	(teacher asks) Who ___ (action)? Why did ___? ___ was able to ___ because ___. ___ is ___ because ___. ___ changed ___ when ___. ___ is different than ___ because ___. The ___ (words/phrase) tells how ___ (character) ___. As a result of ___, ___ was able to ___, because ___. The sentence ___ supports ___. The ___ supports that ___, but ___ does not support ___. I know ___ is different/similar than ___ because ___ (state text).
St. 2	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Central Message	a. Description b. Summarize	Describe example of, belongs to, described as, like, identified by, is called, such as...is, a, can, has, are, and, in, but, is not, because, frequently, if ___ then, would not/have Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	Describe Students will learn to understand and generate oral and written language skills using present progressive adverbs Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	The theme is about ___. The theme is ___ because ___ and ___. First ___, then ___ and finally ___ (summarize theme). ___ (character) ___ (verb) but ___. When ___ (character) ___ (action), then ___ (draw attention to how an action helps develop the theme). In short ___ was/was not ___. ___ summarizes the fact that ___. The author uses ___ to develop ___ so consequently, ___. ___ contributes to ___ (theme development) by ___ and ___ (devices)
St. 3	RL.6.3 Describe how a particular story's 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	Development of Plot	a. Literary Analysis b. Drawing Conclusion	Literary Analysis Simple Sentences: subjects, verbs, adjective or object, compound sentences with before, and, after, complex sentences with descriptive and specific literary language. Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	Literary Analysis Students will understand and generate written and oral simple sentence structures as well as complex sentences with specific literary language. Conclusion Students will be able to use comparative adjectives in increasingly complex sentences.	The character is ___. The problem (plot) is ___. What pictures shows the problem? The main events are ___ and ___. When ___ (event) then ___. Both ___ and ___ are ___ (describe characters in light of a problem). The problem/crisis is ___. ___ (character) responds by ___. In the beginning ___ (character) ___ (action), but then ___. The main character ___ changes from ___ to ___ because ___. Throughout the ___ the ___ (unfolds/changes) when ___. ___ changes from ___ to ___ when ___. ___'s ___ contributed to ___ (the development) of ___.
St. 4	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	Determine Word Meaning and Impact	a. Defining (conceptualizing nouns, verbs and adjectives pertaining to abstract ideas) b. Analyze (can include compare and contrast language)	Define is, a, are, tells, shows that, describes, explains, has, example of Analyze relationship verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any	Define Students will learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives. Analyze Students will learn to understand and generate oral and written language skills using relationship verbs and quantifiers in increasingly complex sentences.	___ means ___. ___ is ___. Point or show action when asked what a word means. The meaning of ___ is ___. The meaning of ___ in paragraph ___ is ___. ___ (word/phrase) explains ___. The (word/phrase) ___ is ___ (figurative) because ___. ___ is the effect of using ___ (literary device) in paragraph ___ because ___. Using ___ (word/phrase) rather than ___ impacts ___. ___'s (author) use of ___ (word/phrase) reveals ___ toward ___. The connotative meaning of ___ is ___ when ___.
St. 5	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot	Structure Supports Text Development	a. Analyze (can include compare and contrast language) b. Explain (Identify, recognize, name)	Analyze relationship verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any Explain appears to, suggests, means that, explained as (verb tenses)in, is, I came, I ___(ed), had, but, (adverbs of manner), then, as a result of, for that reason, so, for	Analyze Students will learn to understand and generate oral and written language skills using relationship verbs and quantifiers in increasingly complex sentences. Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner..	___ is chapter ___. Point to the scene/stanza about ___. ___ is ___. ___ and ___ are ___ (chapters, scenes, stanzas). Chapters (scenes, stanzas) ___ and ___ tell about ___. Most (some, none, all) of ___ (scene, chapter, stanza) ___ contribute(s) to ___. Scene ___ (number) begins to ___ (develop) the ___ (theme, main idea). The ___ (description) in ___ establishes the ___ of the ___. Chapter ___ contributes to ___ (the development) of ___ (plot, setting). The ___ (structure) of ___ begins in ___ (scene, chapter, stanza). ___ in ___ supports the analysis of ___.
St. 6	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Development of Point of View	Drawing Conclusions	Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	Conclusion Students will be able to use comparative adjectives in increasingly complex sentences.	The narrator is ___. The ___ is ___. The narrator is/is not ___ about ___. The idea that ___ (point of view in story) changes ___. ___ (author) ___ the narrator's point of view by ___. ___ is ___ from ___'s point of view. It is more effective that ___ tells about ___ than ___ because ___. ___ is more effective told by ___ because ___. I conclude that ___'s ___ (point of view), influences ___. An example is ___. ___ chose to ___ from ___ (point of view) to impact ___.
St. 7	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.	Written and Visual Comparisons of Text	Compare and Contrast	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives	___ is like ___. ___ is ___ but ___ is ___. ___ (listening, reading) to ___ is different than ___ to ___. The film ___ is ___ (similar/different) than ___ because ___. The performance of ___ (title) is ___ (similar/different) than ___. Seeing ___ in ___ and hearing ___ in ___ are ___ (compare). In contrast to ___ (audio/live version), of ___, the ___ (version) was ___. I prefer ___ to ___ due to ___. The ___ elements of ___ in ___ contribute to ___ therefore ___.
St. 8	RL.5.8 (Not applicable to literature)	N/A	N/A	N/A	N/A	N/A
St. 9	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Genre Structures	Compare and Contrast (stories and story elements)	Compare and Contrast ___ is like ___ because ___, both are similar, is different than, ___ from ___ is ___, whereas ___ has ___, the same ___	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives	Are the stories the same or different? ___ is/is not like ___. ___ and ___ are (alike/different) in their approach to ___. ___ is more effective in ___ about ___. The ___ (story) and the ___ (poem) both ___ about ___. Compared to ___ (historical novel) ___ (poem/story) is more interesting because ___. The theme ___ in the story ___ is ___ compared to ___. Both ___ and ___ approach ___ with ___. Concerning the topic of ___, both ___ and ___ agree that ___. Although the topic of ___ is the same in both ___ and ___, the approaches are ___ because ___ (examples).
St. 10	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				

Grade Six: ELA, CCSS Informational Text Standards with English Language Development Functions and Forms.

St. #	CCSS Reading Literacy Standard	Topic (standard) Goal	ELD Function (purpose)	General Academic Language (forms)	English Language Proficiency Target	Sentence Frames (Beginning, early intermediate, intermediate, early advanced and advanced).
St. 1	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Support Inferences With Textual Evidence	Explaining	Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	The ____ (text) is _____. how me ____ (word/phrase/illustration). ____ (text) infers _____. ____ supports _____. In _____ supports _____. ____ because _____. ____ so _____. Based on _____ (text), _____ because _____. ____ is most ____ according to _____. ____ are more/less ____ than ____ because. As a result of _____, _____ will most likely happen. An example is _____. If ____ had/had not _____, _____ would/wouldn't have _____.
St. 2	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Central Message	a. Description b. Summarizing	Describe example of, belongs to, described as, like, identified by, is called, such as (describe main aspects of main idea and details by sequencing) Summarize compound sentences with: and, but, to conclude, in summary, in short, indeed, therefore, consequentially	Describe Students learn to understand and generate oral and written language skills with present progressive adverbs. Summarize Students will use complex sentences (compound sentences with conjunctions that summarize) with increasingly specific vocabulary.	____ is ____ (main idea). Is ____ the main idea? The ____ is _____. Is the main idea ____ or ____ (ask student)? ____ is/is not the main idea because _____. ____ is ____ because _____. First _____, then _____ and finally _____. The ____ of ____ support _____. ____ and ____ are _____, but ____ is _____. ____ conveys ____ about _____. ____ is an example of _____. In summary ____ is ____ because _____. ____ demonstrates that _____. To conclude ____ supports ____ with ____ and _____. Therefore ____ illustrates that _____. Indeed ____ could be ____ of ____ because _____. Consequently _____.
St. 3	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Event, Idea and Individual Development	Drawing Conclusions	Conclusion comparative adjectives, past tense verbs, conjunctions with although, because, that.. since, consequently (cause/effect forms also)	Conclusion Students will be able to use comparative adjectives in increasingly complex sentences.	Language functions for "conclusion" starts at the intermediate level of ELP. ____ is _____. ____ is not _____. ____ caused _____. ____ is ____ because _____. I can conclude ____ because _____. Since ____ I know _____. The idea of ____ impacted _____. ____ (author) elaborates on ____ because _____. ____ (author) illustrates _____. ____ (author) introduces ____ as _____. ____ (author) ____ (introduces/illustrates/elaborates) about a ____ (portrait) of ____ (character) by _____. An example of ____ (character/event/idea) ____ (traits) include _____. ____ is an example the role ____ played in the ____ of _____. ____ (author) ____ (elaborates) on his/her ____ of _____, concluding that _____.
St. 4	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine Word Meaning	a. Interpreting b. Defining (conceptualizing nouns, verbs and adjectives pertaining to abstract ideas)	Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of Define is, a, are, tells, shows that, describes, explains, has, example of	Interpret Students will learn to identify and interpret the words and phrases with figurative, connotative and technical meanings. Define Students will learn to define concrete and abstract objects and concepts with correct nouns, pronouns, and adjectives. (Defining of unknown words include a strong focus on context clues).	____ is a _____. A word that means ____ is _____. ____ means ____ because _____. ____ is _____. The word ____ in paragraph ____ means _____. ____ is the definition of _____. The phrase ____ (figurative lang.) means ____ in paragraph ____ because _____. The word/phrase ____ (clarifies/supports) the ____ (meaning) of ____ because _____. ____ (author) reveals ____ (purpose) by _____. ____ (word/phrase) enhances the ____ of ____ used in _____. The connotation of ____ used in ____ is referring to _____. ____ is an example of ____ which supports _____.
St. 5	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Text Structure and Development of Ideas	a. Analyze b. Cause and Effect	Analyze relationship verbs: contain, part of, a segment of, quantifiers: some, a good number of, almost all, a few, hardly any Cause and Effect verb forms & words: because, since, consequently, if....then, led to, due to, explains why, caused	Analyze Students will learn to understand and generate oral and written language skills using relationship verbs and quantifiers in increasingly complex sentences. Cause and Effect Students will support their comparisons with the various cause and effect verbs.	The text ____ is the same as/different than _____. The ____ are _____. The ____ (cause/effect) structure of ____ (chapter/paragraph/sentence) explains _____. ____ structure contributes to the development of _____. ____ (text) used cause and effect to show _____. Because _____, _____. ____ (text) was more ____ (effective) in ____ (describing) ____ than ____ because _____. An example of ____ (description/cause-effect) in ____ is _____. It is effective because _____. The ____ (cause and effect) structure fits ____ because _____. The description of ____ in paragraph ____ contributes to the ____ of _____. The use of ____ (chronological order) in ____ (section/chapter) clarifies that _____. The overall structure in ____ and ____ are alike/different. An example of their similarities/differences is _____.
St. 6	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Conveying Author's Purpose	a. Supporting Opinion b. Interpreting	Support Opinions like/don't, agree/don't, should/not, because/so, IF clauses with modals: can, would, may, must, should Interpret because, then, finally, so, therefore, some, a good number of, almost all, a few, hardly any, contain, entail, consists of	Support Opinions Students will learn to express opinion using simple to complex sentence structures. Interpret Students will learn to identify and interpret the language of propaganda and use complex sentences.	The author is _____. The author said _____. ____ thinks _____. ____ describes ____ (author's viewpoint) because _____. ____ (author) conveys ____ about _____. ____ agrees/doesn't agree with ____ because _____. ____ (author) believes that ____ (most/a few/hardly any) ____ is successful in ____ the purpose of ____ because _____. The author's ____ about ____ is conveyed _____. An example from ____'s accounts of ____ is ____ which supports _____. ____ achieves ____ about _____. An example is _____. Although ____ creates interest in _____, due to _____, _____.
St. 7	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue	Integrating Sources for Topic Development	a. Synthesizing (correlates with ODE's interpretation ELP).	Synthesize(integrate) relationship verbs: contain, entail, consist of, partitives such as: a part of, a segment of, and quantifiers: some, a good number of, almost all, a few, hardly any	Synthesize (integrate) Students will understand and generate sentences or phrases to express, describe or explain relationships in various formats.	This is a ____ (type of media format). ____ is like/different than ____ (compare formats). ____ and ____ in the ____ (text, diagram) explain how _____. ____ and ____ explain the impact of _____. The information in ____ consists of ____ and _____. ____ and ____ (different formats) both contain _____. According to ____ (online database) the impact of ____ is _____. The ____ (format type) along with _____, show _____. Collective research from ____ and ____ share ____ about _____. A number of ____ consist of ____ to illustrate _____.
St. 8	RI.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	Evaluating reasons and evidence	a. Evaluation	Evaluate object adjectives (that, those, each, every), number adjectives, adjectives to limit (few, many, some), correlated "paired" conjunctions (both – and; not only – but also),degrees of certainty/uncertainty, belief/doubt, likelihood	Evaluate Students will understand and generate complex sentences using an increasing specificity of nouns, verbs, and adjectives and correlative conjunctions.	____ is the author. The author is ____ (characteristic). ____ is _____. The author argues that ____ is ____ because _____. An example is _____. The claim that ____ is ____ has (much, little) _____. ____ supports ____ with evidence of _____. ____ and ____ are/are not supported by _____. An example is _____. ____ argues that if _____, then ____ would _____. In my opinion ____ are/are not ____ (supported) by ____ because _____. The ____ (evidence) does not support ____ because _____. The ____ (claim) about ____ is ____ (adj.) effective because _____.
St. 9	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Event Comparison (different authors)	a. Compare and Contrast b. explain	Compare and Contrast ____ is like ____ because _____. both are similar, is different than, ____ from ____ is _____. whereas ____ has _____. the same Explain appears to, suggests, means that, explained as (verb tenses) are/are not	Compare Students will learn to understand and generate complex sentence structure with specific comparative language using adjectives and conjunctions. Contrast Students will learn to understand and generate appropriately used idiomatic phrases and contrasting words (e.g., whereas, and in contrast) with comparative adjectives Explain Students will use verb forms, declarative sentences, complex sentences and adverbs of manner.	A memoir is _____. A biography is _____. The events in ____ are like/different than _____. ____ and ____ are similar because both _____. ____ and ____ differ because _____. The event ____ is depicted as ____ in _____. Given the evidence that ____ and ____ both ____ explain the causes of _____. Even though ____ has _____, ____ has _____. According to _____, If ____ had _____, then ____ would have _____. One variation between ____ and ____ is that ____ has _____.
St. 10	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Common Core Standard Ten is unique in that it states that all grades K - 12 are expected to end the year reading and comprehending literature at the high end of the grade complexity band independently and proficiently. It is the culmination and integration of all literacy standards for each grade. The key is staying on topic within and across each grade.				