

West Shore School District  
Elementary ESL Model Performance Indicators  
For English Language Arts  
Grades K-2

<b>CC.1.1.A Book Handling</b>					<b>Grade: K</b>		<b>L e v e l 6 - R e a c h i n g</b>	
<b>ELP Standard: 2 Language of Language Arts</b>								
<b>Concepts:</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>		
<ul style="list-style-type: none"> <li>• Book Handling</li> </ul>		<p>Holds simple picture book correctly by themselves with teacher prompting when necessary.</p>	<p>Points to the front and back of the book independently using simple picture books with teacher or partner support when necessary.</p>	<p>Points to the title of a picture book with partner support.</p>	<p>Points to show where to start reading and slides finger in the right direction independently, using picture books.</p>	<p>Independently turns pages at the appropriate point as a simple story is read aloud.</p>		
<p>Topic-Related Language: front, back, title, start, left to right, turn pages</p>								
<b>D O M A I N R E A D I N G</b>								

<b>CC.1.1.B Print Concepts</b>					Grade: K-1		<b>L e v e l 6 - R e a c h i n g</b>	
<b>ELP Standard: 2- Language of Language Arts</b>								
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
<ul style="list-style-type: none"> <li>Print Concepts</li> </ul>		Draw and label a picture to determine main idea of the story with a partner.	Sort teacher written simple sentences and illustrations for main idea and details with a partner.	Find phrases or sentences in a story that support the main idea with a partner.	Find phrases or sentences in a story that support the main idea and write them in the graphic organizer with a partner.	Find phrases or sentences in a story that support the main idea and write them in the graphic organizer to form a paragraph independently.		
<b>D O M A I N R E A D I N G</b> Topic-Related Language: draw, label, main idea, sort, phrases, sentences, paragraph								

<b>CC.1.1.C Phonological Awareness</b>		<b>Grade: K-1</b>				<b>L e v e l 6 - R e a c h i n g</b>				
										<b>ELP Standard: 2- Language of Language Arts</b>
<b>D O M A I N R E A D I N G</b>	Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Students will produce a sentence with at least two rhyming words. (ie The fat cat sat on a mat.)			
	• Phonological Awareness	Listen and recognize rhyming words when said by the teacher given two choices (ex: car, bat, p. 7 in MTSS handbook) using rhyming picture cards.	Listen and recognize rhyming words when said by teacher given three choices (ex: cat, bat, car, p. 8 in MTSS handbooks) using rhyming picture cards.	Produce two rhyming words when given a word family (ie -ap, -at) using picture support and/or with a partner.	After listening to a simple rhyming story read aloud, students should produce two rhyming words on their own.					
Topic-Related Language:							rhyming, sentence, word families			

**D O M A I N R E A D I N G**

<b>CC.1.1.D Phonics and Word Recognition</b>				
<b>ELP Standard: 2- Language of Language Arts</b>				
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding
<ul style="list-style-type: none"> <li>• Phonics</li> <li>• Word Recognition</li> </ul>	<p>Demonstrate basic knowledge of letter-sound correspondence when asked by a teacher or partner. (ex: T: What letter is this? What sound does d make?)</p>	<p>Decode one syllable words with common patterns, when reading with the teacher or a partner. (ex: cat, bat, hop, mop)</p>	<p>Decode long and short vowel patterns in one and two syllable words when reading with the teacher or a partner.</p>	<p>Decode one and two syllable words with long vowel patterns, common prefixes and suffixes when reading with the teacher or a partner.</p>
				<p>Level 5 Bridging</p> <p>Know and apply grade-level phonics and decoding skills when reading independently</p>

Grade: K-2

L e v e l 6 - R e a c h i n g

Topic-Related Language:  
syllables, multisyllabic, prefixes, suffixes, root words, word families

Grade: K-2					L e v e l 6 - R e a c h i n g				
<b>CC.1.1.E Fluency</b>									
<b>ELP Standard: 2- Language of Language Arts</b>									
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging				
<ul style="list-style-type: none"> <li>Fluency and accuracy</li> </ul>	Recognize letters and basic sight words, fluently and accurately, using picture supports.	Read basic sight words and simple pattern books, fluently and accurately, using picture supports with the teacher or a partner.	Read fluently and accurately at <b>student's independent reading level</b> , self correcting when needed, with teacher or partner.	Read fluently and accurately at <b>student's independent reading level</b> , emphasizing expression and rate with teacher or partner.	Read fluently and accurately at <b>student's independent reading level</b> , confirming and discounting word choice based on context clues.				
Topic-Related Language: fluency, accuracy, expression, rate, self correcting, sight/anchor words									
<b>D O M A I N R E A D I N G</b>									

<b>CC.1.2.A Key Ideas and Details- Main Idea</b>					Grade: K-2		<b>L e v e l 6 - R e a c h i n g</b>	
<b>ELP Standard: 2 - Language of Language Arts</b>								
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
<ul style="list-style-type: none"> <li>Main idea</li> </ul>		Draw and label a picture to determine main idea of the text with graphic and/or teacher support.	Sort teacher written simple sentences and illustrations for main idea and details with a partner.	Find phrases or sentences in a text that support the main idea with a partner.	Find phrases or sentences in a text that support the main idea and write them in the graphic organizer with a partner.	Find phrases or sentences in a text that support the main idea and write them in the graphic organizer to form a paragraph independently.		
Topic-Related Language: key details, main idea, topic, retell, paragraph								
<b>D O M A I N R E A D I N G</b>								

<b>CC.1.2.B Key Ideas and Details - Text Analysis</b>					Grade: 3-5		<b>L e v e l 6 - R e a c h i n g</b>
<b>ELP Standard: 2 - Language of Language Arts</b>					Level 3 Developing	Level 4 Expanding	
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
<ul style="list-style-type: none"> <li>• Making Inferences</li> </ul>	<p>Make inference based on listening to a simple dialogue during a pretend phone conversation by selecting a picture to indicate who they called.</p>	<p>Make inferences verbally based on listening to a simple dialogue during a pretend phone conversation to indicate who they called and the reason for the call.</p>	<p>Make inferences based on a short text at their reading level with picture support that was read with a partner.</p>	<p>Make inferences and support them with evidence from a text read at their reading level.</p>	<p>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p>		
Topic-Related Language: inferences, infer							
<b>D O M A I N R E A D I N G</b>							



CC.1.2.C Key Ideas and Details - Text Analysis					Grade: K-2	
ELP Standard: 2- Language of Language Arts						
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	L e v e l 6 - R e a c h i n g
<ul style="list-style-type: none"> <li>• Making Connections</li> </ul>	Given a topic or idea students will respond with single words or by pointing to a picture to show feelings to make a connection to the text with teacher and text support.	Given a topic or idea students will respond with phrases or simple sentences to make a personal connection to the text, using the text as a support.	Given a topic or idea students will respond with simple or expanded sentences to make a personal or text to text connection, using the text as a support.	Given a topic or idea students will respond with short, expanded, and some complex sentences to make a personal or text to text connection, using the text as a support.	Given a topic or idea students will respond with multiple complex sentences to make a personal or text to text, text to world connections using the text as a support.	
<p>Topic-Related Language: connection, feelings, personal connection, text to world, phrases, sentences</p>						

**D O M A I N R E A D I N G**

**D O M A I N R E A D I N G**

<b>CC.1.2.E Craft and Structure Text Structure</b>					
<b>ELP Standard: 2- Language of Language Arts</b>					
<b>Grade: K-2</b>					
<b>Concepts:</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<ul style="list-style-type: none"> <li>Parts of a Book</li> </ul>	Identify parts of an informational text: front cover, back cover and title page in pairs.	Identify parts of an informational text: title, author, keywords in pairs.	Identify and give details about the parts of an informational text: title, author, table of contents, headings, captions, photos, glossary in pairs.	Use the table of contents and glossary to find important information about the text in pairs.	Independently use text structures (index, headings, etc) to locate information and answer questions about a text at their independent reading level.
<p><b>Topic-Related Language:</b> non-fiction text features, table of contents, headings, captions, title, author, front cover, back cover, photos, glossary</p>					

**L e v e l 6 - R e a c h i n g**

CC.1.2.F Craft and Structure Vocabulary						Grade: K-2	
ELP Standard: 2- Language of Language Arts							
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	<p>After listening to a nonfiction text students will match vocabulary words to pictures, using the text and pictures for support.</p>	<p>While listening to a nonfiction text students provide missing vocabulary (shared reading) using the text and pictures for support.</p>	<p>After listening to or reading a nonfiction text at their independent level, students will match vocabulary words to phrases or sentences, using the text and pictures for support.</p>	<p>After listening to or reading a nonfiction text at their independent level, students will provide sentences or examples with the key vocabulary, using the text, pictures and other resources for support.</p>	<p>After listening to or reading a nonfiction text at their independent reading level, students will provide sentences or examples, non-examples, or definitions with the key vocabulary, using the text, pictures and other resources for support.</p>	L e v e l 6 - R e a c h i n g	
<p><b>D O M A I N R E A D I N G</b></p>							
<p>Topic-Related Language: vocabulary, pictures, text, examples, non examples, definitions, sentences</p>							

<b>CC.1.2.G Integration of Knowledge and Ideas - Diverse Media</b> <b>ELP Standard: 2 - Language of Language Arts</b>		Grade: K-2			<b>L</b> <b>e</b> <b>v</b> <b>e</b> <b>l</b> <b>6</b> <b>-</b> <b>R</b> <b>e</b> <b>a</b> <b>c</b> <b>h</b> <b>i</b> <b>n</b> <b>g</b>
		<b>Concepts:</b> <ul style="list-style-type: none"> <li>Finding Information/ Research</li> </ul>	<b>Level 1</b> <b>Entering</b> After looking at or being read a nonfiction magazine, students will answer simple WH questions about the illustrations in the text using picture support.	<b>Level 2</b> <b>Emerging</b> After watching a simple video on a given topic, match pictures to words to demonstrate understanding with a partner.	
<b>D O M A I N R E A D I N G</b> <b>Topic-Related Language:</b> word, caption, illustration, encyclopedia, search, research, source, magazine, website					

<b>CC.1.2.H Integration of Knowledge and Ideas - Evaluating Arguments</b>						Grade: K-2		<b>L e v e l 6 - R e a c h i n g</b>
<b>ELP Standard: 2 - Language of Language Arts</b>						Level 5 <b>Bridging</b>	Level 4 <b>Expanding</b>	
<b>D O M A I N R E A D I N G</b>	Concepts:	Level 1 <b>Entering</b>	Level 2 <b>Emerging</b>	Level 3 <b>Developing</b>	Level 4 <b>Expanding</b>	Level 5 <b>Bridging</b>		
	<ul style="list-style-type: none"> <li>Explain how the Author Supports Points</li> </ul>	Students will draw pictures that represent a reason the author gives to support the points in a text with teacher support.	Students will draw pictures and match sentence strips to the illustrations to represent the reasons the author gives to support the points in a text in collaborative groups.	Identify the main idea and the author's reasons from a very simple text using a graphic organizer in collaborative groups.	Use short, expanded, and some complex sentences to identify the reasons that an author gives to support a specific point in a text using a graphic organizer in collaborative groups.	Identify the reasons that an author gives to support a specific point in a simple text.		
<p>Topic-Related Language: main idea, purpose, reason, evidence, support, illustrations, text</p>								

CC.1.2.I Integration of Knowledge and Ideas-Analysis Across Texts						Grade: K-2	
ELP Standard: 2- Language of Language Arts						L e v e l 6 - R e a c h i n g	
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<ul style="list-style-type: none"> <li>Compare and contrast information between text</li> </ul>		<p>With prompting and support, listen to two texts on the same topic and work together to complete a Venn diagram using pictures and labels.</p>	<p>With a partner, listen to two texts on the same topic and use phrases and simple sentences to complete a Venn diagram.</p>	<p>With a partner, read two texts on the same topic using simple sentences to compare and contrast information using a Venn diagram to demonstrate understanding of that topic.</p>	<p>With a partner, compare and contrast information from two texts on the same topic using a Venn diagram to demonstrate understanding of that topic. Then use the Venn diagram to develop ideas into a paragraph.</p>	<p>Independently, compare and contrast the most important points from two texts on the same topic using a Venn diagram. Then use the Venn diagram to develop ideas into a paragraph.</p>	
<p>Topic-Related Language: compare, contrast, Venn diagram, same, different, similar, paragraph</p>							

D O M A I N R E A D I N G

CC.1.2.J Vocabulary Acquisition and Use					Grade: K-2	
ELP Standard: 2- Language of Language Arts						
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	L e v e l 6 - R e a c h i n g
<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Produce one word answers when asked to respond to conversations and texts that have been read (i.e. school, home, family, body parts, animals, etc.)	Produce a phrase or simple sentence to respond to conversations and texts that have been read (The boy goes to school or boy go to school)	Produce simple sentences to respond to conversations and texts that have been read including conjunctions and transition words. (The boy gets on the bus and goes to school. <b>OR</b> First, the boy goes to school).	Produce simple sentences to respond to conversations and texts that have been read including content-specific vocabulary words (Rain is one type of precipitation.)	Acquire and accurately use grade-appropriate conversational, general academic, and domain specific words and phrases	
<p>Topic-Related Language: definition, vocabulary word, phrase, signal words</p>						

D O M A I N R E A D I N G

CC.1.2.K Vocabulary Acquisition and Use					Grade: K-2	
ELP Standard: 2 - Language of Language Arts						
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>D</b> <b>O</b> <b>M</b> <b>A</b> <b>I</b> <b>N</b> <b>R</b> <b>E</b> <b>A</b> <b>D</b> <b>I</b> <b>N</b> <b>G</b>	• Multiple-Meaning Words and Phrases	With prompting and graphic support, clarify unknown words or phrases read aloud	With prompting and graphic support, given two options, clarify unknown and multiple-meaning words based on a text and content at their independent reading level.	With prompting and graphic support, given two options, clarify the meaning of unknown, multiple-meaning words or phrases based on a text and content at their independent reading level.	Given two options, clarify the meaning of unknown, multiple-meaning words and phrases based on a text and content at their independent reading level choosing from a range of strategies and tools.	Given multiple options, clarify the meaning of unknown, multiple-meaning words and phrases based on a text and content at their independent reading level choosing from a range of strategies and tools.
	Topic-Related Language: multiple-meaning words, phrases, context clues					

L e v e l 6 - R e a c h i n g



CC.1.2.L Range of Reading						Grade: K-2	
ELP Standard: 2- Language of Language Arts							
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	L e v e l 6 - R e a c h i n g	
<ul style="list-style-type: none"> <li>Reading independently</li> </ul>	Actively engage in echo reading of a simple nonfiction text. (Teacher reads and student repeats while following along.)	Actively engage in choral reading or in group reading of a nonfiction text at the student's independent reading level.	Read a nonfiction text independently at the student's reading level and check comprehension with peers.	Read and comprehend literary nonfiction and informational text at the student's independent reading level, reading independently and proficiently.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		
<p>Topic-Related Language: echo reading, choral reading, nonfiction, comprehension, accuracy</p>							

D O M A I N R E A D I N G

<b>CC.1.3.A Summarizing/Determining Theme</b>					Grade: K-2		L e v e l 6 - R e a c h i n g
<b>ELP Standard: 2 - Language of Language Arts</b>					Level 5 Bridging	Recount stories and determine their central message, lesson or moral.	
<b>D O M A I N R E A D I N G</b>	Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding		Students will recount key events from the story and determine the big idea and the lesson or moral using a graphic organizer.
	• Retell a story	Students will draw pictures about the beginning, middle and end using the story as a support.	Students will retell a story with key details from the beginning, middle and end using picture/story support.	Students will recount key events from the story and determine the big idea using a graphic organizer.	Students will recount key events from the story and determine the big idea and the lesson or moral using a graphic organizer.		
	<b>Topic-Related Language:</b> sequence, retell, key details, big idea, central message, lesson/moral						

CC.1.3.B Key Ideas and Details - Text Analysis					Grade: K-2	L e v e l 6 - R e a c h i n g
ELP Standard: 2 - Language of Language Arts						
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
D O M A I N R E A D I N G	<ul style="list-style-type: none"> <li>Answering questions about key details</li> </ul>	Answer one word yes/no questions about key details about the text using picture and text support.	Answer questions about the text with a phrase or simple sentence using picture and text support.	Answer questions about the text with a simple or expanded sentence. Ask who or what questions about the story using picture and text support.	Answer questions about the text with a short, expanded, or some complex sentences. Ask who, what, when or where questions about the story using picture and text support.	Answer questions about the text with multiple, complex sentences. Ask all who and how questions about the story.
	Topic-Related Language: who, what, where, when, why, how, question, statement, key details					

CC.1.3.C Key Ideas and Literary Elements					Grade: K-2	
ELP Standard: 2- Language of Language Arts						
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<ul style="list-style-type: none"> <li>Literary elements</li> </ul>	Students will sort pictures of the characters and setting with a partner.	Students will draw pictures to represent the characters, setting and one major event using a graphic organizer with a partner .	Students will retell a story including the characters, setting and <b>three</b> major events using key vocabulary from the story using a graphic organizer with a partner.	Students will retell a story including the characters, setting and <b>all</b> major events using key vocabulary from the story and some transition words using a graphic organizer with a partner or independently.	Describe how characters in a story respond to major events and challenges.	
<p>Topic-Related Language: characters, setting, events, details, transition words, challenges (problem/solution)</p>						

D O M A I N R E A D I N G

L e v e l 6 - R e a c h i n g

CC.1.3.D Craft and Structure Point of View					Grade: K-2	
ELP Standard: 2 - Language of Language Arts						
L e v e l 6 - R e a c h i n g						
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> <li>● Narrator's Point of View</li> </ul>		When looking at the cover of the book students should point to the names of the author and/or illustrator with teacher support.	When looking at the cover of the book students should point to the names of the author and/or illustrator and tell in a phrase or short sentence their roles with a partner.	When reading a story with multiple characters students should identify which character is speaking using a graphic organizer with a partner.	Students should choose a character and identify how they are feeling and why using a graphic organizer. Students should practice reading a few lines aloud using expression to a partner .	Discuss the feelings and emotions of different character's point of view. Students should use expression to convey how the characters are feeling when reading dialogue aloud.
<p>Topic-Related Language: author, illustrator, point of view, dialogue, expression, feelings, emotions, characters</p>						

D O M A I N R E A D I N G

CC.1.3.E Craft and Structure Text Structure						Grade: K-2	
ELP Standard: 2 - Language of Language Arts							
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<ul style="list-style-type: none"> <li>Text Structure</li> </ul>		When shown a fiction and nonfiction text students will point to the correct story with simple teacher questions or prompts.	Given a set of books students will be able to sort the books into fiction and nonfiction categories. They should also be able to give a phrase or short sentence explaining the genre using pictures/chart or partner support.	Given a set of books students will be able to sort the books into fiction and nonfiction categories. They should be able to explain characteristics of each genre in simple or expanded sentences using pictures/chart or partner support.	Students should identify story plot structures like how the beginning introduces the story and how the ending concludes the action.	Students should identify story plot structures like how the beginning introduces the story and how the ending concludes the action. They should be able to explain characteristics of each genre in multiple, complex sentences.	
<p><b>D O M A I N R E A D I N G</b></p> <p>Topic-Related Language: chapter, scene, stanza, poem, drama, prose</p>						<p><b>L e v e l 6 - R e a c h i n g</b></p>	

CC.1.3.F Craft and Structure Vocabulary		Grade: K-2			
ELP Standard: 2 - Language of Language Arts					
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> <li>Determine Meaning of Words, Phrases</li> </ul>	<p>Answer yes/no questions about unfamiliar words read aloud from a story using context clues and pictures for support.</p>	<p>Answer questions using phrases or simple sentences about unfamiliar words read aloud from a text (story, poem, reader's theatre) using context clues and pictures for support.</p>	<p>Ask and answer questions in short and some expanded sentences with emerging complexity about stories or poems that describe feelings or sensory details using a graphic organizer with a partner.</p>	<p>Ask and answer questions in short, expanded, and some complex sentences about stories or poems that describe feelings or sensory details using a graphic organizer with a partner.</p>	<p>Ask and answer questions in multiple, complex sentences about stories or poems that describe rhythm and meaning in a story, poem or song using a graphic organizer.</p>
<p><b>D O M A I N R E A D I N G</b></p> <p>Topic-Related Language: feelings, rhythm, story poem, text, song, senses</p>					

L e v e l 6 - R e a c h i n g

CC.1.3.G Visual and Multimedia Elements					Grade: K-2	
ELP Standard: 2 - Language of Language Arts						
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	L e v e l 6 - R e a c h i n g
<ul style="list-style-type: none"> <li>Visual and Text Elements</li> </ul>	After teacher read aloud, student matches pictures to story details with teacher support.	In phrases or simple sentences, student makes connections between the illustrations and text from a story using a graphic organizer and/or sentence starters with a partner.	Using short and some expanded sentences with emerging complexity, student identifies characters and setting using a graphic organizer with a partner.	Using short and some expanded sentences with emerging complexity, student identifies characters, setting and plot events using a graphic organizer with a partner.	Use information from illustrations and words, in print or digital text to demonstrate understanding of characters, setting or plot.	
<p>Topic-Related Language: characters, setting, plot, illustrations, details, text, story</p>						

D O M A I N R E A D I N G



CC.1.3.H Integration of Knowledge and Ideas-Text Analysis					Grade: K-2	
ELP Standard: 2- Language of Language Arts						
L e v e l 6 - R e a c h i n g						
Concepts:		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> <li>Compare and contrast information between texts</li> </ul>		<p>After a story is read aloud, students will draw pictures to compare and contrast adventures and experiences in familiar stories using picture support and a graphic organizer.</p>	<p>After a story is read aloud, students will draw pictures and write phrases or simple sentences to compare and contrast adventures and experiences in familiar stories, using picture support and a graphic organizer.</p>	<p>After reading a story at their independent level, students will write short and some expanded sentences with emerging complexity to compare and contrast adventures and experiences in familiar stories, using picture support and a graphic organizer.</p>	<p>After reading a story at their independent level, students will write short, expanded, and some complex sentences to compare and contrast adventures and experiences in familiar stories, using picture support and a graphic organizer.</p>	<p>Compare and contrast two or more versions of the same story by different authors or from different cultures (ie. Lon Po Po and Little Red Riding Hood)</p>
<p><b>D O M A I N R E A D I N G</b></p> <p>Topic-Related Language: compare, contrast, Venn diagram, same, different, similar</p>						

CC.1.3.I Vocabulary Acquisition and Use Strategies						Grade: K-2				
ELP Standard: 2 - Language of Language Arts										
Concepts:						Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<ul style="list-style-type: none"> <li>Multiple-Meaning Words and Phrases</li> </ul>						<p>With prompting and graphic support, clarify unknown words or phrases read aloud</p>	<p>With prompting and graphic support, given two options, clarify unknown and multiple-meaning words based on a text and content at their independent reading level.</p>	<p>With prompting and graphic support, given two options, clarify the meaning of unknown, multiple-meaning words or phrases based on a text and content at their independent reading level.</p>	<p>Given two options, clarify the meaning of unknown, multiple-meaning words and phrases based on a text and content at their independent reading level choosing from a range of strategies and tools.</p>	<p>Given multiple options, clarify the meaning of unknown, multiple-meaning words and phrases based on a text and content at their independent reading level choosing from a range of strategies and tools.</p>
<p><b>D O M A I N R E A D I N G</b></p>						<p><b>L e v e l 6 - R e a c h i n g</b></p>				
<p>Topic-Related Language: multiple-meaning words, phrases, context clues</p>										

CC.1.3.J Vocabulary Acquisition and Use					Grade: K-2	
ELP Standard: 2 - Language of Language Arts						
Concepts:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<ul style="list-style-type: none"> <li>Vocabulary</li> </ul>	Produce one word answers when asked to respond to conversations and texts that have been read (i.e. school, home, family, body parts, animals, etc.)	Produce a phrase or simple sentence to respond to conversations and texts that have been read (The boy goes to school or boy go to school)	Produce simple sentences to respond to conversations and texts that have been read including conjunctions and transition words. (The boy gets on the bus and goes to school. <b>OR</b> First, the boy goes to school).	Produce simple sentences to respond to conversations and texts that have been read including content-specific vocabulary words (Rain is one type of precipitation.)	Acquire and accurately use grade-appropriate conversational, general academic, and domain specific words and phrases	L e v e l 6 - R e a c h i n g
Topic-Related Language: definition, vocabulary word, phrase, sentence, conjunctions, transition words						

D O M A I N R E A D I N G

<b>CC.1.3.K Range of Reading</b>						<b>Grade: K-2</b>		<b>L e v e l 6 - R e a c h i n g</b>
<b>ELP Standard: 2- Language of Language Arts</b>								
<b>D O M A I N R E A D I N G</b>	<b>Concepts:</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>		
	<ul style="list-style-type: none"> <li>● Reading independently</li> </ul>	Actively engage in echo reading of simple literature. (Teacher reads and student repeats while following along.)	Actively engage in choral reading or in group reading of literature at the student's independent reading level.	Read literature independently at the student's reading level and check comprehension with peers.	Read and comprehend literature at the student's independent reading level, reading independently and proficiently.	Read and comprehend literature on grade level, reading independently and proficiently.		
<p>Topic-Related Language: echo reading, choral reading, literature, comprehension, accuracy, independently, proficiently</p>								