



**Connecting Assessment  
and Instruction for Independence**

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**Grades 5-12  
Reading**

**LINKS™  
Curriculum:**

**Relationship Between the  
Common Core Essential  
Elements and Links  
Lessons and Routines**



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# Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Fifth Grade English Language Arts Standards: Reading (Literature)				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Key Ideas and Details</b>				
<b>RL.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>EERL.5.1.</b> Identify words in the text to answer a question about explicit information.	<b>Level IV AA Students will:</b> <b>EERL.5.1.</b> Select words from the text to support an inference.		
		<b>Level III AA Students will:</b> <b>EERL.5.1.</b> Identify words in the text to answer a question about explicit information.	58, 71, 112, 113	
		<b>Level II AA Students will:</b> <b>EERL.5.1.</b> With guidance and support, identify words in the text to answer a question about explicit information.	58, 71, 112, 113	
		<b>Level I AA Students will:</b> <b>EERL.5.1.</b> With guidance and support, answer explicit questions about a familiar text.	51, 53 71, 82 15	
<b>RL.5.2.</b> 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.	<b>EERL.5.2.</b> Identify the central idea or theme of a familiar story, drama or poem.	<b>Level IV AA Students will:</b> <b>EERL.5.2.</b> Identify the central idea or theme of a story, drama, or poem. Ex. After the first or second reading of a story, drama, or poem, state the central idea or theme.	71, 113	
		<b>Level III AA Students will:</b> <b>EERL.5.2.</b> Identify the central idea or theme based of a familiar story, drama, or poem.	71, 113	
		<b>Level II AA Students will:</b> <b>EERL.5.2.</b> Identify the main idea of a familiar story.	71, 113	
<b>RL.5.3.</b> 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).	<b>EERL.5.3.</b> Compare and contrast two characters in a familiar story.	<b>Level I AA Students will:</b> <b>EERL.5.2.</b> With guidance and support, identify details from a familiar story. Ex. Given two choices, one related and one unrelated, identify a detail from a familiar story.	40, 51, 53	
		<b>Level IV AA Students will:</b> <b>EERL.5.3.</b> Compare and contrast two characters in a story.	100	

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		<b>Level III AA Students will:</b> <b>EERL.5.3.</b> Compare and contrast two characters in a familiar story. Ex. After repeated readings of a familiar text, select from a list of adjectives those that describe only one or both of the characters.	100	
		<b>Level II AA Students will:</b> <b>EERL.5.3.</b> Compare two characters in a familiar story.	100	
		<b>Level I AA Students will:</b> <b>EERL.5.3.</b> Identify words that describe a main character from a familiar story.	51, 96, 6 15, 17	
<b>Craft and Structure</b>				
<b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>EERL.5.4.</b> After listening to or reading a familiar text, determine the meanings of words and phrases.	<b>Level IV AA Students will:</b> <b>EERL.5.4.</b> N/A		
		<b>Level III AA Students will:</b> <b>EERL.5.4.</b> After listening to or reading a familiar text, determine the meanings of words and phrases.	113	
		<b>Level II AA Students will:</b> <b>EERL.5.4.</b> After listening to or reading a familiar text, identify the meanings of words and phrases.	58, 112	
		<b>Level I AA Students will:</b> <b>EERL.5.4.</b> With prompts and support, identify the meaning of words in a familiar text.	37, 39, 40 82, 88	
<b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>EERL.5.5.</b> Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.	<b>Level IV AA Students will:</b> <b>EERL.5.5.</b> Identify the beginning, middle, and end of a poem, drama, or story.	85, 47, 108	
		<b>Level III AA Students will:</b> <b>EERL.5.5.</b> Identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.	47, 108	
		<b>Level II AA Students will:</b> <b>EERL.5.5.</b> Given three parts from a familiar poem, drama, or story, arrange the parts into the correct sequence.	43, 83	
		<b>Level I AA Students will:</b> <b>EERL.5.5.</b> Identify the beginning of a familiar story.	43, 83, 85	
<b>RL.5.6.</b> Describe how a narrator's or speaker's point of view influences how events are described.	<b>EERL.5.6.</b> Determine the point of view of the narrator.	<b>Level IV AA Students will:</b> <b>EERL.5.6.</b> Describe the difference between the point of view of the narrator and another character in the story.		
		<b>Level III AA Students will:</b> <b>EERL.5.6.</b> Determine the point of view of the narrator.		
		<b>Level II AA Students will:</b> <b>EERL.5.6.</b> Identify the narrator in a story with a character as the narrator. Ex. Answers the question, "Who is telling the story?"	51, 88, 96	

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		<b>Level I AA Students will:</b> <b>EERL.5.6.</b> Identify the speakers in a dialogue.	40, 88, 96, 6	
<b>Integration of Knowledge and Ideas</b>				
<b>RL.5.7.</b> 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).	<b>EERL.5.7.</b> Identify illustrations and multimedia elements that add to understanding of a text.	<b>Level IV AA Students will:</b> <b>EERL.5.7.</b> Provide an example of how an illustration enhances understanding of the text.		
		<b>Level III AA Students will:</b> <b>EERL.5.7.</b> Identify illustrations and multimedia elements that add to understanding of a text.		
		<b>Level II AA Students will:</b> <b>EERL.5.7.</b> Identify illustrations and multimedia elements that show what is happening in the text.	40, 88	
<b>RL.5.8.</b> (Not applicable to literature)	<b>EERL.5.8.</b> N/A	<b>Level I AA Students will:</b> <b>EERL.5.7.</b> Identify the target item in an illustration or other multimedia element.	40, 88, 6	
<b>RL.5.9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>EERL.5.9.</b> Compare two stories with similar topics.	<b>Level IV AA Students will:</b> <b>EERL.5.9.</b> Compare and contrast two stories with similar elements. Ex. Using a Venn diagram, place story elements in the location that illustrates what is the same and what is different.		
		<b>Level III AA Students will:</b> <b>EERL.5.9.</b> Compare two stories with similar topics.		
		<b>Level II AA Students will:</b> <b>EERL.5.9.</b> Given a story, locate another story with the similar topic.		
		<b>Level I AA Students will:</b> <b>EERL.5.9.</b> Identify the topic of a familiar book.	53, 113, 14 15, 16, 17	
<b>Range of Reading and Level of Text Complexity</b>				
<b>RL.5.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>EERL.5.10.</b> **This Literature Essential Element references all elements above.			
<b>Sixth Grade English Language Arts Standards: Reading (Literature)</b>				
<b>Key Ideas and Details</b>				
<b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.6.1.</b> Determine what a text says explicitly as well as what simple inferences should be drawn.	<b>Level IV AA Students will:</b> <b>EERL.6.1.</b> Analyze a text to identify the information that is used in making an inference.		
		<b>Level III AA Students will:</b> <b>EERL.6.1.</b> Determine what a text says explicitly as well as what inferences should be drawn.		

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		<p><b>Level II AA Students will:</b>  <b>EERL.6.1.</b> Identify information that is and is not directly stated in the text. Ex. Using pictures, illustrations, etc., identify a detail that was not stated in the text.</p>	51, 96	
		<p><b>Level I AA Students will:</b>  <b>EERL.6.1.</b> Answer a question about explicit information provided in the text.</p>	51, 53, 14 15, 16, 17	
<b>RL.6.2.</b> 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.	<b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.	<p><b>Level IV AA Students will:</b>  <b>EERL.6.2.</b> Determine the theme or central idea of an unfamiliar story and details that relate to it.</p>	71, 113	
		<p><b>Level III AA Students will:</b>  <b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.</p>	71, 113	
		<p><b>Level II AA Students will:</b>  <b>EERL.6.2.</b> Identify the theme or central idea of a familiar story.</p>	51, 96, 14 15, 16, 17	
		<p><b>Level I AA Students will:</b>  <b>EERL.6.2.</b> Identify details from a familiar story.</p>		
<b>RL.6.3.</b> 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.	<b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.	<p><b>Level IV AA Students will:</b>  <b>EERL.6.3.</b> Recount a story's beginning, middle, and end, highlighting the significant events or episodes in each part.</p>	47, 108	
		<p><b>Level III AA Students will:</b>  <b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama. Ex. Given a list of episodes or events from a story, identify those that are significant.</p>	113	
		<p><b>Level II AA Students will:</b>  <b>EERL.6.3.</b> Identify a significant event in a story or drama. Ex. Select or recall one significant episode or events.</p>	51, 96	
		<p><b>Level I AA Students will:</b>  <b>EERL.6.3.</b> Identify an event in a familiar story or drama.</p>	53, 88 6, 11	
<b>Craft and Structure</b>				
<b>RL.6.4.</b> 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.	<b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.	<p><b>Level IV AA Students will:</b>  <b>EERL.6.4.</b> Explain the meaning of simple idioms and figures of speech as they are used in a text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERL.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERL.6.4.</b> Recognize a repeated expression used in text.</p>	6, 14, 15 16, 17	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RL.6.5.</b> 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.</p>	<p><b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.6.5.</b> Explain how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text</p>	109, 110	
		<p><b>Level II AA Students will:</b>  <b>EERL.6.5.</b> Select or provide a sentence that completes the overall structure of a text.</p>	109, 110	
		<p><b>Level I AA Students will:</b>  <b>EERL.6.5.</b> Provide a repeated word, phrase, or sentence from a familiar poem or story.</p>	14, 15 16, 17	
<p><b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>EERL.6.6.</b> Use an example from a text to describe the point of view of the narrator.</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.6.6.</b> Explain the point of view of the narrator using examples from the text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.6.6.</b> Use an example from a text to describe the point of view of the narrator.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERL.6.6.</b> Identify the narrator.</p>	38, 40	
		<p><b>Level I AA Students will:</b>  <b>EERL.6.6.</b> Identify the narrator when a character is narrating the story.</p>	38, 40, 6	
<p><b>Integration of Knowledge and Ideas</b></p>				
<p><b>RL.6.7.</b> 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.</p>	<p><b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.6.7.</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERL.6.7.</b> Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERL.6.7.</b> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.</p>	14, 15 16, 17	
<p><b>RL.6.8.</b> (Not applicable in literature.)</p>	<p><b>EERL.6.8.</b> N/A</p>			
<p><b>RL.6.9.</b> 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.</p>	<p><b>EERL.6.9.</b> (See EERL.6.7.)</p>			

<b>Range of Reading and Level of Text Complexity</b>				
<b>RL.6.10.</b> 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.	<b>EERL.6.10.</b> **This Literature Essential Element references all elements above.			
<b>Seventh Grade English Language Arts Standards: Reading (Literature)</b>				
<b>Key Ideas and Details</b>				
<b>RL.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.7.1.</b> Cite text to draw inferences from stories and poems.	<b>Level IV AA Students will:</b> <b>EERL.7.1.</b> Cite textual evidence to determine what is inferred versus what is explicit.		
		<b>Level III AA Students will:</b> <b>EERL.7.1.</b> Cite text to draw inferences from stories and poems.	53, 51, 96	
		<b>Level II AA Students will:</b> <b>EERL.7.1.</b> Cite text to support what the text says explicitly.		
		<b>Level I AA Students will:</b> <b>EERL.7.1.</b> Identify details in the text or pictures that provides the answer to an explicit question about a familiar text.		
<b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>EERL.7.2.</b> Determine the theme or central idea of a text and identify the details that relate to it.	<b>Level IV AA Students will:</b> <b>EERL.7.2.</b> Determine the relationships of the central idea to the details of a story.		
		<b>Level III AA Students will:</b> <b>EERL.7.2.</b> Determine the theme or central idea of a text and identify the details that relate to it.		
		<b>Level II AA Students will:</b> <b>EERL.7.2.</b> Identify the central idea of a text.	71, 113, 53	
		<b>Level I AA Students will:</b> <b>EERL.7.2.</b> Identify details from a text.	40, 88 89, 6	
<b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>EERL.7.3.</b> Recognize the relationship of two story elements.	<b>Level IV AA Students will:</b> <b>EERL.7.3.</b> Recognize how events, settings, or other story elements influence the outcome of a story or drama.		
		<b>Level III AA Students will:</b> <b>EERL.7.3.</b> Recognize the relationship of two story elements.		
		<b>Level II AA Students will:</b> <b>EERL.7.3.</b> Recognize two elements of a story.	88	

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		<b>Level I AA Students will:</b> <b>EERL.7.3.</b> Identify one element of a story. Ex. Point to a picture of the setting.	40, 6, 14 15, 16, 17	
<b>Craft and Structure</b>				
<b>EERL.7.4.</b> Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding	<b>EERL.7.4.</b> Use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.	<b>Level IV AA Students will:</b> <b>EERL.7.4.</b> Demonstrate understanding of the use of rhyme and other repetitions of sounds (e.g., alliteration) in a poem or a section of a story or drama.	53	
		<b>Level III AA Students will:</b> <b>EERL.7.4.</b> Use rhyme and other repetitions of words and sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama.	53	
		<b>Level II AA Students will:</b> <b>EERL.7.4.</b> Identify a pattern of repeated words or phrases.	109, 110 71, 113	
		<b>Level I AA Students will:</b> <b>EERL.7.4.</b> Identify a repeated word or phrase. Ex. Pick out repeated words in a short story.	6, 14, 15 16, 17	
<b>RL.7.5.</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>EERL.7.5.</b> Determine how poetry form and structure contributes to its meaning.	<b>Level IV AA Students will:</b> <b>EERL.7.5.</b> Compare and contrast different structures used in poetry. Ex. Clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns.		
		<b>Level III AA Students will:</b> <b>EERL.7.5.</b> Determine how poetry form and structure contributes to its meaning.		
		<b>Level II AA Students will:</b> <b>EERL.7.5.</b> Identify common structures used in a poem. Ex. Given a poem, identify that it rhymes.	83, 43	
		<b>Level I AA Students will:</b> <b>EERL.7.5.</b> Recite a poem using a communication device or preferred mode of communication.	14, 16 109, 110	
<b>RL.7.6.</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>EERL.7.6.</b> Identify how a character's point of view is the same or different from another character.	<b>Level IV AA Students will:</b> <b>EERL.7.6.</b> Compare points of view of the characters in literary text.		
		<b>Level III AA Students will:</b> <b>EERL.7.6.</b> Identify how a character's point of view is the same or different from another character.		
		<b>Level II AA Students will:</b> <b>EERL.7.6.</b> Identify personal point of view about a story.	42, 97	
		<b>Level I AA Students will:</b> <b>EERL.7.6.</b> Identify a character.	39, 48 11, 6	
<b>Integration of Knowledge and Ideas</b>				

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<b>RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>EERL.7.7.</b> Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.	<b>Level IV AA Students will:</b> <b>EERL.7.7.</b> Compare and contrast a video version of a story, poem, or drama.		
		<b>Level III AA Students will:</b> <b>EERL.7.7.</b> Compare a video version of a story, poem, or drama to a text-based version of the same story, poem, or drama.		
		<b>Level II AA Students will:</b> <b>EERL.7.7.</b> Express a preference for a story and video. Ex. Choose which they liked better: story or video.	14, 15, 16 17, 52	
		<b>Level I AA Students will:</b> <b>EERL.7.7.</b> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.	9, 53	
<b>RL.7.8.</b> (Not applicable to literature)	<b>EERL.7.8.</b> N/A			
<b>RL.7.9.</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>EERL.7.9.</b> Recognize the difference between fictional characters and nonfictional characters.	<b>Level IV AA Students will:</b> <b>EERL.7.9.</b> Compare and contrast a fictional character with a historical character.		
		<b>Level III AA Students will:</b> <b>EERL.7.9.</b> Recognize the difference between fictional characters and nonfictional characters.	89	
		<b>Level II AA Students will:</b> <b>EERL.7.9.</b> Identify a character as nonfictional.	105	
		<b>Level I AA Students will:</b> <b>EERL.7.9.</b> Identify a fictional character.	38, 40 6, 11	
<b>Range of Reading and Level of Text Complexity</b>				
<b>RL.7.10.</b> 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.	<b>EERL.7.10.</b> **This Essential Element references all elements above.			
<b>Eighth Grade English Language Arts Standards: Reading (Literature)</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>RL.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.8.1.</b> Cite text to support inferences from stories and poems.	<b>Level IV AA Students will:</b> <b>EERL.8.1.</b> Cite text to support what is inferred versus what is stated explicitly in the text.		
		<b>Level III AA Students will:</b> <b>EERL.8.1.</b> Cite text to support inferences from stories and poems.		

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		<b>Level II AA Students will:</b> <b>EERL.8.1.</b> Identify which evidence from an array of text citations support an inference.		
		<b>Level I AA Students will:</b> <b>EERL.8.1.</b> Indicate whether an example is a citation from the text or not. Ex. Given a list of possible citations, indicate which is from the text.	6, 14, 15 16, 17	
<b>RL.8.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>EERL.8.2.</b> Provide a summary of a familiar text.	<b>Level IV AA Students will:</b> <b>EERL.8.2.</b> Provide a summary of a text.		
		<b>Level III AA Students will:</b> <b>EERL.8.2.</b> Provide a summary of a familiar text.	120	
		<b>Level II AA Students will:</b> <b>EERL.8.2.</b> Identify a summary that reflects a familiar story.		
		<b>Level I AA Students will:</b> <b>EERL.8.2.</b> Identify parts of a familiar story.	14, 15, 16 17, 6	
<b>RL.8.3.</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>EERL.8.3.</b> Identify which incidents in a story or drama lead to subsequent action.	<b>Level IV AA Students will:</b> <b>EERL.8.3.</b> Explain how incidents in a story or drama lead to subsequent incidents.		
		<b>Level III AA Students will:</b> <b>EERL.8.3.</b> Identify which incidents in a story or drama lead to subsequent action.		
		<b>Level II AA Students will:</b> <b>EERL.8.3.</b> Given two or more incidents from a book, identify which one led to the other.	6	
		<b>Level I AA Students will:</b> <b>EERL.8.3.</b> Sequence two or more incidents from a familiar story.	85	
<b>Craft and Structure</b>				
<b>RL.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>EERL.8.4.</b> Determine meanings of words and phrases in literature including figurative language.	<b>Level IV AA Students will:</b> <b>EERL.8.4.</b> Express meanings of words and phrases in literature including figurative language.		
		<b>Level III AA Students will:</b> <b>EERL.8.4.</b> Determine meanings of words and phrases in literature including figurative language.		
		<b>Level II AA Students will:</b> <b>EERL.8.4.</b> Identify multiple meaning words in literature.	82, 112	
		<b>Level I AA Students will:</b> <b>EERL.8.4.</b> Identify meaning of words in literature.	82, 112 6, 11	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<b>RL.8.5.</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.	<b>Level IV AA Students will:</b> <b>EERL.8.5.</b> Compare and contrast the structure of two or more texts.		
		<b>Level III AA Students will:</b> <b>EERL.8.5.</b> Compare and contrast the structure of two texts with obviously different structures.		
		<b>Level II AA Students will:</b> <b>EERL.8.5.</b> Identify common structures used in a familiar texts.	109, 110	
		<b>Level I AA Students will:</b> <b>EERL.8.5.</b> After listening to a familiar text, decide if it is a story or a poem. Ex. Responds “yes” or “no” when asked, “Was that a story?”	105, 14, 15 16, 17	
<b>RL.8.6.</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony)	<b>EERL.8.6.</b> Determine the difference in the points of view of a character and the audience or reader in a	<b>Level IV AA Students will:</b> <b>EERL.8.6.</b> Compare points of view of characters in a story and the audience or reader in a text with suspense or humor.		
		<b>Level III AA Students will:</b> <b>EERL.8.6.</b> Determine a difference in the points of view of a character and the audience or reader in a text with suspense or humor.		
		<b>Level II AA Students will:</b> <b>EERL.8.6.</b> Identify the point of view of a character in a story that is humorous or suspenseful.	42, 97	
		<b>Level I AA Students will:</b> <b>EERL.8.6.</b> Identify a character in a story.	38, 49, 11	
<b>Integration of Knowledge and Ideas</b>				
<b>RL.8.7.</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	<b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.	<b>Level IV AA Students will:</b> <b>EERL.8.7.</b> Compare and contrast a filmed or live production of a story or drama to the text or script.		
		<b>Level III AA Students will:</b> <b>EERL.8.7.</b> Compare and contrast a scene from a filmed or live production of a story or drama to the text or script.		
		<b>Level II AA Students will:</b> <b>EERL.8.7.</b> Match a scene in a filmed or live production with the parallel scene in the text version.		
		<b>Level I AA Students will:</b> <b>EERL.8.7.</b> Match illustrations of characters in a book with the characters in a film or live production.	8, 40	
<b>RL.8.8.</b> (Not applicable to literature)	<b>EERL.8.8.</b> N/A			
<b>RL.8.9.</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	<b>Level IV AA Students will:</b> <b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across one modern and one traditional story, myth, or religious work.		

# Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EERL.8.9.</b> Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.		
		<b>Level II AA Students will:</b> <b>EERL.8.9.</b> Identify the theme, pattern of events, or characters from a story.	40, 51, 88 96, 43, 47	
		<b>Level I AA Students will:</b> <b>EERL.8.9.</b> Identify a character in a story.	40, 51, 38 49, 6	
<b>Range of Reading and Level of Text Complexity</b>				
<b>RL.8.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<b>EERL.8.10.</b> **This Essential Element references all elements above.			
<b>Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)</b>				
<b>Key Ideas and Details</b>				
<b>RL.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERL.9-10.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	<b>Level IV AA Students will:</b> <b>EERL.9-10.1.</b> Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text.		
		<b>Level III AA Students will:</b> <b>EERL.9-10.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.		
		<b>Level II AA Students will:</b> <b>EERL.9-10.1.</b> Determine which citations demonstrate what the text says explicitly.		
		<b>Level I AA Students will:</b> <b>EERL.9-10.1.</b> Identify quotes from a text.	105, 14, 15 16, 17	
<b>RL.9-10.2.</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>EERL.9-10.2.</b> Determine the central idea of the text and select details that relate to it; recount the text.	<b>Level IV AA Students will:</b> <b>EERL.9-10.2.</b> N/A.		
		<b>Level III AA Students will:</b> <b>EERL.9-10.2.</b> Determine the central idea of the text and select details that relate to it; recount the text.		
		<b>Level II AA Students will:</b> <b>EERL.9-10.2.</b> Distinguish between the central idea and details in a text.	113, 89	
		<b>Level I AA Students will:</b> <b>EERL.9-10.2.</b> Identify details from a text.	40, 51, 88 96, 71, 6	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RL.9-10.3.</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><b>EERL.9-10.3.</b> Describe interactions between characters.</p>	<p><b>Level IV AA Students will:</b> <b>EERL.9-10.3.</b> Describe how characters develop and interact with other characters.</p>		
		<p><b>Level III AA Students will:</b> <b>EERL.9-10.3.</b> Describe interactions between characters.</p>	50	
		<p><b>Level II AA Students will:</b> <b>EERL.9-10.3.</b> Identify the things characters do when they interact.</p>	50 ,39	
		<p><b>Level I AA Students will:</b> <b>EERL.9-10.3.</b> Identify words that describe characters.</p>	90, 91, 99 100, 15, 17	
<b>Integration of Knowledge and Ideas</b>				
<p><b>RL.9-10.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p><b>EERL.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech.</p>	<p><b>Level IV AA Students will:</b> <b>EERL.9-10.4.</b> N/A.</p>		
		<p><b>Level III AA Students will:</b> <b>EERL.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including common figures of speech.</p>		
		<p><b>Level II AA Students will:</b> <b>EERL.9-10.4.</b> Determine the meaning of words and phrases used in a text. Ex. Identify the definition of a word that matches the way it was used in the text (e.g., Select from a short list of synonyms a word that matches the meaning of a word used in the text.).</p>	82, 112	
		<p><b>Level I AA Students will:</b> <b>EERL.9-10.4.</b> Identify the meaning of words used in a text.</p>	82, 112, 11	
<p><b>RL.9-10.5.</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><b>EERL.9-10.5.</b> Determine the sequence of events in a story or drama.</p>	<p><b>Level IV AA Students will:</b> <b>EERL.9-10.5.</b> Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).</p>		
		<p><b>Level III AA Students will:</b> <b>EERL.9-10.5.</b> Determine the sequence of four or more events in a story or drama.</p>	83, 108	
		<p><b>Level II AA Students will:</b> <b>EERL.9-10.5.</b> Identify beginning, middle, and end of a text with a clear sequence.</p>	43, 47	
		<p><b>Level I AA Students will:</b> <b>EERL.9-10.5.</b> Identify events from a story.</p>	53, 105 15, 17	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RL.9-10.6.</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>EERL.9-10.6.</b> Connect the experiences of characters in a story or drama from outside of the U.S. with personal experience.</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.9-10.6.</b> Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.9-10.6.</b> Connect the experiences of characters in a story or drama from outside the U.S. with personal experience.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERL.9-10.6.</b> Identify the experiences of a character in a story or drama from outside the U.S.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERL.9-10.6.</b> Recognize a character doing an action.</p>	39, 50, 88 96, 6	
<b>Integration of Knowledge and Ideas</b>				
<p><b>RL.9-10.7.</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g.,</p>	<p><b>EERL.9-10.7.</b> Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.9-10.7.</b> Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.9-10.7.</b> Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).</p>		
		<p><b>Level II AA Students will:</b>  <b>EERL.9-10.7.</b> Match poetry with illustrations that represent them.</p>	58, 112	
		<p><b>Level I AA Students will:</b>  <b>EERL.9-10.7.</b> Identify an illustration that depicts the topic of a poem. Ex. Given two illustrations, identify the one that depicts the topic of a poem read aloud.</p>	53, 11, 6	
<p><b>RL.9-10.8.</b> (Not applicable to literature)</p>	<p><b>EERL.9-10.8.</b> N/A</p>			
<p><b>RL.9-10.9.</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><b>EERL.9-10.9.</b> Identify when an author references one text to another text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERL.9-10.9.</b> Determine how an author has drawn upon or included references to another text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERL.9-10.9.</b> Identify when an author references one text to another text.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERL.9-10.9.</b> Identify parts of two texts that are similar.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERL.9-10.9.</b> Identify two books on the same topic.</p>		
<b>Range of Reading and Level of Text Complexity</b>				

<p><b>RL.9-10.10.</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>EERL.9-10.10.</b> **This Essential Element references all elements above.</p>			
<b>Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)</b>				
<b>Key Ideas and Details</b>				
<p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>EERL.11-12.1.</b> Cite textual evidence to determine where the text leaves matters uncertain.</p>	<p><b>Level IV AA Students will:</b> <b>EERL.11-12.1.</b> Cite evidence to support inferences when the text leaves matters uncertain.</p>		
		<p><b>Level III AA Students will:</b> <b>EERL.11-12.1.</b> Cite textual evidence to determine where the text leaves matters uncertain.</p>		
		<p><b>Level II AA Students will:</b> <b>EERL.11-12.1.</b> Recognize when the text leaves matters uncertain. Ex. Recognize that information is missing from the story.</p>	139	
		<p><b>Level I AA Students will:</b> <b>EERL.11-12.1.</b> With guidance and support, recognize when a story does not answer a question.</p>	107, 6, 14 15, 16, 17	
<p><b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>EERL.11-12.2.</b> Provide a summary of an unfamiliar text.</p>	<p><b>Level IV AA Students will:</b> <b>EERL.11-12.2.</b> Provide an objective summary of an unfamiliar text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERL.11-12.2.</b> Provide a summary of an unfamiliar text. Ex. When asked to summarize a text, provide a summary. Ex. Provide a written summary of a story.</p>	120	
		<p><b>Level II AA Students will:</b> <b>EERL.11-12.2.</b> Provide a summary of a portion of a text.</p>	120	
		<p><b>Level I AA Students will:</b> <b>EERL.11-12.2.</b> Identify a title for a text.</p>	65, 119, 6	
<p><b>RL.11-12.3.</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>EERL.11-12.3.</b> Explain how characters develop over the course of a story.</p>	<p><b>Level IV AA Students will:</b> <b>EERL.11-12.3.</b> Explain how story elements impact how characters develop over the course of the story.</p>		
		<p><b>Level III AA Students will:</b> <b>EERL.11-12.3.</b> Explain how characters develop over the course of a story. Ex. Explain how the character's feelings change throughout the story.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EERL.11-12.3.</b> Describe a character.	91, 97 100, 42	
		<b>Level I AA Students will:</b> <b>EERL.11-12.3.</b> Identify a word that describes a character.	91, 100	
<b>Craft and Structure</b>				
<b>RL.11-12.4.</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<b>EERL.11-12.4.</b> Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.	<b>Level IV AA Students will:</b> <b>EERL.11-12.4.</b> Give two or more examples of how the author's choices of words and phrases impact the meaning(s) and tone of the story.		
		<b>Level III AA Students will:</b> <b>EERL.11-12.4.</b> Determine how words or phrases with multiple meanings have an impact on meaning or tone of a text.		
		<b>Level II AA Students will:</b> <b>EERL.11-12.4.</b> Identify meaning of multiple meaning words as they are used in a text.	82	
		<b>Level I AA Students will:</b> <b>EERL.11-12.4.</b> Identify the meaning of words as they are used in a text.	82, 112, 6	
<b>RL.11-12.5.</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<b>EERL.11-12.5.</b> Determine how the author's choice of where to end the story contributes to the meaning.	<b>Level IV AA Students will:</b> <b>EERL.11-12.5.</b> Explain how the story would be different if the author chose to end it at a different point.		
		<b>Level III AA Students will:</b> <b>EERL.11-12.5.</b> Identify alternative endings that match the overall meaning of the story.		
		<b>Level II AA Students will:</b> <b>EERL.11-12.5.</b> Identify the beginning and ending of a story.	43, 47, 53 83, 85, 108	
		<b>Level I AA Students will:</b>	43, 47, 53 83, 85, 108	
<b>RL.11-12.6.</b> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>EERL.11-12.6.</b> Identify the intended meaning to match what an author wrote.	<b>Level IV AA Students will:</b> <b>EERL.11-12.6.</b> Describe the difference between what the author or a character said and what he or she really meant.		
		<b>Level III AA Students will:</b> <b>EERL.11-12.6.</b> Identify the intended meaning to match what an author wrote.		
		<b>Level II AA Students will:</b> <b>EERL.11-12.6.</b> Recognize the literal meaning of what the author said. Ex. Identify the picture that best illustrates a sentence written by the author.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EERL.11-12.6.</b> Identify something a character said.	53, 82	
<b>Integration of Knowledge and Ideas</b>				
<b>RL.11-12.7.</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<b>EERL.11-12.7.</b> Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	<b>Level IV AA Students will:</b> <b>EERL.11-12.7.</b> Compare and contrast two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.		
		<b>Level III AA Students will:</b> <b>EERL.11-12.7.</b> Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.		
		<b>Level II AA Students will:</b> <b>EERL.11-12.7.</b> Compare a familiar story with a video version of the same story.	100	
		<b>Level I AA Students will:</b> <b>EERL.11-12.7.</b> Identify the familiar book that matches a video version of the same story.	9	
<b>RL.11-12.8.</b> (Not applicable to literature)	<b>EERL.11-12.8.</b> N/A			
<b>RL.11-12.9.</b> Demonstrate knowledge of eighteenth-, nineteenth-, and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>EERL.11-12.9.</b> Compare and contrast elements of American literature to other literary works, self, or one's world. (Compare themes, topics, locations, context, and point of view.)	<b>Level IV AA Students will:</b> <b>EERL.11-12.9.</b> Analyze how elements of American literature relate to other literary works, self, and the world.		
		<b>Level III AA Students will:</b> <b>EERL.11-12.9. Compare and contrast elements of American literature to other literary works, texts, self, or one's world. (Compare themes, topics, locations, context, and point of view.)</b>		
		<b>Level II AA Students will:</b> <b>EERL.11-12.9.</b> Compare and contrast elements of American literature to self.	92, 99, 100	
		<b>Level I AA Students will:</b> <b>EERL.11-12.9.</b> Identify similarities between elements of American literature and self.	82, 99 91, 42	
<b>Range of Reading and Level of Text Complexity</b>				
<b>RL.11-12.10.</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>EERL.11-12.10.</b> **This Literature Essential Element references all elements above.			



## **Relationship Between the Common Core Essential Elements and Links Lessons and Routines**

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Fifth Grade English Language Arts Standards: Reading (Informational Text)				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Key Ideas and Details</b>				
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	EERL.5.1. Select words or phrases from the text to support inferences.	<b>Level IV AA Students will:</b> EERL.5.1. Explain what the text says to support inferences.	47, 51, 96, 108	
		<b>Level III AA Students will:</b> EERL.5.1. Select words or phrases from the text to support inferences. Ex. Given a conclusion/ outcome from a science experiment (e.g., plant that wilted and died), select from an array words or phrases that could explain the outcome (e.g., lack of water, loud music, smells in the classroom).	71, 113, 94, 124, 129	
		<b>Level II AA Students will:</b> EERL.5.1. Identify details from the text to support inferences.	40, 51 88, 96	
		<b>Level I AA Students will:</b> EERL.5.1. Identify what will happen next.		
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	EERI.5.2. When given text, identify the main ideas that are supported by the key details.	<b>Level IV AA Students will:</b> EERL.5.2. When given a text, generate the main ideas based on details of the text.	40, 88	
		<b>Level III AA Students will:</b> EERL.5.2. When given text, identify the main ideas that are supported by the key details.	40, 88	
		<b>Level II AA Students will:</b> EERI.5.2. When given simple text and two details, identify one main idea. Ex. After reading a simple passage and discussing two details from it, answer questions related to the main idea.	40, 88	
		<b>Level I AA Students will:</b> EERI.5.2. With guidance and support, identify details from a familiar story. Ex. Select an object from a set of two objects that relate to a text read aloud.	40, 88	
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.	EERI.5.3. Make connections between two individuals or events/actions in a text.	<b>Level IV AA Students will:</b> EERI.5.3. Make connections between two individuals, events, ideas, or concepts.	43, 47, 83 91, 108	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EERI.5.3.</b> Make connections between two individuals or events/actions in a text.	43, 47, 83 91, 108	
		<b>Level II AA Students will:</b> <b>EERI.5.3.</b> Connect text to different pictures about a single event.	58, 112	
		<b>Level I AA Students will:</b> <b>EERI.5.3.</b> Match two pictures showing the “same” event.	8, 11	
<b>Craft and Structure</b>				
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.	EERI.5.4. After listening to or reading a text, determine the meanings of domain-specific words and phrases.	<b>Level IV AA Students will:</b> <b>EERI.5.4.</b> Use the domain-specific word within context. Ex. Use the domain specific word in a sentence.	73, 129, 153	
		<b>Level III AA Students will:</b> <b>EERI.5.4.</b> After listening to or reading a text, determine the meanings of domain-specific words and phrases.	57, 71, 111 113, 124, 129	
		<b>Level II AA Students will:</b> <b>EERI.5.4.</b> Match a word with a picture or object.	58	
		<b>Level I AA Students will:</b> <b>EERI.5.4.</b> With guidance and support, recognize pictures and related words in a text.	44, 71, 83 88, 94, 112	
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.	EERI.5.5. Identify the beginning, middle, and end of a text with a clear sequential structure.	<b>Level IV AA Students will:</b> <b>EERI.5.5.</b> N/A		
		<b>Level III AA Students will:</b> <b>EERI.5.5.</b> Identify the beginning, middle, and end of a text with a clear sequential structure.	43, 83, 108, 138	
		<b>Level II AA Students will:</b> <b>EERI.5.5.</b> Given three parts from a text, arrange the parts into the correct sequence.	43, 83 108, 138	
		<b>Level I AA Students will:</b> <b>EERI.5.5.</b> Identify the beginning of a familiar text.	13, 25, 28 43, 44, 47	
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	EERI.5.6. Given two pieces of information on the same event or topic, note what is the same.	<b>Level IV AA Students will:</b> <b>EERI.5.6.</b> Given two pieces of information with similar topics, compare and contrast them.	91	
		<b>Level III AA Students will:</b> <b>EERI.5.6.</b> Given two pieces of information on the same topic, note what is the same.	91	
		<b>Level II AA Students will:</b> <b>EERI.5.6. Recognize similar aspects in two pieces of information.</b>	91	
		<b>Level I AA Students will:</b> <b>EERI.5.6.</b> Identify “same” when shown words or pictures about a topic or event.	8	
<b>Integration of Knowledge and Ideas</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RI.5.7.</b> 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.</p>	<p><b>EERI.5.7.</b> Use print or digital sources for information to answer a question.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.5.7.</b> Use print or digital sources to gather information.</p>	<p>28, 71, 73, 113, 124, 129</p>	
		<p><b>Level III AA Students will:</b>  <b>EERI.5.7.</b> Use print or digital sources for information to answer a question. Ex. Use a weather chart to answer, "What is the weather today?"</p>	<p>28, 71, 73, 113, 124, 129</p>	
		<p><b>Level II AA Students will:</b>  <b>EERI.5.7.</b> Use words or pictures to answer questions.</p>	<p>50, 53</p>	
		<p><b>Level I AA Students will:</b>  <b>EERI.5.7.</b> Uses a word or picture to answer a question.</p>	<p>50, 53</p>	
<p><b>RI.5.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>EERI.5.8.</b> Identify the evidence or reasons the author uses to support points in text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.5.8.</b> Identify more than one piece of evidence that supports the author's points in the text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.5.8.</b> Identify the evidence the author uses.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.5.8.</b> Identify an author's main points.</p>	<p>71, 113</p>	
		<p><b>Level I AA Students will:</b>  <b>EERI.5.8.</b> With prompts and supports, identify a book about a specific topic.</p>	<p>71, 113</p>	
<p><b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>EERI.5.9.</b> Collect information from two or more texts on the same topic to share information about a subject.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.5.9.</b> Collect information from two or more texts on the same topic to share information about a subject.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.5.9.</b> Collect information from two or more texts on the same topic to share information about a subject.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.5.9.</b> Collect information from one text to share information about a subject.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.5.9.</b> With guidance and support, indicate where information is found in a text.</p>		
<p><b>Range of Reading and Level of Text Complexity</b></p>				
<p><b>RI.5.10.</b> 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 4–5 text complexity band independently and proficiently.</p>	<p><b>EERI.5.10.</b> **This Informational Text Essential Element references all elements above.</p>		<p>See EERI.5.1-5.9</p>	

# Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Sixth Grade English Language Arts Standards: Reading (Informational Text)</b>				
<b>Key Ideas and Details</b>				
<b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.6.1.</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	<b>Level IV AA Students will:</b> <b>EERI.6.1.</b> Analyze a text to identify the information that is used in making an inference.		
		<b>Level III AA Students will:</b> <b>EERI.6.1</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.		
		<b>Level II AA Students will:</b> <b>EERI.6.1.</b> Given multiple sentences from informational text, find a fact. Ex. Share, point, tell, or gesture to communicate specific facts from informational text.	96	
		<b>Level I AA Students will:</b> <b>EERI.6.1.</b> Answer a question about explicit information provided in the text.	96	
<b>RI.6.2.</b> 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.	<b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.	<b>Level IV AA Students will:</b> <b>EERI.6.2.</b> Given a text, determine several details or facts that support their choice of the central idea.		
		<b>Level III AA Students will:</b> <b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.		
		<b>Level II AA Students will:</b> <b>EERI.6.2.</b> Given sentences from a text, identify a central idea.	40, 51, 71	
		<b>Level I AA Students will:</b> <b>EERI.6.2.</b> Identify an important detail from informational text.	40, 51, 71	
<b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.	<b>Level IV AA Students will:</b> <b>EERI.6.3.</b> Describe the progression of a key individual, event, or idea throughout an informational text.	108	
		<b>Level III AA Students will:</b> <b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.	43, 47, 83, 108	
		<b>Level II AA Students will:</b> <b>EERI.6.3.</b> Identify an example of important information from the text.	40, 51, 71	
		<b>Level I AA Students will:</b> <b>EERI.6.3.</b> Identify an event or idea in a familiar text.	40, 51, 71	
<b>Craft and Structure</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.6.4.</b> Explain the meaning of simple idioms and figures of speech as they are used in a text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.6.4.</b> Recognize a repeated expression used in text.</p>		
<p><b>RI.6.5.</b> 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.</p>	<p><b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.6.5.</b> Determine how a sentence, scene, or stanza fits into the overall structure of the text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.6.5.</b> Identify a sentence from the overall structure of the text.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.6.5.</b> Identify an illustration that fits into the overall theme of the text.</p>	40, 88	
<p><b>RI.6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>EERI.6.6.</b> Use an example from text to describe the author’s purpose or point of view.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.6.6.</b> Explain why the author wrote the text, citing examples.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.6.6.</b> Use an example from text to describe the author’s purpose or point of view.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.6.6.</b> Identify a word that represents the purpose of a text.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.6.6.</b> Point to a picture that shows what happened in a text designed to recount an event.</p>	40, 87	
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.6.7.</b> 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.</p>	<p><b>EERI.6.7.</b> Integrate information from different media and formats of texts.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.6.7.</b> Integrate information from different media to develop understanding of a topic.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.6.7.</b> Integrate information from different media and formats of texts.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EERI.6.7.</b> Identify information from media and other formats of text that are about similar topics.		
		<b>Level I AA Students will:</b> <b>EERI.6.7.</b> Identify information from one source/text.	51, 96	
<b>RI.6.8.</b> 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.	<b>EERI.6.8.</b> Distinguish claims in a text supported by reason.	<b>Level IV AA Students will:</b> <b>EERI.6.8.</b> Distinguish claims supported by a reason from those that are not.		
		<b>Level III AA Students will:</b> <b>EERI.6.8.</b> Distinguish claims in a text supported by reason.		
		<b>Level II AA Students will:</b> <b>EERI.6.8.</b> Identify claims in a text.		
		<b>Level I AA Students will:</b> <b>EERI.6.8.</b> Recognize a claim in a text.		
<b>RI.6.9.</b> 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).	<b>EERI.6.9.</b> (See EERI.6.7.)		See 302D	
<b>Range of Reading and Level of Text Complexity</b>				
<b>RI.6.10.</b> 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.	<b>EERI.6.10.</b> **This Informational Text Essential Element references all elements above.			
<b>Seventh Grade English Language Arts Standards: Reading (Informational Text)</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Key Ideas and Details</b>				
<b>RI.7.1.</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.7.1.</b> Cite text to draw inferences from informational text.	<b>Level IV AA Students will:</b> <b>EERI.7.1.</b> Cite textual evidence to determine what is inferred versus what is explicit.		
		<b>Level III AA Students will:</b> <b>EERI.7.1.</b> Cite text to draw inferences from informational text.		
		<b>Level II AA Students will:</b> <b>EERI.7.1.</b> Cite text to find one detail to support an inference.		
		<b>Level I AA Students will:</b> <b>EERI.7.1.</b> Identify a detail from a sentence or phrase in the text.	40, 88	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RI.7.2.</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p><b>EERI.7.2.</b> Determine two central ideas that progress throughout the text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.7.2.</b> Determine at least two ideas that contribute to the central ideas of the text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.7.2.</b> Determine two central ideas that progress throughout the text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.7.2.</b> Given sentences from an informational text, identify an important idea.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.7.2.</b> Identify details from a text.</p>	<p>40, 71 88, 113</p>	
<p><b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p><b>EERI.7.3.</b> Identify interactions between individuals, events, or ideas in text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.7.3.</b> Explain interactions between individuals, events, or ideas in text. Ex. Explain how a change in the text is caused by an individual or an event (e.g., "What happens to the fish when the water dries up?").</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.7.3.</b> Identify interactions between individuals, events, or ideas in text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.7.3.</b> Identify one interaction between events from the passage.</p>	<p>43, 83</p>	
		<p><b>Level I AA Students will:</b> <b>EERI.7.3.</b> Identify a detail about an individual or event.</p>	<p>43, 83</p>	
<p><b>Craft and Structure</b></p>				
<p><b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p><b>EERI.7.4.</b> Determine the meaning of words and phrases as they are used in an informational text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.7.4.</b> Determine phrases that impact meaning of the text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.7.4</b> Determine the meaning of words and phrases as they are used in an informational text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.7.4.</b> Match or pair word to meaning.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.7.4.</b> Indicate words in a text.</p>	<p>58</p>	
<p><b>RI.7.5.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p><b>EERI.7.5.</b> Determine how headings, key words, and key phrases relate to the topic of a text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.7.5.</b> Determine how key components of the organization of text relate to the topic.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.7.5.</b> Determine how headings, key words, and key phrases relate to the topic of a text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.7.5.</b> Determine how headings are related to the topic of a text. Ex. Asked what the passage is about, point to title.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EERI.7.5.</b> Identify the title of a passage.	14	
<b>RI.7.6.</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>EERI.7.6.</b> Determine author's point of view and compare to own point of view	<b>Level IV AA Students will:</b> <b>EERI.7.6.</b> Respond to the author's purpose or point of view with own point of view.		
		<b>Level III AA Students will:</b> <b>EERI.7.6.</b> Determine author's point of view and compare to own point of view.		
		<b>Level II AA Students will:</b> <b>EERI.7.6.</b> Identify an author's thoughts and feelings.		
		<b>Level I AA Students will:</b> <b>EERI.7.6.</b> Identify a thought of the author.	41	
<b>Integration of Knowledge and Ideas</b>				
<b>RI.7.7.</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>EERI.7.7.</b> Compare the experience of reading a text to listening or watching a video of the same text.	<b>Level IV AA Students will:</b> <b>EERI.7.7.</b> Compare and contrast the experience of reading a text to listening or watching a video of the same text.		
		<b>Level III AA Students will:</b> <b>EERI.7.7.</b> Compare the experience of reading a text to listening or watching a video of the same text.		
		<b>Level II AA Students will:</b> <b>EERI.7.7.</b> Identify an idea from a text or video.		
		<b>Level I AA Students will:</b> <b>EERI.7.7.</b> Recognize the text version of an event that matches the audio, video, or live version.		
<b>RI.7.8.</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>EERI.7.8.</b> Delineate the specific claims for text.	<b>Level IV AA Students will:</b> <b>EERI.7.8.</b> Analyze text to support claims and judge the conclusions.		
		<b>Level III AA Students will:</b> <b>EERI.7.8.</b> Delineate the specific claims for text.		
		<b>Level II AA Students will:</b> <b>EERI.7.8. Identify a claim from text.</b>		
		<b>Level I AA Students will:</b> <b>EERI.7.8.</b> Respond to an advertisement.	53	
<b>RI.7.9.</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<b>EERI.7.9.</b> Compare information provided by authors of two different texts on the same topic.	<b>Level IV AA Students will:</b> <b>EERI.7.9.</b> Compare and contrast key information provided by authors of two different texts on the same topic.		
		<b>Level III AA Students will:</b> <b>EERI.7.9.</b> Compare information provided by authors of two different texts on the same topic.		

# Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EERI.7.9.</b> Identify a key piece of information provided by authors of two different texts on same subject.		
		<b>Level I AA Students will:</b> <b>EERI.7.9.</b> Identify a detail provided by the authors.	40, 88	
<b>Range of Reading and Level of Text Complexity</b>				
<b>RI.7.10.</b> 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.	<b>EERI.7.10.</b> **This Essential Element references all elements above.			
<b>Key Ideas and Details</b>				
<b>RI.8.1.</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.8.1.</b> Cite text to support inferences from informational text.	<b>Level IV AA Students will:</b> <b>EERI.8.1.</b> Cite text to support analysis and inferences from informational text.		
<b>Eighth Grade English Language Arts Standards: Reading (Informational Text)</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
		<b>Level III AA Students will:</b> <b>EERI.8.1.</b> Cite text to support inferences from informational text.		
		<b>Level II AA Students will:</b> <b>EERI.8.1.</b> Identify text as a key idea or evidence in a text.		
		<b>Level I AA Students will:</b> <b>EERI.8.1.</b> Identify a type of informational text.	86	
<b>RI.8.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>EERI.8.2.</b> Provide a summary of a familiar informational text.	<b>Level IV AA Students will:</b> <b>EERI.8.2.</b> Provide a summary of an informational text. Ex. Given a history text, summarize the key events.	71, 96, 113	
		<b>Level III AA Students will:</b> <b>EERI.8.2.</b> Provide a summary of a familiar informational text.	71, 96, 113	
		<b>Level II AA Students will:</b> <b>EERI.8.2.</b> Identify a summary that reflects a familiar informational text. Ex. Given two or more summaries, select the one that best matches a familiar informational text.		
		<b>Level I AA Students will:</b> <b>EERI.8.2.</b> Identify parts of a familiar informational text.	40, 88	
<b>RI.8.3.</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	<b>EERI.8.3.</b> Make connections between key individuals or events in a text.	<b>Level IV AA Students will:</b> <b>EERI.8.3.</b> Make connections and distinctions between key individuals and events in a text.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level III AA Students will:</b>  <b>EERI.8.3.</b> Make connections between key individuals or events in a text. Ex. Pick out the adult and child in an informational text and identify the connection between them (e.g., the adult takes care of the child).</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.3.</b> Identify a character or event in a text and compare to another character or event.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.8.3.</b> Identify an individual or event in a text.</p>	40, 88	
<b>Craft and Structure</b>				
<p><b>RI.8.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>EERI.8.4.</b> Determine meanings of words and phrases in informational text including figurative language.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.8.4.</b> Express meanings of words and phrases in informational text including figurative language.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.8.4.</b> Determine meanings of words and phrases in literature including figurative language.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.4.</b> Identify the meaning of multiple meaning words as they are used in informational text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.8.4.</b> Identify a word from an informational text.</p>	40, 88	
<p><b>RI.8.5.</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, supporting details, and examples).</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.8.5.</b> Determine a topic sentence and two supporting details or example.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.8.5.</b> Determine the role of sentences in a paragraph (e.g., topic sentence, details, and examples).</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.5.</b> Identify a detail.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.8.5.</b> Indicate bold print or a highlighted word. Ex. Point to a bolded print word from a sentence.</p>		
<p><b>RI.8.6.</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>EERI.8.6.</b> Determine an author's purpose or point of view.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.8.6.</b> Determine an author's purpose and point of view and identify an opposing point of view.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.8.6.</b> Determine an author's purpose or point of view.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.6.</b> Identify a resource based on its purpose.</p>	86	

		<p><b>Level I AA Students will:</b>  <b>EERI.8.6.</b> Request a resource.</p>	52	
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.8.7.</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>EERI.8.7.</b> Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.8.7.</b> Use the best media to create a project using a media source. Ex. Use a computer to type a journal entry.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.8.7.</b> Select medium based on the advantages and disadvantages of using print, digital text, video, or multimedia to present a topic or idea. Ex. Choose a medium for listening to music (e.g., DVD player or MP3 player).</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.7.</b> Recognize different functions of media sources.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.8.7.</b> Identify media sources. Ex. Point to a TV when named.</p>	10, 37, 46	
<p><b>RI.8.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion and identify evidence to support facts.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.8.8.</b> Determine whether claims in a text are fact or opinion.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.8.</b> Identify a factual statement from a text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.8.8.</b> Respond to a statement about a passage.</p>	51, 96	
<p><b>RI.8.9.</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>EERI.8.9.</b> Compare and contrast the key information in two different texts on the same topic.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.8.9.</b> Compare and contrast the key information in more than two different texts on the same topic.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.8.9.</b> Compare and contrast the key information in two different texts on the same topic.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.8.9.</b> Identify a fact from informational text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.8.9.</b> Identify a fact.</p>		
<b>Range of Reading and Level of Text Complexity</b>				
<p><b>RI.8.10.</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>EERI.8.10.</b> **This Essential Element references all elements above.</p>			

<b>Key Ideas and Details</b>				
<b>RI.9-10.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>EERI.9-10.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferentially.	<b>Level IV AA Students will:</b> <b>EERI.9-10.1.</b> Cite textual evidence to draw inferences from the text.		
		<b>Level III AA Students will:</b> <b>EERI.9-10.1.</b> Determine which citations demonstrate what the text says explicitly as well as inferentially.		
		<b>Level II AA Students will:</b> <b>EERI.9-10.1.</b> Determine which citations demonstrate what the text says explicitly.		
<b>RI.9-10.2.</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<b>EERI.9-10.2.</b> Determine the central idea of the text and select details to support it.	<b>Level I AA Students will:</b> <b>EERI.9-10.1.</b> Identify words from a text.		
		<b>Level IV AA Students will:</b> <b>EERI.9-10.2.</b> Determine central and key ideas throughout the text and identify details that support them.		
		<b>Level III AA Students will:</b> <b>EERI.9-10.2.</b> Determine the central idea of the text and select details that support it.		
<b>RI.9-10.3.</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<b>EERI.9-10.3.</b> Determine connections drawn between ideas or events in informational text.	<b>Level II AA Students will:</b> <b>EERI.9-10.2.</b> Retell details from the text.	51, 96	
		<b>Level I AA Students will:</b> <b>EERI.9-10.2.</b> Recognize a detail from text.	40, 88	
		<b>Level IV AA Students will:</b> <b>EERI.9-10.3.</b> Determine connections drawn between ideas or events to make a point in informational text.		
<b>RI.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<b>EERI.9-10.4.</b> Determine meanings of words and phrases in informational text including figurative language.	<b>Level III AA Students will:</b> <b>EERI.9-10.3.</b> Determine connections drawn between ideas or events in informational text.		
		<b>Level II AA Students will:</b> <b>EERI.9-10.3.</b> Recognize how ideas or events in a text are related.		
		<b>Level I AA Students will:</b> <b>EERI.9-10.3.</b> Identify information from text.	40, 88	
<b>Craft and Structure</b>				
<b>RI.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<b>EERI.9-10.4.</b> Determine meanings of words and phrases in informational text including figurative language.	<b>Level IV AA Students will:</b> <b>EERI.9-10.4.</b> N/A		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level III AA Students will:</b>  <b>EERI.9-10.4.</b> Determine meanings of words and phrases in informational text including figurative language.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.9-10.4.</b> Determine meanings of words and phrases in informational text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.9-10.4.</b> Recognize words and phrases used in a text. Ex. Name or point out words and phrases in an article</p>		
<p><b>RI.9-10.5.</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><b>EERI.9-10.5.</b> Determine which sentences in a text support the claims of the author.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.9-10.5.</b> Determine the author’s claims and identify which sentences support his or her claims.</p>		
		<p><b>Level III AA Students will:</b>  EERI.9-10.5. Determine which sentences in a text support the claims of the author.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.9-10.5.</b> Identify one detail from an article.</p>	40, 88	
		<p><b>Level I AA Students will:</b>  EERI.9-10.5. Identify a detail.</p>	40, 88	
<p><b>RI.9-10.6.</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>EERI.9-10.6.</b> Determine an author’s purpose or point of view.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.9-10.6.</b> Determine an author’s purpose and point of view and identify an opposing point of view.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.9-10.6.</b> Determine an author’s purpose or point of view.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.9-10.6.</b> Identify resource based on its author’s claim.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.9-10.6.</b> Request a resource by topic or purpose.</p>	52	
<b>Integration of Knowledge and Ideas</b>				
<p><b>RI.9-10.7.</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>EERI.9-10.7. Compare a selection of informational text about a person with another medium.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.9-10.7.</b> Compare and contrast a selection from text about a person with other mediums.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.9-10.7.</b> Compare a selection of informational text about a person with another medium.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.9-10.7.</b> Identify that two sources refer to the same individual.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.9-10.7.</b> Recognize the meaning of an informational message.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RI.9-10.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p><b>EERI.9-10.8.</b> Delineate statements that support an argument.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.9-10.8.</b> Use evidence and statements to support an argument. Ex. Ask and answer questions about whether key details support the central idea or claim of an author in the text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.9-10.8.</b> Delineate statements that support an argument.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.9-10.8.</b> Identify a fact from a text.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.9-10.8.</b> Recognize that an event occurred.</p>	43, 83	
<p><b>RI.9-10.9.</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p><b>EERI.9-10.9.</b> Make connections between U.S. documents of historical and literary significance based on related themes and concepts.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.9-10.9.</b> N/A.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.9-10.9.</b> Make connections between U.S. documents of historical and literary significance based on related themes and concepts.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.9-10.9.</b> Recognize a historical fact.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.9-10.9.</b> Classify fact and fantasy.</p>		
<b>Range of Reading and Level of Text Complexity</b>				
<p><b>RI.9-10.10.</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9– 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9– 10 text complexity band independently and proficiently.</p>	<p><b>EERI.9-10.10.</b> **This Literature Essential Element references all elements above.</p>			
<b>Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)</b>				
<b>Key Ideas and Details</b>				
<p><b>RI.11-12.1.</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>EERI.11-12.1.</b> Cite textual evidence to determine where informational text leaves matters uncertain.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.11-12.1.</b> Cite evidence to show how information that is missing or leaves matters uncertain in the text impacts meaning(s) and purpose. Ex. Use textual evidence to make inferences about information that is missing or uncertain in the text.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.1.</b> Cite textual evidence to determine where informational text leaves matters uncertain.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.1.</b> Identify meaning(s) and purpose of the text. Ex. Identify that information is missing from the text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.1.</b> Identify types of informational texts. Ex. Identify one key idea in the text.</p>	43, 83	
<p><b>RI.11-12.2.</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>EERI.11-12.2.</b> Provide a summary of an informational text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of an informational text for a specified purpose.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of an informational text. Ex. Summarize a newspaper article on a current event.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of a portion of a text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.2.</b> Identify forms of media.</p>	10, 37, 46	
<p><b>RI.11-12.3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><b>EERI.11-12.3.</b> Explain how specific events develop over the course of the text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.3.</b> Explain how several events develop and interact over the course of the text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of an informational text. Ex. Summarize a newspaper article on a current event.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.2.</b> Provide a summary of a portion of a text.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.2.</b> Identify forms of media.</p>	10, 37, 46	
<p><b>RI.11-12.3.</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><b>EERI.11-12.3.</b> Explain how specific events develop over the course of the text.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.3.</b> Explain how several events develop and interact over the course of the text.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.3.</b> Explain how specific events develop over the course of the text.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.3.</b> Identify the relationship between events in an informational text.</p>	43, 83	
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.3.</b> Match informational sources.</p>	7, 8	

<b>Craft and Structure</b>				
<p><b>RI.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p><b>EERI.11-12.4.</b> Determine the meaning of words or phrases within an informational text.</p>	<p><b>Level IV AA Students will:</b> <b>EERI.11-12.4.</b> Determine the meaning of phrases used in an informational text.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.11-12.4.</b> Determine the meaning of words or phrases within an informational text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.11-12.4.</b> Identify the meaning of words.</p>	58, 112	
<p><b>RI.11-12.5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p><b>EERI.11-12.5.</b> Determine how the author’s choice of where to make an argument contributes to the meaning.</p>	<p><b>Level I AA Students will:</b> <b>EERI.11-12.4.</b> Match a word to a picture from a text. Ex. Match a word to a picture, drawing, or sketch.</p>	58, 112	
		<p><b>Level IV AA Students will:</b> <b>EERI.11-12.5.</b> Explain how the author’s choice of structure makes an argument more convincing.</p>		
		<p><b>Level III AA Students will:</b> <b>EERI.11-12.5.</b> Determine how the author’s choice of where to make an argument contributes to the meaning.</p>		
<p><b>RI.11-12.6.</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>EERI.11-12.6.</b> Determine how the author’s style affects the purpose of the text.</p>	<p><b>Level II AA Students will:</b> <b>EERI.11-12.5.</b> Identify key words that support author’s choice of structure. Ex. Read or listen to a story and identify the key words in an informational text.</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.11-12.5.</b> Identify bold words.</p>		
		<p><b>Level IV AA Students will:</b> <b>EERI.11-12.6.</b> Determine the author’s point of view and explain how the author’s style affects the purpose of the text.</p>		
<p><b>RI.11-12.6.</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>EERI.11-12.6.</b> Determine how the author’s style affects the purpose of the text.</p>	<p><b>Level III AA Students will:</b> <b>EERI.11-12.6.</b> Determine how the author’s style affects the purpose of the text.</p>		
		<p><b>Level II AA Students will:</b> <b>EERI.11-12.6.</b> Determine an author’s purpose. Ex. “What is the author trying to tell you?”</p>		
		<p><b>Level I AA Students will:</b> <b>EERI.11-12.6.</b> Identify the purpose of informational text.</p>		
<b>Integration of Knowledge and Ideas</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>RI.11-12.7.</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p><b>EERI.11-12.7.</b> Analyze information presented in different media on related topics to answer questions or solve problems.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.7.</b> Compare and analyze information presented from different media to answer questions or solve problems.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.7.</b> Analyze information presented in different media on related topics to answer questions or solve problems.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.7.</b> Use visually presented material to answer questions. Ex. Select a picture that indicates an answer to questions.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.7.</b> Attend to text in various media.</p>		
<p><b>RI.11-12.8.</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p><b>EERI.11-12.8.</b> Explain how U.S. texts inform citizens' rights.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.8.</b> Evaluate and explain how U.S. texts inform citizens' rights to advocate.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.8.</b> Explain how U.S. texts inform citizens' rights.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.8.</b> Identify U.S. citizens' rights.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.8.</b> Recognize U.S. citizens' rights.</p>	126, 127	
<p><b>RI.11-12.9.</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p><b>EERI.11-12.9.</b> Determine the purposes of foundational U. S. documents of historical significance.</p>	<p><b>Level IV AA Students will:</b>  <b>EERI.11-12.9.</b> Compare and contrast foundational U.S. documents of historical significance for their purposes.</p>		
		<p><b>Level III AA Students will:</b>  <b>EERI.11-12.9.</b> Determine the purposes of foundational U.S. documents of historical significance.</p>		
		<p><b>Level II AA Students will:</b>  <b>EERI.11-12.9.</b> Identify important U.S. documents.</p>		
		<p><b>Level I AA Students will:</b>  <b>EERI.11-12.9.</b> Match significant U.S. documents with their representations. Ex. When given visuals of significant U.S. documents, match pictures with the same document.</p>	9	
<p><b>Range of Reading and Level of Text Complexity</b></p>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

**RI.11-12.10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**EERI.11-12.10.** \*\*This Essential Element references all elements above.

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Fifth Grade English Language Arts Standards: Reading (Foundational Skills)					
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines	
<b>Phonics and Word Recognition</b>					
<p><b>RF.5.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>EERF.5.3.</b> Know and apply phonics and word analysis skills in decoding words.</p> <p>a. Decode two-syllable words.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EERF.5.3.a.</b> Decode up to multiple-syllable words.</p>			
		<p><b>Level III AA Students will:</b></p> <p><b>EERF.5.3.a.</b> Decode two-syllable words.</p>			
		<p><b>Level II AA Students will:</b></p> <p><b>EERF.5.3.a.</b> Identify the beginning and ending consonant sounds of familiar words.</p>			
			<p><b>Level I AA Students will:</b></p> <p><b>EERF.5.3.a. Identify initial letter in own name</b></p>	111	7, 10
		<p><b>EERF.5.3.b.</b> Read more than 20 common high-frequency words.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EERF.5.3.b.</b> Read more than 100 words.</p>		
			<p><b>Level III AA Students will:</b></p> <p><b>EERF.5.3.b.</b> Read more than 20 common high-frequency words.</p>		
			<p><b>Level II AA Students will:</b></p> <p><b>EERF.5.3.b.</b> Read up to 20 common high-frequency words.</p>	113, 153	7, 10, 17
			<p><b>Level I AA Students will:</b></p> <p><b>EERF.5.3.b.</b> Identify words associated with familiar pictures and symbols used to support routines, schedules, and communication.</p>	58, 73 112, 129	3, 7, 10
<b>Fluency</b>					
<p><b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>EERF.5.4.</b> Read text comprised of familiar words with accuracy and understanding.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EERF.5.4.</b> Read paragraphs and lengthier text with accuracy and understanding.</p>			
		<p><b>Level III AA Students will:</b></p> <p><b>EERF.5.4.</b> Read text comprised of familiar words with accuracy and understanding.</p>	71, 113, 53	33, 36, 44	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
		<b>Level II AA Students will:</b> EERF.5.4. Read single words with understanding.	58, 71 112, 129	17, 20, 21
		<b>Level I AA Students will:</b> EERF.5.4. Attend to reading.	126, 127	7, 10
Sixth Grade English Language Arts Standards: Reading (Foundational Skills)				
No Standards Listed in original document				
Seventh Grade English Language Arts Standards: Reading (Foundational Skills)				
No Standards Listed in original document				
Eighth Grade English Language Arts Standards: Reading (Foundational Skills)				
No Standards Listed in original document				
Ninth-Tenth Grade English Language Arts Standards: Reading (Foundational Skills)				
No Standards Listed in original document				
Eleventh-Twelfth Grade English Language Arts Standards: Reading (Foundational Skills)				
No Standards Listed in original document				

Fifth Grade English Language Arts Standards: Writing						
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines		
<b>Text Types and Purposes</b>						
<p><b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p><b>EEW.5.1.</b> Write an opinion about a topic or text and reasons to support the opinion.</p> <p>a. Introduce a topic or text and state an opinion about it.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.5.1.a.</b> Independently introduce a topic or text and state an opinion about it.</p>	120, 109, 110	39		
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.5.1.a.</b> Introduce a topic or text and state an opinion about it.</p>	120, 109, 110	20, 39		
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.5.1.a.</b> With guidance and support, introduce a topic or text and state an opinion about it.</p>	14, 15, 16 17, 53			
		<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>EEW.5.1.b.</b> Provide reasons to support the opinion.</p>	<p><b>Level I AA Students will:</b></p> <p><b>EEW.5.1.a.</b> With guidance and support, identify an opinion about a text or topic.</p>		
				<p><b>Level IV AA Students will:</b></p> <p><b>EEW.5.1.b.</b> Logically order reasons to support the opinion.</p>	120, 108	39, 44, 45
				<p><b>Level III AA Students will:</b></p> <p><b>EEW.5.1.b.</b> Provide reasons to support the opinion.</p>	120, 109, 110	39, 44
				<p><b>Level II AA Students will:</b></p> <p><b>EEW.5.1.b.</b> With guidance and support, provide reasons to support the opinion.</p>	119, 67 109, 110	20
<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p><b>EEW.5.1.c.</b> N/A</p>	<p><b>Level I AA Students will:</b></p> <p><b>EEW.5.1.b.</b> With guidance and support, select from an array of reasons to support an opinion.</p>	10, 11 26, 27	7, 10		
		<p><b>EEW.5.1.d.</b> N/A</p>				
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>EEW.5.2.</b> Write to convey ideas and information clearly.</p> <p>a. Introduce a topic and organize illustrations or other multimedia related to it.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.5.2.a.</b> Independently introduce a topic and organize illustrations or other multimedia related to it.</p>	120	39, 44, 45		
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.5.2.a.</b> Introduce a topic and organize illustrations or other multimedia related to it.</p>	120	39, 44, 45		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EEW.5.2.a.</b> Introduce a topic and select illustrations or other multimedia related to it.	64, 65 119, 82	20
		<b>Level I AA Students will:</b> <b>EEW.5.2.a.</b> With guidance and support, select illustrations or other multimedia related to a familiar topic.	11, 13 24, 53	7, 10
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>EEW.5.2.b.</b> Provide facts, details, or other information related to the topic.	<b>Level IV AA Students will:</b> <b>EEW.5.2.b.</b> Logically order details to support the topic.	120, 108, 83	39
		<b>Level III AA Students will:</b> <b>EEW.5.2.b.</b> Provide facts, details, or other information related to the topic. Ex. After introducing a topic and selecting illustrations to support it, label the illustrations to provide facts about the topic.	119, 64 65, 67	20
		<b>Level II AA Students will:</b> <b>EEW.5.2.b.</b> Select facts, details, or other information related to the topic. Ex. Given a ready-made set-up in multimedia presentation software, select facts and details that match the self-selected illustrations on the topic and write additional notes (e.g., Having selected Trees are plants, the student might type with word prediction software, Rocks are not plants.).	64, 65, 67	20
		<b>Level I AA Students will:</b> <b>EEW.5.2.b.</b> With guidance and support, identify objects, artifacts, or other information related to the topic.	10, 11, 13 25, 27	7, 10
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>EEW.5.2.c.</b> N/A			
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.5.2.d.</b> N/A			
e. Provide a concluding statement or section related to the information or explanation presented.	<b>EEW.5.2.e.</b> N/A			
<b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>EEW.5.3.</b> Select an event or personal experience and write about it. a-b. Introduce the experience or situation, and follow with three or more events in sequence.	<b>Level IV AA Students will:</b> <b>EEW.5.3.a-b.</b> Introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence.	120, 108	
		<b>Level III AA Students will:</b> <b>EEW.5.3.a-b.</b> Introduce the experience or situation, and follow with three or more events in sequence.	120, 108	
		<b>Level II AA Students will:</b> <b>EEW.5.3.a-b.</b> Write about an event or personal experience including two events in sequence.	120, 47	
		<b>Level I AA Students will:</b> <b>EEW.5.3.a-b.</b> Participate in a shared writing about a personal experience. Ex. Point to a word to be added to the shared writing product.	64, 65, 10 11, 37	10
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>EEW.5.3.c.</b> N/A			

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>EEW.5.3.d.</b> N/A			
e. Provide a conclusion that follows from the narrated experiences or events.	<b>EEW.5.3.e.</b> N/A			
<b>Production and Distribution of Writing</b>				
<b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>EEW.5.4.</b> Produce writing that is appropriate to task, purpose, and audience.	<b>Level IV AA Students will:</b> <b>EEW.5.4.</b> Produce writing that is appropriate to a wide variety of tasks, purposes, and audiences.	120	39, 44, 45
		<b>Level III AA Students will:</b> <b>EEW.5.4.</b> Produce writing that is appropriate to task, purpose, and audience.	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.5.4.</b> With guidance and support, produce writing that is appropriate to task, purpose, and audience.	64, 65, 119	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEW.5.4.</b> With guidance and support, produce group writing that is appropriate to task, purpose, and audience.	10, 11, 14 15, 16, 17	10
<b>W.5.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<b>EEW.5.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	<b>Level IV AA Students will:</b> <b>EEW.5.6.</b> With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	120	39, 44, 45
		<b>Level III AA Students will:</b> <b>EEW.5.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	120, 119	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.5.6.</b> With guidance and support from adults, use technology to produce writing.	64, 65 119, 67	20
		<b>Level I AA Students will:</b> <b>EEW.5.6.</b> With guidance and support from adults, use technology to communicate.	16, 17, 27	20
<b>Research to Build and Present Knowledge</b>				
<b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>EEW.5.7.</b> Conduct short research projects using two or more sources.	<b>Level IV AA Students will:</b> <b>EEW.5.7.</b> Conduct short research projects using multiple sources.		26, 36

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level III AA Students will:</b>  <b>EEW.5.7.</b> Conduct short research projects using two or more sources. Ex. Read two different books to find information to include in a short research project.</p>	113	26, 36
		<p><b>Level II AA Students will:</b>  <b>EEW.5.7.</b> With guidance and support, gather information about a topic. Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p>	113	10, 20
		<p><b>Level I AA Students will:</b>  <b>EEW.5.7.</b> Participate with a group in using multiple sources to conduct a short research project.</p>	14, 15 16, 17	10
<p><b>W.5.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>EEW.5.8.</b> Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.5.8.</b> Recall information from personal experiences and gather relevant information from print and digital sources to include in writing.</p>	102 103, 120	39
		<p><b>Level III AA Students will:</b>  <b>EEW.5.8.</b> Recall information from personal experiences or gather relevant information from print and digital sources to include in writing.</p>	102 103, 120	39
		<p><b>Level II AA Students will:</b>  <b>EEW.5.8.</b> Recall information from personal experiences to include in writing.</p>	102, 103, 119, 120, 67	
		<p><b>Level I AA Students will:</b>  <b>EEW.5.8.</b> Recall personal experiences.</p>	102, 103, 109 110, 15, 17	20, 39
<p><b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).</p>	<p><b>EEW.5.9.</b> Use information from literary and informational text to support writing.  a. Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.5.9.a.</b> N/A</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.5.9.a.</b> Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).</p>	120	
		<p><b>Level II AA Students will:</b>  <b>EEW.5.9.a.</b> With guidance and support, apply Essential Elements of Grade 5 Reading Standards to literature (e.g., “Compare and contrast two characters in the story.”).</p>	120, 119	
		<p><b>Level I AA Students will:</b>  <b>EEW.5.9.a.</b> With guidance and support, participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature.</p>	14, 15, 16 17, 21	10, 20

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>EEW.5.9.b.</b> Apply Essential Elements of Grade 5 Reading Standards to informational text (e.g., “Identify evidence the author uses.”).</p>	<p><b>Level IV AA Students will:</b> <b>EEW.5.9.b.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EEW.5.9.b.</b> Apply Essential Elements of Grade 5 Reading Standards to informational text (e.g., “Identify evidence the author uses.”).</p>	120	
		<p><b>Level II AA Students will:</b> <b>EEW.5.9.b.</b> With guidance and support, apply Essential Elements of Grade 5 Reading Standards to informational text (e.g., “Identify evidence the author uses.”).</p>	120, 119	
		<p><b>Level I AA Students will:</b> <b>EEW.5.9.b.</b> With guidance and support, participate in writing tasks that follow shared reading of informational texts.</p>	14, 15, 16 17, 21, 27	10, 20
<b>Range of Writing</b>				
<p><b>W.5.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>EEW.5.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.5.10.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EEW.5.10.</b> Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook.</p>	120	39, 44, 45
		<p><b>Level II AA Students will:</b> <b>EEW.5.10.</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.</p>	120	39, 44, 45
		<p><b>Level I AA Students will:</b> <b>EEW.5.10.</b> With guidance and support, communicate routinely during shared writing for a variety of purposes and audiences.</p>	14, 15, 16 17, 21, 27	10, 20
<b>Sixth Grade English Language Arts Standards: Writing</b>				
<b>Common Core State Standards Grade Level Standards</b>	<b>Common Core Essential Elements</b>	<b>Instructional Achievement Level Descriptors</b>	<b>Relevant Links Lessons</b>	<b>Relevant Links Routines</b>
<b>Text Types and Purposes</b>				
<p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with reasons.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.6.1.a-b.</b> Write a claim and support it with reasons.</p>	120	39, 44, 45

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with reasons.	119, 120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with one reason.	109, 110, 67 64, 65	20, 10
		<b>Level I AA Students will:</b> <b>EEW.6.1.a-b.</b> With guidance and support, state a claim.	14, 15 16, 17	7
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>EEW.6.1.c.</b> N/A			
d. Establish and maintain a formal style.	<b>EEW.6.1.d.</b> N/A			
e. Provide a concluding statement or section that follows from the argument presented.	<b>EEW.6.1.e.</b> N/A			
<b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.	<b>Level IV AA Students will:</b> <b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.	120	39, 44, 45
		<b>Level III AA Students will:</b> <b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts and details.	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.6.2.a-b.</b> With guidance and support, write to convey ideas and information clearly including facts and details.	119, 120	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEW.6.2.a-b.</b> Participate in shared writing to convey ideas and information including facts, details, or other information.	14, 15 16, 17	10
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>EEW.6.2.c.</b> N/A			
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>EEW.6.2.d.</b> N/A			
e. Establish and maintain a formal style.	<b>EEW.6.2.e.</b> N/A			
f. Provide a concluding statement or section that follows from the information or explanation presented.	<b>EEW.6.2.f.</b> N/A			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique,W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>EEW.6.3.</b> Select an eventEEW.6.3. Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.6.3.a-b.</b> Introduce the experience or situation, multiple characters, and multiple events in sequence.</p>	120, 108	
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.6.3.a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	119, 120 108, 47	7
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.6.3.a-b.</b> With guidance and support, Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	14, 15, 16 17, 50, 51	7
		<p><b>Level I AA Students will:</b></p> <p><b>EEW.6.3.a-b.</b> With guidance and support, communicate about a personal experience.</p>		
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>EEW.6.3.c.</b> N/A</p>			
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p><b>EEW.6.3.d.</b> N/A</p>			
<p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>EEW.6.3.e.</b> N/A</p>			
<b>Production and Distribution of Writing</b>				
<p><b>W.6.4.</b> Produce clear and coherent writing in which the development,W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.6.4.</b> Produce writing that is appropriate for the task, purpose, or audience.EEW.6.4. Produce writing that is appropriate for the task, purpose, or audience.</p>	<p><b>Level IV AA Students will:</b></p> <p>EEW.6.4. Produce writing that is appropriate to the task, purpose, and specific audience. EEW.6.4. Produce writing that is appropriate to the task, purpose, and specific audience.</p>	120, 154	39, 44, 45
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, or audience.EEW.6.4. Produce writing that is appropriate to the task, purpose, or audience.</p>	120, 130	39, 44, 45

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EEW.6.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.	64, 65, 67 119, 120	20
		<b>Level I AA Students will:</b> <b>EEW.6.4.</b> With guidance and support, produce writing for a variety of purposes.	21, 26, 27 64, 67	7, 20
<b>W.6.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	<b>Level IV AA Students will:</b> <b>EEW.6.5.</b> With guidance and support from adults and peers, plan writing and revise writing using the editing process.		
		<b>Level III AA Students will:</b> <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.	109, 110, 56	20
		<b>Level I AA Students will:</b> <b>EEW.6.5.</b> With guidance and support from peers and adults, write.	21, 26, 27 64, 67	7, 20
<b>W.6.6.</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.	<b>Level IV AA Students will:</b> <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.	120	39, 36
		<b>Level III AA Students will:</b> <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.	120	39, 36
		<b>Level II AA Students will:</b> <b>EEW.6.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	67	20
		<b>Level I AA Students will:</b> <b>EEW.6.6.</b> With guidance and support, use technology to participate in group writing projects.	27, 16, 17	10
<b>Research to Build and Present Knowledge</b>				
<b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry	<b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.	<b>Level IV AA Students will:</b> <b>EEW.6.7.</b> Conduct research to answer a question based on several sources of information.		
		<b>Level III AA Students will:</b> <b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.		44, 45, 46

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EEW.6.7.</b> With guidance and support, conduct research to answer a question based on one source of information.		20
<b>Research to Build and Present Knowledge</b>				
<b>W.6.8.</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.	<b>Level IV AA Students will:</b> <b>EEW.6.8.</b> Select quotes from print or digital sources that provide information about a topic.	113, 120	
		<b>Level III AA Students will:</b> <b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.	113, 120	
		<b>Level II AA Students will:</b> <b>EEW.6.8.</b> With guidance and support, identify quotes on a given topic from a familiar print or digital source.	113, 105	10
		<b>Level I AA Students will:</b> <b>EEW.6.8.</b> With guidance and support while engaging in shared reading of a text, identify words related to a topic.	14, 15, 16 17, 58	10
<b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 6 Reading standards to literature (e.g., "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.").	<b>EEW.6.9.</b> Use information from literary and informational text to support writing. a. Apply Essential	<b>Level IV AA Students will:</b> <b>EEW.6.9.a.</b> N/A		
	Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").	<b>Level III AA Students will:</b> <b>EEW.6.9.a.</b> Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").	120	
		<b>Level II AA Students will:</b> <b>EEW.6.9.a.</b> With guidance and support, apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text."). Ex. Write words or phrases from a list to identify what is the same between a text and a video of the same story.	67, 65 119, 41	10
		<b>Level I AA Students will:</b> <b>EEW.6.9.a.</b> With guidance and support, participate in shared writing activities that follow up shared reading activities.	14, 15 16, 17	10
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").	<b>EEW.6.9.b.</b> Apply Essential	<b>Level IV AA Students will:</b> <b>EEW.6.9.b.</b> N/A		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

	Elements of Grade 6 Reading Standards to informational text (e.g., "Distinguish claims in a text supported by reason.").	<b>Level III AA Students will:</b> <b>EEW.6.9.b.</b> Apply Essential Elements of Grade 6 Reading Standards to informational text (e.g., "Distinguish claims in a text supported by reason.").	120, 133	
		<b>Level II AA Students will:</b> <b>EEW.6.9.b.</b> With guidance and support, apply Essential Elements of Grade 6 Reading Standards to informational text (e.g., "Distinguish claims in a text supported by reason.").	119, 120, 113	
		<b>Level I AA Students will:</b>	14, 15 16, 17	
<b>Seventh Grade English Language Arts Standards: Writing</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Text Types and Purposes</b>				
<b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>EEW.7.1.a-b.</b> Write a claim and support it with reasons or other relevant evidence.	<b>Level IV AA Students will:</b> <b>EEW.7.1.a-b.</b> Write a claim and support it with multiple reasons or other relevant evidence.	120	39, 44, 45
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		<b>Level III AA Students will:</b> <b>EEW.7.1.a-b.</b> Write a claim and support it with one reason or other relevant evidence.	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.7.1.a-b.</b> With guidance and support, write a claim and support it with one reason.	119, 120	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEW.7.1.a-b.</b> Select a claim.	14, 15, 16 17, 6, 12	1, 7
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>EEW.7.1.c.</b> N/A			
d. Establish and maintain a formal style.	<b>EEW.7.1.d.</b> N/A			
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>EEW.7.1.e.</b> N/A			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.7.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p><b>EEW.7.2.a-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.7.2.a-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	39, 44, 45
		<p><b>Level III AA Students will:</b>  <b>EEW.7.2.a-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	39, 44, 45
<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>		<p><b>Level II AA Students will:</b>  <b>EEW.7.2.a-b.</b> Write to convey ideas and information.</p>	120, 119	39, 10
		<p><b>Level I AA Students will:</b>  <b>EEW.7.2.a-b.</b> Communicate ideas and information contributing to a text. Ex. Point to symbols on a communication device to communicate ideas about an upcoming event (e.g., "I go") which the teacher types in a talking word processor as the student observes and listens.</p>	6, 11 21, 40	7, 10
<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>EEW.7.2.c.</b> N/A</p>			
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>EEW.7.2.d.</b> Use domain-specific vocabulary when writing about a topic.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.7.2.d.</b> Use wide range of domain-specific vocabulary when writing about a topic.</p>	82, 120	
		<p><b>Level III AA Students will:</b>  <b>EEW.7.2.d.</b> Use domain-specific vocabulary when writing about a topic. Ex. When writing about the river, use words like current and habitat appropriately with word prediction software with an incorporated topic dictionary.</p>	82, 120	
		<p><b>Level II AA Students will:</b>  <b>EEW.7.2.d.</b> With guidance and support, use domain-specific vocabulary when writing about a topic.</p>	82, 119 120, 67	20, 10
		<p><b>Level I AA Students will:</b>  <b>EEW.7.2.d.</b> With guidance and support, use domain-specific vocabulary when communicating about a text.</p>	6, 10 11, 12	7, 10
<p>e. Establish and maintain a formal style.</p>	<p><b>EEW.7.2.e.</b> N/A</p>			
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>EEW.7.2.f.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.7.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p><b>EEW.7.3.</b> Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.7.3.a-b.</b> Introduce the experience or situation, multiple characters, and multiple events in sequence.</p>	120, 109	39
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.7.3.a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	120, 47	39
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.7.3.a-b.</b> With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (sipping [shopping]).</p>	119, 120, 47	7, 10, 39
		<p><b>Level I AA Students will:</b></p> <p><b>EEW.7.3.a-b.</b> With guidance and support, communicate about a personal experience.</p>	14, 15 16, 17	7
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p><b>EEW.7.3.c.</b> N/A</p>			
<p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>EEW.7.3.d.</b> N/A</p>			
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>EEW.7.3.e.</b> N/A</p>			
<p><b>Production and Distribution of Writing</b></p>				
<p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.).</p>	<p><b>EEW.7.4.</b> Produce writing that is appropriate for the task, purpose, or audience.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.7.4.</b> Produce writing that is appropriate to the task, purpose, and audience.</p>	120, 154	39, 44, 45
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.7.4.</b> Produce writing that is appropriate to the task, purpose, or audience.</p>	120, 130	39, 44, 45
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.7.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.</p>	119, 120	39, 130

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level I AA Students will:</b>  <b>EEW.7.4.</b> With guidance and support, produce writing for a variety of purposes.</p>	21, 27, 64 65, 67	20
<p><b>W.7.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p><b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.7.5.</b> With guidance and support from adults and peers, plan writing and use the editing process to revise own writing.</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p>	120, 119	39, 44, 45
		<p><b>Level II AA Students will:</b>  <b>EEW.7.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.</p>	120, 119 105, 107	
		<p><b>Level I AA Students will:</b>  <b>EEW.7.5.</b> With guidance and support from peers and adults, write.</p>	21, 27	20
<p><b>W.7.6.</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p><b>EEW.7.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.7.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>	120	39, 46, 36
		<p><b>Level III AA Students will:</b>  <b>EEW.7.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.</p>	120	39, 44, 45

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EEW.7.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.	120	39, 20
		<b>Level I AA Students will:</b> <b>EEW.7.6.</b> With guidance and support, use technology to participate in group writing projects. <b>EEW.7.6.</b> With guidance and support, use technology to participate in group writing projects.	16, 17, 27	20, 10
<b>Research to Build and Present Knowledge</b>				
<b>W.7.7.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>EEW.7.7.</b> Conduct research to answer a question based on multiple sources of information. <b>EEW.7.7.</b> Conduct research to answer a question based on multiple sources of information.	<b>Level IV AA Students will:</b> <b>EEW.7.7.</b> Conduct research to answer a question based on many sources of information.		46
		<b>Level III AA Students will:</b> <b>EEW.7.7.</b> Conduct research to answer a question based on multiple sources of information.		20, 46
		<b>Level II AA Students will:</b> <b>EEW.7.7.</b> Conduct research to answer a question based on one source of information.	71, 55, 56	20
		<b>Level I AA Students will:</b> <b>EEW.7.7.</b> Participate in group research and writing activities.	14, 15, 16 17, 12	10
<b>W.7.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>EEW.7.8.</b> Select quotes from multiple print or digital sources that provides important information about a topic.	<b>Level IV AA Students will:</b> <b>EEW.7.8.</b> Select quotes from multiple print or digital sources that state conclusions about a topic.	120, 113	
		<b>Level III AA Students will:</b> <b>EEW.7.8.</b> Select quotes from multiple print or digital sources that provides important information about a topic.	120, 113	
		<b>Level II AA Students will:</b> <b>EEW.7.8.</b> Select quotes from print or digital sources that provide information about a topic.	120, 113	
		<b>Level I AA Students will:</b> <b>EEW.7.8.</b> With guidance and support during shared reading, identify when information about a topic is read.	14, 15, 16 17, 12	7, 10

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p><b>EEW.7.9.</b> Use information from literary and informational text to support writing.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.7.9.a.</b> N/A</p>		
	<p>Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p>	<p><b>Level III AA Students will:</b> <b>EEW.7.9.a.</b> Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p>	120, 113	
		<p><b>Level II AA Students will:</b> <b>EEW.7.9.a.</b> With guidance and support from adults and peers, apply Essential Elements of Grade 7 Reading Standards to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters.”).</p>	119, 120, 64 65, 67	20, 21
		<p><b>Level I AA Students will:</b> <b>EEW.7.9.a.</b> With guidance and support from adults and peers, participate in group writing projects about information gathered from literary or informational text.</p>	14, 15 16, 17	10, 21
<p>b. Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p><b>EEW.7.9.b.</b> Apply Essential Elements of Grade 7 Reading Standards to informational text (e.g., “Delineate the specific claims in a text.”).</p>	<p><b>Level IV AA Students will:</b> <b>EEW.7.9.b.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EEW.7.9.b.</b> Apply Essential Elements of Grade 7 Reading Standards to informational text (e.g., “Delineate the specific claims in a text.”).</p>	120, 113	
		<p><b>Level II AA Students will:</b> <b>EEW.7.9.b.</b> With guidance and support, apply Essential Elements of Grade 7 Reading Standards to informational text (e.g., “Delineate the specific claims in a text.”).</p>	120, 109, 110	
		<p><b>Level I AA Students will:</b> <b>EEW.7.9.b.</b> With guidance and support, participate in shared writing activities that build on shared reading activities.</p>	14, 15 16, 17	10
<b>Range of Writing</b>				
<p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>EEW.7.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.7.10.</b> N/A</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EEW.7.10.</b> Write routinely for a variety of tasks, purposes, and audiences. Ex. Write a note to include in the home-school notebook.	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.7.10.</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.	119, 120	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEW.7.10.</b> With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.	14, 15 16, 17	10, 20
<b>Eighth Grade English Language Arts Standards: Writing</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Text Types and Purposes</b>				
<b>W.8.1.</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>EEW.8.1.a-b.</b> Write an argument to support claims with one clear reason or piece of evidence.	<b>Level IV AA Students will:</b> <b>EEW.8.1.a-b.</b> Write an argument to support claims with clear reasons or evidences.	120	
		<b>Level III AA Students will:</b> <b>EEW.8.1.a-b.</b> Write an argument to support claims with one clear reason or piece of evidence.	120	
		<b>Level II AA Students will:</b> <b>EEW.8.1.a-b.</b> With teacher guidance and support, write a claim with one clear reason or piece of evidence.	119, 120	
		<b>Level I AA Students will:</b> <b>EEW.8.1.a-b.</b> With guidance and support, state agreement or disagreement with claims written by peers.	14, 15 16, 17	10
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>EEW.8.1.c.</b> N/A		
d. Establish and maintain a formal style.	<b>EEW.8.1.d.</b> N/A			
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>EEW.8.1.e.</b> N/A			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.8.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.</p>	120, 89	
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.8.2.a-b.</b> Write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.8.2.a-b.</b> With guidance and support, write to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.</p>	119, 120	
		<p><b>Level I AA Students will:</b></p> <p><b>EEW.8.2.a-b.</b> With guidance and support, participate in shared writing to convey ideas and information clearly including facts, details, and other information as well as graphics and multimedia as needed.</p>	14, 15 16, 17	10
<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>EEW.8.2.c.</b> N/A</p>			
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>EEW.8.2.d.</b> N/A</p>			
<p>e. Establish and maintain a formal style.</p>	<p><b>EEW.8.2.e.</b> N/A</p>			
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>EEW.8.2.f.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, <b>W.8.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><b>EEW.8.3.</b> Select an event <b>EEW.8.3.</b> Select an event or personal experience and write about it.</p> <p>a-b. Introduce the experience or situation, at least one character, and two or more events in sequence. a-b. Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.8.3.a-b.</b> Introduce the experience or situation, multiple characters, and multiple events in sequence.</p>	120, 108	
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.8.3.a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p>	120, 108	
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.8.3.a-b.</b> With guidance and support, introduce the experience or situation, at least one character, and two or more events in sequence. Ex. With guidance and support from a teacher who guides the student through each step of writing, write about going to the grocery store (siping [shopping]).</p>	119, 10, 108	
		<p><b>Level I AA Students will:</b></p> <p><b>EEW.8.3.a-b.</b> With guidance and support, communicate about a personal experience.</p>	14, 15 16, 17	10
<p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p>	<p><b>EEW.8.3.c.</b> N/A</p>			
<p>d. Use precise words and phrases relevant descriptive details and sensory language to capture the action and convey experiences and events.</p>	<p><b>EEW.8.3.d.</b> N/A</p>			
<p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p><b>EEW.8.3.e.</b> N/A</p>			
<p><b>Production and Distribution of Writing</b></p>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<b>W.8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience.	<b>Level IV AA Students will:</b> <b>EEW.8.4.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEW.8.4.</b> Produce writing that is appropriate for the task, purpose, or audience.	120, 154	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.8.4.</b> With guidance and support, produce writing that is appropriate for the task, purpose, or audience.	119, 120, 130	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEW.8.4.</b> With guidance and support, produce writing for a variety of purposes.	6, 12 21, 27	7
<b>W.8.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	<b>Level IV AA Students will:</b> <b>EEW.8.5.</b> Plan by brainstorming and revise own writing by adding more information.	120	36
		<b>Level III AA Students will:</b> <b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.	119, 120	39, 36
		<b>Level II AA Students will:</b> <b>EEW.8.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.	119, 120	36, 39
		<b>Level I AA Students will:</b> <b>EEW.8.5.</b> With guidance and support from peers and adults, write.	21, 27, 67	20, 10
<b>W.8.6.</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>EEW.8.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.	<b>Level IV AA Students will:</b> <b>EEW.8.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.	120	39, 36, 46
		<b>Level III AA Students will:</b> <b>EEW.8.6.</b> Use technology, including the Internet, to produce writing to interact and collaborate with others.	120	39, 36, 46
		<b>Level II AA Students will:</b> <b>EEW.8.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing to interact and collaborate with others.	119, 120, 67	20, 39, 10
		<b>Level I AA Students will:</b> <b>EEW.8.6.</b> With guidance and support, use technology to interact and collaborate with others in shared writing activities.	14, 15, 16 17, 6, 27	10, 20

### Research to Build and Present Knowledge

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.8.7.</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p><b>EEW.8.7.</b> Conduct short research projects to answer and pose questions based on one source of information.</p>	<p><b>Level IV AA Students will:</b> EEW.8.7. Conduct short research projects to answer and pose questions based on multiple sources of information.</p>	<p>105, 107 120, 113</p>	<p>46, 20</p>
		<p><b>Level III AA Students will:</b> EEW.8.7. Conduct short research projects to answer and pose questions based on one source of information.</p>	<p>105, 107 120, 113</p>	<p>46, 20</p>
		<p><b>Level II AA Students will:</b> EEW.8.7. With guidance and support, conduct short research projects to answer questions based on one source of information.</p>	<p>119, 120, 67 64, 65</p>	<p>10, 39</p>
		<p><b>Level I AA Students will:</b> EEW.8.7. With guidance and support, participate in shared research and writing to answer questions.</p>	<p>6, 14, 15 16, 17</p>	<p>7, 10, 20</p>
<p><b>W.8.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>EEW.8.8.</b> Select quotes from multiple print or digital sources that provide important information about a topic.</p>	<p><b>Level IV AA Students will:</b> EEW.8.8. Select quotes from multiple print or digital sources that state conclusions about a topic.</p>	<p>120, 113</p>	<p>46</p>
		<p><b>Level III AA Students will:</b> EEW.8.8. Select quotes from multiple print or digital sources that provide important information about a topic.</p>	<p>120, 113</p>	<p>46</p>
		<p><b>Level II AA Students will:</b> EEW.8.8. Select quotes from print or digital sources that provide information about a topic.</p>	<p>64, 65 67, 113</p>	<p>46</p>
		<p><b>Level I AA Students will:</b> EEW.8.8. With guidance and support during shared reading, identify when information about a topic is read.</p>	<p>14, 15 16, 17</p>	
<p><b>W.8.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p><b>EEW.8.9.</b> Use information from literary and informational text to support writing. a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).</p>	<p><b>Level IV AA Students will:</b> EEW.8.9.a. N/A</p>		
		<p><b>Level III AA Students will:</b> EEW.8.9.a. Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).</p>	<p>113, 120</p>	<p>39</p>

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level II AA Students will:</b>  <b>EEW.8.9.a.</b> With guidance and support, apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”). Ex. After reading to compare and contrast two stories with the teacher and a small group of peers, convert the graphic organizer they created in software into a text-based outline and expand on the words to write about the ways the books are the same and different.</p>	113, 120	39, 36
		<p><b>Level I AA Students will:</b>  <b>EEW.8.9.a.</b> With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 8 Reading Standards to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.”).</p>	15, 15 16, 17	7, 10
b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	<b>EEW.8.9.b.</b> Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion.”).	<p><b>Level IV AA Students will:</b>  <b>EEW.8.9.b.</b> Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion and identify evidence to support facts.”).</p>	113, 120	
		<p><b>Level III AA Students will:</b>  <b>EEW.8.9.b.</b> Apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion.”).</p>	113, 120	
		<p><b>Level II AA Students will:</b>  <b>EEW.8.9.b.</b> With guidance and support, apply Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion.”).</p>	65, 67, 119 120, 71	10
		<p><b>Level I AA Students will:</b>  <b>EEW.8.9.b.</b> With guidance and support, participate in group writing activities applying Essential Elements of Grade 8 Reading Standards to informational text (e.g., “Determine whether claims in a text are fact or opinion.”).</p>	14, 15 16, 17	10
<b>Range of Writing</b>				
<b>W.8.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	<b>EEW.8.10.</b> Write routinely for a variety of tasks, purposes, and audiences.	<p><b>Level IV AA Students will:</b>  <b>EEW.8.10.</b> Write routinely over extended time frames (research, reflection, and revision).</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.8.10.</b> Write routinely for a variety of tasks, purposes, and audiences.</p>	120	39, 44, 45
		<p><b>Level II AA Students will:</b>  <b>EEW.8.10.</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.</p>	120, 119, 64 65, 67	20, 10
		<p><b>Level I AA Students will:</b>  <b>EEW.8.10.</b> With guidance and support, communicate routinely in ways that are linked to writing for a variety of purposes and audiences.</p>	14, 15 16, 17	7, 10
<b>Ninth-Tenth Grade English Language Arts Standards: Writing</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Text Types and Purposes</b>				
<p><b>W.9-10.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p><b>EEW.9-10.1.a-b.</b> Write about a personal opinion and give more than one reason supporting and rejecting the claim.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.9-10.1.a-b.</b> Write to express an opinion with supporting information about a topic or text and a concluding statement.</p>	120	39, 44, 45
		<p><b>Level III AA Students will:</b> <b>EEW.9-10.1.a-b.</b> Write about a personal opinion and give more than one reason supporting and rejecting the claim.</p>	120	39, 44, 45
		<p><b>Level II AA Students will:</b> <b>EEW.9-10.1.a-b.</b> With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence.</p>	119, 120	39, 44, 45
		<p><b>Level I AA Students will:</b> <b>EEW.9-10.1.a-b.</b> With guidance and support, write a claim and a reason. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim.</p>	14, 15, 16 17, 27, 67	10
<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><b>EEW.9-10.1.c.</b> N/A</p>			
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>EEW.9-10.1.d.</b> N/A</p>			
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>EEW.9-10.1.e.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.9-10.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><b>EEW.9-10.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.9-10.2.a-b.</b> Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	39, 44, 45
		<p><b>Level III AA Students will:</b>  <b>EEW.9-10.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	39, 44, 45
		<p><b>Level II AA Students will:</b>  <b>EEW.9-10.2.a-b.</b> Write to convey ideas and information using clear organization as well as graphics and multimedia.</p>	120	20
		<p><b>Level I AA Students will:</b>  <b>EEW.9-10.2.a-b.</b> With guidance and support, write to convey ideas.</p>	15, 16, 21 27, 67	20
<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><b>EEW.9-10.2.c.</b> N/A</p>			
<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p><b>EEW.9-10.2.d.</b> N/A</p>			
<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>EEW.9-10.2.e.</b> N/A</p>			
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>EEW.9-10.2.f.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.9-10.3.</b> Write narratives to develop real or imagined experiences or events. W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p><b>EEW.9-10.3.</b> Select an event or personal experience and write about it. EEW.9-10.3. Select an event or personal experience and write about it.</p> <p>a-b. Introduce an experience or situation, at least one character, and describe multiple events in sequence. a-b. Introduce an experience or situation, at least one character, and describe multiple events in sequence.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.9-10.3.a-b.</b> Introduce an experience or situation and describe it including multiple characters and events in sequence.</p>	120, 108	39, 44, 45
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.9-10.3.a-b.</b> Introduce an experience or situation, at least one character, and describe multiple events in sequence.</p>	120, 47	39, 44, 45
		<p><b>Level II AA Students will:</b></p> <p><b>EEW.9-10.3.a-b.</b> Introduce an experience or situation and include at least one character or event.</p>	120, 103 49, 51	39
		<p><b>Level I AA Students will:</b></p> <p><b>EEW.9-10.3.a-b.</b> With guidance and support, write about a personal experience.</p>	6, 16 17 21, 27	20
<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p><b>EEW.9-10.3.c.</b> N/A</p>			
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>EEW.9-10.3.d.</b> N/A</p>			
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>EEW.9-10.3.e.</b> N/A</p>			
<b>Production and Distribution of Writing</b>				
<p><b>W.9-10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.9-10.4.</b> Produce writing that is appropriate to a particular task, purpose, and audience.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EEW.9-10.4.</b> Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience.</p>	120, 130, 154	39, 44, 45
		<p><b>Level III AA Students will:</b></p> <p><b>EEW.9-10.4.</b> Produce writing that is appropriate to a particular task, purpose, or audience.</p>	120, 130, 154	39, 44, 45

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EEW.9-10.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.	64, 65, 67	20, 39
		<b>Level I AA Students will:</b> <b>EEW.9-10.4.</b> With guidance and support, write.	6, 16, 17 21, 27	20
<b>W.9-10.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>EEW.9-10.5.</b> Develop writing by planning and revising own writing by adding more information.	<b>Level IV AA Students will:</b> <b>EEW.9-10.5.</b> Strengthen writing by planning and revising own writing and adding more information		
		<b>Level III AA Students will:</b> <b>EEW.9-10.5.</b> Develop writing by planning and revising own writing by adding more information.		
		<b>Level II AA Students will:</b> <b>EEW.9-10.5.</b> With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information.	64, 65, 120	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEW.9-10.5.</b> With guidance and support from adults and peers, add more to writing to clarify message.	6, 16, 17 21, 27, 11	20, 10, 7
<b>W.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<b>EEW.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	<b>Level IV AA Students will:</b> <b>EEW.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual writing products.		
		<b>Level III AA Students will:</b> <b>EEW.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	120, 130, 154	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEW.9-10.6.</b> With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products.	120, 67	39, 10
		<b>Level I AA Students will:</b> <b>EEW.9-10.6.</b> With guidance and support, use technology to write.	67, 16, 17	10, 7
<b>Research to Build and Present Knowledge</b>				
<b>W.9-10.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>EEW.9-10.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.	<b>Level IV AA Students will:</b> <b>EEW.9-10.7</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.		
		<b>Level III AA Students will:</b> <b>EEW.9-10.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.	120	39, 46

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level II AA Students will:</b>  <b>EEW.9-10.7.</b> Conduct short research projects to answer questions using one or more sources of information.</p>	120	39, 46
		<p><b>Level I AA Students will:</b>  <b>EEW.9-10.7.</b> With guidance and support, answer questions based on a text or other sources of information.</p>	6, 14, 15 16, 17	10, 7, 20
<p><b>W.9-10.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>EEW.9-10.8.</b> Select information from multiple sources and use the information to write answers to research questions.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.9-10.8.</b> Select information, including quotes, from multiple sources and use the information to write answers to research questions.</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.9-10.8.</b> Select information from multiple sources and use the information to write answers to research questions.</p>	120, 105	39, 46, 44
		<p><b>Level II AA Students will:</b>  <b>EEW.9-10.8.</b> With guidance and support, select information from multiple sources and use the information to write answers to research questions.</p>	120, 105, 67	39, 46, 44
		<p><b>Level I AA Students will:</b>  <b>EEW.9-10.8.</b> With guidance and support, use information from one source to answer a question.</p>	14, 15, 16 17, 6	20, 10, 7
<p><b>W.9-10.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p><b>EEW.9-10.9.</b> Use information from literary and informational text to support writing.  a. Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author has drawn upon or included references to another text.”).</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.9-10.9.a.</b> Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Determine how an author has drawn upon or included references to another text.”).</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.9-10.9.a.</b> Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”).</p>	120, 113	39
		<p><b>Level II AA Students will:</b>  <b>EEW.9-10.9.a.</b> With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”).</p>	120, 113, 119 64, 65	39, 20, 7
		<p><b>Level I AA Students will:</b>  <b>EEW.9-10.9.a.</b> With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., “Identify when an author references one text to another text.”).</p>	14, 15, 16 17, 6	20, 7, 10

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p><b>EEW.9-10.9.b.</b> Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”).</p>	<p><b>Level IV AA Students will:</b> <b>EEW.9-10.9.b.</b> Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Use evidence and statements to support an argument.”).</p>		
		<p><b>Level III AA Students will:</b> <b>EEW.9-10.9.b.</b> Apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”)</p>	113, 120, 105	20, 39
		<p><b>Level II AA Students will:</b> <b>EEW.9-10.9.b.</b> With guidance and support, apply Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”)</p>	113, 120, 105	10
		<p><b>Level I AA Students will:</b> <b>EEW.9-10.9.b.</b> With guidance and support, participate in group writing activities applying Essential Elements of Grade 9-10 Reading Standards to informational text (e.g., “Delineate statements that support an argument.”).</p>	14, 15, 16 17, 6	10, 7, 20
<b>Range of Writing</b>				
<p><b>W.9-10.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p><b>EEW.9-10.10.</b> Write routinely over time for a range of tasks, purposes, and audiences.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.9-10.10.</b> N/A.</p>		
		<p><b>Level III AA Students will:</b> <b>EEW.9-10.10.</b> Write routinely over time for a range of tasks, purposes, and audiences.</p>	120	39, 44, 45
		<p><b>Level II AA Students will:</b> <b>EEW.9-10.10.</b> With guidance and support, write routinely over time for a variety of tasks, purposes, and audiences.</p>	119, 120 64, 65	39, 44, 45
		<p><b>Level I AA Students will:</b> <b>EEW.9-10.10.</b> With guidance and support, communicate routinely for a variety of purposes and audiences.</p>	6, 21, 27 16, 17	20, 10, 7
<b>Eleventh-Twelfth Grade English Language Arts Standards: Writing</b>				
<b>Common Core State Standards Grade Level Standards</b>	<b>Common Core Essential Elements</b>	<b>Instructional Achievement Level Descriptors</b>	<b>Relevant Links Lessons</b>	<b>Relevant Links Routines</b>
<b>Text Types and Purposes</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.11-12.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p><b>EEW.11-12.1.a-b.</b> Write to express an opinion with supporting information about a topic or text and a concluding statement.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.1.a-b.</b> Write an argument to support a claim, introduce counter claims, and provide reasons or evidence from multiple sources.</p>	120	39, 44, 45
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.1.a-b.</b> Write to express an opinion with supporting information about a topic or text and a concluding statement.</p>	120, 109, 110	39, 44, 45
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.1.a-b.</b> Write a claim and an argument to support it with one clear reason or piece of evidence.</p>	120, 109, 110	39, 44, 45
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.1.a-b.</b> With guidance and support, write a claim..</p>	6, 21, 27	20, 10, 7
<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><b>EEW.11-12.1.c.</b> N/A</p>			
<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>	<p><b>EEW.11-12.1.d.</b> N/A</p>			
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>EEW.11-12.1.e.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><b>EEW.11-12.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p>	<p><b>Level IV AA Students will:</b> <b>EEW.11-12.2.a-b.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EEW.11-12.2.a-b.</b> Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	39, 44, 46
		<p><b>Level II AA Students will:</b> <b>EEW.11-12.2.a-b.</b> Write to convey ideas and information including facts, details, and other information as well as graphics and multimedia as needed.</p>	120	39, 44, 45
		<p><b>Level I AA Students will:</b> <b>EEW.11-12.2.a-b.</b> With guidance and support, write to convey ideas and information.</p>	6, 21, 27 64, 65, 67	20, 10, 7
<p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><b>EEW.11-12.2.c.</b> N/A</p>			
<p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p><b>EEW.11-12.2.d.</b> N/A</p>			
<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>EEW.11-12.2.e.</b> N/A</p>			
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>EEW.11-12.2.f.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>W.11-12.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p><b>EEW.11-12.3.</b> Select an event or personal experience and write about it.</p> <p>a-c. Introduce an experience or situation, at least one character, and describe multiple events in sequence.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.3.a-c.</b> Introduce an experience or situation including multiple characters and the description of multiple events in sequence.</p>	120, 108	39
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.3.a-c.</b> Introduce an experience or situation, at least one character, and describe multiple events in sequence.</p>	120, 108, 96	39
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.3.a-c.</b> Introduce an experience or situation describing at least one character and one event.</p>	120, 51	20, 39
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.3.a-c.</b> With guidance and support, write about a personal experience.</p>	14, 15, 16 17, 6, 21	20, 10, 7
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>EEW.11-12.3.d.</b> N/A</p>			
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>EEW.11-12.3.e.</b> N/A</p>			
<b>Production and Distribution of Writing</b>				
<p><b>W.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>EEW.11-12.4.</b> Produce writing that is appropriate to a particular task, purpose, and audience.EEW.11-12.4. Produce writing that is appropriate to a particular task, purpose, and audience.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.4.</b> N/A</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.4.</b> Produce writing that is appropriate to a particular task, purpose, and audience.</p>	120, 154, 130	39, 44, 45

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.</p>	120, 130	39, 44, 45
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.4.</b> With guidance and support, write.</p>	6, 21, 27 64, 65, 67	20, 7
<p><b>W.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>EEW.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting for a specific purpose and audience.</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.5.</b> Develop and strengthen writing as needed by planning, revising, editing, and rewriting.</p>		
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.5.</b> Develop and strengthen writing by planning and writing.</p>	119, 120	39, 10
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.5.</b> With guidance and support, develop and strengthen writing by planning and revising.</p>	6, 64 65, 67	20, 10
<p><b>W.11-12.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>EEW.11-12.6.</b> Use technology, including the Internet, to produce, publish and update an individual or shared writing project.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.6.</b> Use technology, including the Internet, to produce, publish, revise, and update individual writing products based on feedback.</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.6.</b> Use technology, including the Internet, to produce, publish, and update an individual or shared writing project.</p>	120, 154, 130	39, 44, 46
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.6.</b> Use technology, including the Internet, to produce an individual or shared writing project.</p>	120, 67	39, 44, 46
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.6.</b> Use technology to produce a writing sample. Ex. Use a computer to produce a writing sample.</p>	6, 27, 67	20, 10, 7
<b>Research to Build and Present Knowledge</b>				
<p><b>W.11-12.7.</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>EEW.11-12.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.7.</b> Conduct research projects to answer questions posed by self and others using multiple sources of information.</p>	105, 107, 120	20, 46
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.7.</b> Conduct short research projects to answer questions posed by self and others using multiple sources of information.</p>	105, 107, 120	20, 46

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.7.</b> Conduct short research projects to answer questions using one or more sources of information.</p>	105, 120, 119	20, 46
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.7.</b> With guidance and support, answer questions based on a text or other source of information.</p>	67, 6, 27 14, 15	20, 10, 7
<p><b>W.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>EEW.11-12.8.</b> Select information from multiple sources and use the information to write answers to research questions.</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.8.</b> Select information, including quotes, from multiple sources and use the information to write answers to research questions.</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.8.</b> Select information from multiple sources and use the information to write answers to research questions.</p>	120, 105	46
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.8.</b> With guidance and support, select information from multiple sources and use the information to write answers to research questions.</p>	119, 120, 105	20, 46
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.8.</b> With guidance and support, use information from one source to answer a question.</p>	14, 15, 16 17, 27, 11	20, 10, 7
<p><b>W.11-12.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early- twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p><b>EEW.11-12.9.</b> Cite evidence from literary or informational texts.  a. Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</p>	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.9.a.</b> N/A</p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.9.a.</b> Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</p>	120, 113, 105 109, 110	39, 20
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.9.a.</b> With guidance and support, apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</p>	120, 119, 58	20, 10, 7

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.9.a.</b> With guidance and support from adults and peers, participate in shared writing activities that apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., “Compare and contrast elements of American literature to other literary works, self, or one’s world. [Compare themes, topics, locations, context, and point of view].”).</p>	6, 21, 27 15, 17	20, 10, 7
a. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	<b>EEW.11-12.9.b.</b> Apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).	<p><b>Level IV AA Students will: EEW.11-12.9.b. N/A</b></p>		
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.9.b.</b> Apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p>	120, 113	39
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.9.b.</b> With guidance and support, apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p>	119, 120, 58	39, 10, 20
		<p><b>Level I AA Students will:</b>  <b>EEW.9-10.9.b.</b> With guidance and support from adults and peers, participate in shared writing activities that apply Essential Elements of Grade 11-12 Reading Standards to nonfictional or informational texts (e.g., “Explain how U.S. texts inform citizens’ rights.”).</p>	14, 15, 16 17, 21, 67	20, 10, 7
<b>Range of Writing</b>				
<b>W.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>EEW.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	<p><b>Level IV AA Students will:</b>  <b>EEW.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p>	120, 130, 154	39, 44, 45
		<p><b>Level III AA Students will:</b>  <b>EEW.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.</p>	120, 130, 154	39, 44, 45
		<p><b>Level II AA Students will:</b>  <b>EEW.11-12.10.</b> Write routinely for a range of tasks, purposes, and audiences.</p>	120, 130, 67	39, 20
		<p><b>Level I AA Students will:</b>  <b>EEW.11-12.10.</b> With guidance and support, write for a variety of purposes and audiences.</p>	6, 21, 27 64, 65	20, 10, 7

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines



Fifth Grade English Language Arts Standards: Speaking and Listening					
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines	
<b>Comprehension and Collaboration</b>					
<p><b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>EESL.5.1.</b> Participate in collaborative discussions. a. Prepare for discussions.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.5.1.a.</b> Prepare for discussions by completing assignments related to the discussion.</p>			
		<p><b>Level III AA Students will:</b>  <b>EESL.5.1.a.</b> Prepare for discussions.</p>			
		<p><b>Level II AA Students will:</b>  <b>EESL.5.1.a.</b> With support, prepare for discussions.</p>			
			<p><b>Level I AA Students will:</b>  <b>EESL.5.1.a.</b> With prompts and support, prepare a comment on the topic prior to the discussion.</p>	109, 66, 121	10, 36
		<p><b>EESL.5.1.b.</b> Engage in discussions to share information on the topic.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.5.1.b.</b> Engage in discussions sharing information on the topic across repeated turns.</p>		
			<p><b>Level III AA Students will:</b>  <b>EESL.5.1.b.</b> Engage in discussions to share information on the topic. Ex. Share information about plants (e.g., seed makes plant).</p>		
			<p><b>Level II AA Students will:</b>  <b>EESL.5.1.b.</b> When guidance and support, add information to the discussion on the topic.</p>	109, 110	10, 36
			<p><b>Level I AA Students will:</b>  <b>EESL.5.1.b.</b> When prompted, add prepared comment to the discussion. Ex. When prompted, use a single message voice output communication device to share a comment with the group engaged in discussion.</p>	109, 110	10, 36
		<p><b>EESL.5.1.c.</b> Communicate directly with peers in multi- turn exchanges.</p>	<p><b>Level IV Students will:</b>  <b>EESL.5.1.c.</b> Initiate multi-turn exchanges with peers.</p>		
<p><b>Level III AA Students will:</b>  <b>EESL.5.1.c.</b> Communicate directly with peers in multi-turn exchanges.</p>			121	10, 36	
<p><b>Level II AA Students will:</b>  <b>EESL.5.1.c.</b> Communicate directly with peers.</p>			66	10, 36	
<p><b>Level I AA Students will:</b>  <b>EESL.5.1.c.</b> Participate in discussions with peers.</p>			66	10, 36	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>EESL.5.1.d.</b> Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.	<b>Level IV AA Students will:</b> <b>EESL.5.1.d.</b> Ask and answer questions of adult or peer communication partners to clarify and elaborate key issues.		10, 36
		<b>Level III AA Students will:</b> <b>EESL.5.1.d.</b> Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.		10, 36
		<b>Level II AA Students will:</b> <b>EESL.5.1.d.</b> Answer questions from adult or peer communication partners related to key issues of the discussion.	53, 55	10, 36
		<b>Level I AA Students will:</b> <b>EESL.5.1.d.</b> Answer simple questions (i.e., who and what) related to the topic of the discussion.	53, 55	10, 36
<b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>EESL.5.2.</b> Identify the main idea and supporting details of a text presented through diverse media.	<b>Level IV AA Students will:</b> <b>EESL.5.2.</b> Paraphrase the main idea and supporting details of a text presented through diverse media.		
		<b>Level III AA Students will:</b> <b>EESL.5.2.</b> Identify the main idea and supporting details of a text presented through diverse media.		
		<b>Level II AA Students will:</b> <b>EESL.5.2.</b> Identify the main idea of a text presented through diverse media. Ex. After viewing a presentation, select a statement that best reflects the main idea of the presentation.		
		<b>Level I AA Students will:</b> <b>EESL.5.2.</b> With support, identify details from a text presented through diverse media.	51, 96	7, 10, 36
<b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>EESL.5.3.</b> Identify the main point a speaker makes.	<b>Level IV AA Students will:</b> <b>EESL.5.3.</b> Paraphrase the main point and supporting points a speaker makes.		
		<b>Level III AA Students will:</b> <b>EESL.5.3.</b> Identify the main point a speaker makes.		
		<b>Level II AA Students will:</b> <b>EESL.5.3.</b> Identify a point that the speaker makes.		
		<b>Level I AA Students will:</b> <b>EESL.5.3.</b> Recognize speaker.	2, 3, 80 127, 128	9, 10, 36
<b>Presentation of Knowledge and ideas</b>				
<b>SL.5.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>EESL.5.4.</b> Create a simple report or presentation about a curriculum-based topic.	<b>Level IV AA Students will:</b> <b>EESL.5.4.</b> Create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic.		
		<b>Level III AA Students will:</b> <b>EESL.5.4.</b> Create a simple report or presentation about a curriculum-based topic.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level II AA Students will:</b>  <b>EESL.5.4.</b> Create a simple presentation about a personally relevant topic. Ex. Select pictures from a family vacation, label the pictures (e.g., people’s names and places) and sequence them for a presentation.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.5.4.</b> Select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic.</p>	6, 10 11, 12	10, 36
<p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>EESL.5.5.</b> Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.5.5.</b> N/A</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.5.5.</b> Select or create an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.5.5.</b> Select an audio recording, images, photographs, or other visuals/tactual displays to enhance a report or presentation.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.5.5.</b> Match audio recordings, images, photographs, or other visuals/tactual displays to portions of a group-constructed report or presentation.</p>	6, 8, 12	10, 36
<p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>EESL.5.6.</b> Use formal and informal language.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.5.6.</b> Use formal and informal language as appropriate.</p>	121	10, 23, 36
		<p><b>Level III AA Students will:</b>  <b>EESL.5.6.</b> Use formal and informal language.</p>	66, 109, 110	10, 23, 36
		<p><b>Level II AA Students will:</b>  <b>EESL.5.6.</b> Differentiate between communication partners and contexts that call for formal and informal communication.</p>	148	10, 23, 36
		<p><b>Level I AA Students will:</b>  <b>EESL.5.6.</b> Communicate informally with others.</p>	127	10, 23, 36
<b>Sixth Grade English Language Arts Standards: Speaking and Listening</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Comprehension and Collaboration</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SL.6.1.</b> Participate in collaborative discussions.</p> <p>a. Prepare for discussion through prior study.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussions through prior study combined with the preparation of notes or other support materials.</p>	127	10, 23, 36
		<p><b>Level III AA Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussion through prior study.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.6.1.a.</b> Prepare for discussions.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.6.1.a.</b> With support, review pictures, symbols, objects, or artifacts to use in a discussion.</p>	6, 10 11, 12	10, 36
<p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SL.6.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.6.1.b.</b> Follow simple, agreed-upon rules for discussions and carry out assigned role.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.6.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.6.1.b.</b> Contribute to classroom discussions.</p>	105, 107 127, 148	10, 36
		<p><b>Level I AA Students will:</b>  <b>EESL.6.b.</b> When prompted, add prepared information to a discussion.</p>	6, 12, 105 127, 148	10, 36
<p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p><b>SL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.</p>	105, 107 109, 110	10, 36
		<p><b>Level II AA Students will:</b>  <b>EESL.6.1.c.</b> Answer questions about the topic under discussion. Ex. Respond to others when addressed during a discussion.</p>	105, 107 109, 110	10, 36
		<p><b>Level I AA Students will:</b>  <b>EESL.6.1.c.</b> Answer questions during a discussion using preprogrammed or practiced responses.</p>	6, 12, 14 105, 109, 110	10, 36
<p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>SL.6.1.d.</b> Restate key ideas expressed in the discussion.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.6.1.d.</b> Restate key ideas expressed in the discussion including own ideas.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.6.1.d.</b> Restate key ideas expressed in the discussion.		
		<b>Level II AA Students will:</b> <b>EESL.6.1.d.</b> Identify key ideas expressed in the discussion.		
		<b>Level I AA Students will:</b> <b>EESL.6.1.d.</b> With support, identify a key issue after the discussion.	6, 12, 14	10, 36
<b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.	<b>Level IV AA Students will:</b> <b>EESL.6.2.</b> Describe how information presented in graphical, oral, visual, or multimodal formats relates to a topic or text.		
		<b>Level III AA Students will:</b> <b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.		
		<b>Level II AA Students will:</b> <b>EESL.6.2.</b> Identify graphical, oral, visual, or multimodal displays that relate to a topic or text.		
		<b>Level I AA Students will:</b> <b>EESL.6.2.</b> Match a missing element to the appropriate oral, visual, or multimodal display.	6, 7 8, 12	10, 36
<b>SL.6.3.</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>EESL.6.3.</b> Identify points the speaker makes to support an argument or claim.	<b>Level IV AA Students will:</b> <b>EESL.6.3.</b> Identify the argument or claim a speaker makes and the points that support it.		
		<b>Level III AA Students will:</b> <b>EESL.6.3.</b> Identify points that the speaker makes to support an argument or claim.		
		<b>Level II AA Students will:</b> <b>EESL.6.3.</b> Identify the main point a speaker makes.		
		<b>Level I AA Students will:</b> <b>EESL.6.3.</b> Recognize speaker.	2, 3, 38	10, 36
<b>Presentation and Knowledge of Ideas</b>				
<b>SL.6.4.</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>EESL.6.4.</b> Present findings including descriptions, facts, or details related to a topic.	<b>Level IV AA Students will:</b> <b>EESL.6.4.</b> Present own findings including descriptions, facts, or details related to a topic.		
		<b>Level III AA Students will:</b> <b>EESL.6.4.</b> Present findings including descriptions, facts, or details related to a topic.		
		<b>Level II AA Students will:</b> <b>EESL.6.4.</b> Present findings including details related to a familiar, personally relevant topic.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level I AA Students will:</b>  <b>EESL.6.4.</b> Indicate a detail from a presentation on a selected topic. Ex. Use a switch to indicate whether a detail was in a recent media presentation.</p>	6, 12, 14 53, 109, 110	10, 36
<b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.	<p><b>Level IV AA Students will:</b>  <b>EESL.6.5.</b> Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.</p>	41, 70	
		<p><b>Level II AA Students will:</b>  <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to accompany a presentation.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.6.5.</b> Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation.</p>	6, 10, 11 41, 70	10, 36
<b>SL.6.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.	<p><b>Level IV AA Students will:</b>  <b>EESL.6.6.</b> Shift between formal and informal language as appropriate to the communication partner and situation.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.6.6.</b> Use formal and informal language.</p>	121, 148	10, 23, 36
		<p><b>Level I AA Students will:</b>  <b>EESL.6.6.</b> With support as needed, use symbolic language to communicate informally with others.</p>		
<b>Seventh Grade English Language Arts Standards: Speaking and Listening</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Comprehension and Collaboration</b>				
<b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>EESL.7.1.</b> Engage in a range of collaborative discussions.  a. Come to discussions prepared to share information.	<p><b>Level IV AA Students will:</b>  <b>EESL.7.1.a.</b> Come to discussions with self-created materials or supports to use in sharing information.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.7.1.a.</b> Come to discussions prepared to share information.		
		<b>Level II AA Students will:</b> <b>EESL.7.1.a.</b> Prepare for discussions.		
		<b>Level I AA Students will:</b> <b>EESL.7.1.a.</b> Participate in discussions. Ex. Respond to others when addressed.	6, 12, 14 16, 66, 121	
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.	<b>Level IV AA Students will:</b> <b>EESL.7.1.b.</b> N/A		
		<b>Level III AA Students will:</b> <b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.		
		<b>Level II AA Students will:</b> <b>EESL.7.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions.	105, 107 109, 110	10, 36
		<b>Level I AA Students will:</b> <b>EESL.7.1.b.</b> Participate in discussions with adults and peers. Ex. Respond to others when addressed.	2, 6 14, 16	10, 23, 36
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>EESL.7.1.c.</b> Remain on the topic of the discussion when asking or answering questions or making other contributions.	<b>Level IV AA Students will:</b> <b>EESL.7.1.c.</b> N/A		
		<b>Level III AA Students will:</b> <b>EESL.7.1.c.</b> Remain on the topic of the discussion when asking or answering questions or making other contributions.	148	10, 36
		<b>Level II AA Students will:</b> <b>EESL.7.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.	53, 56	10, 36
		<b>Level I AA Students will:</b> <b>EESL.7.1.c.</b> Participate in discussions.	2, 6, 14 16, 66, 127	10, 23, 36
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>EESL.7.1.d.</b> Accept when others involved in the discussion agree or disagree with own perspective.	<b>Level IV AA Students will:</b> <b>EESL.7.1.d.</b> N/A		
		<b>Level III AA Students will:</b> <b>EESL.7.1.d.</b> Accept when others involved in the discussion agree or disagree with own perspective.		
		<b>Level II AA Students will:</b> <b>EESL.7.1.d.</b> Indicate agreement with others during group discussions.		
		<b>Level I AA Students will:</b> <b>EESL.7.1.d.</b> Participate in discussions. Ex. Respond to others when addressed.	2, 14, 16 53, 109, 110	10, 23, 36

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>SL.7.2.</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>EESL.7.2.</b> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.7.2.</b> Identify how the main idea is presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.7.2.</b> Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relate to a topic, text, or issue under study.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.7.2.</b> Identify the topic of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text, or issue under study.</p>	46, 50	10, 36
		<p><b>Level I AA Students will:</b>  <b>EESL.7.2.</b> With support, identify graphic, visual, tactual, or other information that represents a particular topic.</p>	6, 10 11, 12	10, 36
<p><b>SL.7.3.</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>EESL.7.3.</b> Determine whether the claims made by a speaker are fact or opinion.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.7.3.</b> After listening to a speaker, recall the speaker’s claims and determine whether they are fact or opinion.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.7.3.</b> Determine whether the claims made by a speaker are fact or opinion.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.7.3.</b> Determine whether one specific claim made by a speaker is fact or opinion.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.7.3.</b> Communicate own opinion about a claim made by a speaker.</p>	6, 14 16, 105	10, 36
<p><b>Presentation of Knowledge and Ideas</b></p>				
<p><b>SL.7.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>EESL.7.4.</b> Present findings including descriptions, facts, or details related to a main idea or theme.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.7.4.</b> Present own findings including descriptions, facts, or details related to a main idea or theme.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.7.4.</b> Present findings including descriptions, facts, or details related to a main idea or theme.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.7.4.</b> Present findings including details related to a main idea or theme.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.7.4.</b> Indicate a detail related to a selected topic. Ex. Point to a detail in a media presentation.</p>	6, 12, 14 16, 46, 50	10, 36
<p><b>SL.7.5.</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points and enhance the overall presentations.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.7.5.</b> Select or create an audio recording, images, photographs, or other visual/tactual displays to emphasize points in presentations.		
		<b>Level II AA Students will:</b> <b>EESL.7.5.</b> Select items, images, or photographs to create a visual or tactual display.	37, 39, 17	10, 36
		<b>Level I AA Students will:</b> <b>EESL.7.5.</b> Select items for a visual or tactual display for the group to use in a presentation.	6, 12 10, 11	10, 36
<b>SL.7.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EESL.7.6.</b> Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.	<b>Level IV AA Students will:</b> <b>EESL.7.6.</b> Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner demonstrating understanding of formal English.		
		<b>Level III AA Students will:</b> <b>EESL.7.6.</b> Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.		
		<b>Level II AA Students will:</b> <b>EESL.7.6.</b> Participate in communication activities with a partner. Ex. Initiate communication with a partner.		
		<b>Level I AA Students will:</b> <b>EESL.7.6.</b> Communicate with multiple communication partners.	2, 6, 12 14, 16	10, 23, 36

### Eighth Grade English Language Arts Standards: Speaking and Listening

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Comprehension and Collaboration</b>				
<b>SL.8.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>EESL.8.1.</b> Listen and communicate with a variety of partners in order to discuss issues regarding the content.  a. Come to discussions prepared to share information previously studied.	<b>Level IV AA Students will:</b> <b>EESL.8.1.a.</b> Come to discussions with self-created materials or supports to use in sharing information.		
		<b>Level III AA Students will:</b> <b>EESL.8.1.a.</b> Come to discussions prepared to share information.		
		<b>Level II AA Students will:</b> <b>EESL.8.1.a.</b> Prepare for discussions.		
		<b>Level I AA Students will:</b> <b>EESL.8.1.a.</b> Participate in discussions.	2, 6, 12 14, 16	10, 36

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>EESL.8.1.b.</b> Follow simple rules and carry out assigned roles during discussions.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.8.1.b.</b> Follow simple rules and carry out roles during discussions.</p>		
		<p><b>Level III AA Students will:</b> <b>EESL.8.1.b.</b> Follow simple rules and carry out assigned roles during discussions.</p>		
		<p><b>Level II AA Students will:</b> <b>EESL.8.1.b.</b> With guidance and support from adults and peers, follow simple rules for discussions.</p>	127	10, 34, 36
		<p><b>Level I AA Students will:</b> <b>EESL.8.1.b.</b> With guidance and support from adults and peers, follow rules during group discussions.</p>	2, 3, 6 12, 14, 16	10, 34, 36
<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p><b>EESL.8.1.c-d.</b> Respond to others' questions and comments by answering questions regarding content.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.8.1.c-d.</b> Respond to others' questions and comments by asking and answering questions regarding content.</p>	145, 146, 148	10, 36
		<p><b>Level III AA Students will:</b> <b>EESL.8.1.c-d.</b> Respond to others' questions and comments by answering questions regarding content.</p>	105, 109, 110	10, 36
		<p><b>Level II AA Students will:</b> <b>EESL.8.1.c-d.</b> Respond to information presented by an unfamiliar person.</p>	53, 66	10, 36
		<p><b>Level I AA Students will:</b> <b>EESL.8.1.c-d.</b> Respond to presentations by others. Ex. Clap when the speaker is finished.</p>	3, 6, 12 14, 16	10, 36
<p><b>SL.8.2.</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>EESL.8.2.</b> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.8.2.</b> Relate information to its purpose as presented in graphical, oral, visual, or multimodal formats.</p>		
		<p><b>Level III AA Students will:</b> <b>EESL.8.2.</b> Describe the purpose of information presented in graphical, oral, visual, or multimodal formats.</p>		
		<p><b>Level II AA Students will:</b> <b>EESL.8.2.</b> Identify the topic of information presented in oral, visual, or multimodal formats.</p>		
		<p><b>Level I AA Students will:</b> <b>EESL.8.2.</b> Identify one detail or fact from information presented in oral, visual, or multimodal formats.</p>	2, 6, 10 11, 12	10, 36
<p><b>SL.8.3.</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>EESL.8.3.</b> Determine whether claims in an oral presentation are fact or opinion.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.8.3.</b> Determines which claims in an oral presentation are fact and which are opinion.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.8.3.</b> Determine whether claims in an oral presentation are fact or opinion.		
		<b>Level II AA Students will:</b> <b>EESL.8.3.</b> Determine whether a single claim made by a speaker is fact or opinion.	53, 105	10, 23, 36
		<b>Level I AA Students will:</b> <b>EESL.8.3.</b> State own opinion on a topic.	2, 12 14, 16	10, 23, 36
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.8.4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well- chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>EESL.8.4.</b> Present findings including relevant details.	<b>Level IV AA Students will:</b> <b>EESL.8.4.</b> Present findings including relevant details to support claims. Ex. Use presentation software to present information from an inquiry project including general findings (e.g., Siberian tigers are the largest animals in the cat family.) and specific details (e.g., They weigh up to 1,000 lbs. and grow as long as 13 ft.).		
		<b>Level III AA Students will:</b> <b>EESL.8.4.</b> Present findings including relevant details.		
		<b>Level II AA Students will:</b> <b>EESL.8.4.</b> Present findings.		
		<b>Level I AA Students will:</b> <b>EESL.8.4.</b> With guidance and support, present findings from a group project.	6, 12 14, 16	10, 36
<b>SL.8.5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>EESL.8.5.</b> Integrate multimedia and visual information into presentations.	<b>Level IV AA Students will:</b> <b>EESL.8.5.</b> Create a presentation with multimedia and visual information integrated throughout.		
		<b>Level III AA Students will:</b> <b>EESL.8.5.</b> Integrate multimedia and visual information into presentations.		
		<b>Level II AA Students will:</b> <b>EESL.8.5.</b> Select visuals and other multimedia elements to include in a presentation.	37, 38, 39	10, 36
		<b>Level I AA Students will:</b> <b>EESL.8.5.</b> With guidance and support, select a visual or other multimedia element to include in a group presentation.	6, 10 11, 12	10, 36
<b>SL.8.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	<b>Level IV AA Students will:</b> <b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated for formal situations.		
		<b>Level III AA Students will:</b> <b>EESL.8.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		
		<b>Level II AA Students will:</b> <b>EESL.8.6.</b> Communicate in a variety of contexts and tasks using complete sentences when asked.		
		<b>Level I AA Students will:</b> <b>EESL.8.6.</b> Communicate in a variety of contexts..	2, 12, 14 16, 66	8, 23, 35

# Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Comprehension and Collaboration</b>				
<p><b>SL.9-10.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p>	<p><b>EESL.9-10.1.</b> Initiate and participate in collaborative discussions</p> <p>a. Prepare for discussions by collecting information on the topic.</p>	<p><b>Level IV AA Students will:</b></p> <p><b>EESL.9-10.1.a.</b> Prepare for discussions by collecting information on the topic and referring to it in the discussion</p>		
		<p><b>Level III AA Students will:</b></p> <p><b>EESL.9-10.1.a.</b> Prepare for discussions by collecting information on the topic.</p>		
		<p><b>Level II AA Students will:</b></p> <p><b>EESL.9-10.1.a.</b> Prepare for discussions by collecting information on the topic with a group.</p>	72	10, 36
		<p><b>Level I AA Students will:</b></p> <p><b>EESL.9-10.1.a.</b> With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.</p>	6, 12, 14 16, 18	10, 36

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p><b>EESL.9-10.1.b.</b> Work with peers to set rules for discussions.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.9-10.1.b.</b> Work with peers to set rules for discussions and follow those rules during the discussion.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.9-10.1.b.</b> Work with peers to set rules for discussions.</p>		
		<p><b>Level II AA Students will:</b>  <b>EESL.9-10.1.b.</b> Follow rules for discussions..</p>	66, 80, 126	
		<p><b>Level I AA Students will:</b>  <b>EESL.9-10.1.b.</b> Follow the discussion.</p>	2, 3, 12 14, 16	10, 36
<p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><b>EESL.9-10.1.c.</b> Ask and answer questions during a discussion.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.9-10.1.c.</b> Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.9-10.1.c.</b> Ask and answer questions during a discussion.</p>	105, 106, 107	10, 23, 36
		<p><b>Level II AA Students will:</b>  <b>EESL.9-10.1.c.</b> Ask or answer questions during a discussion.</p>	53, 54 55, 56	10, 23, 36
		<p><b>Level I AA Students will:</b>  <b>EESL.9-10.1.c.</b> Participate in a discussion.</p>	2, 3 14, 16	10, 23, 36
<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><b>EESL.9-10.1.d.</b> Indicate agreement or disagreement with others during discussions.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.9-10.1.d.</b> Clarify own views during discussions.</p>		
		<p><b>Level III AA Students will:</b>  <b>EESL.9-10.1.d.</b> Indicate agreement or disagreement with others during discussions.</p>	109, 110	
		<p><b>Level II AA Students will:</b>  <b>EESL.9-10.1.d.</b> State own views during a discussion.</p>		
		<p><b>Level I AA Students will:</b>  <b>EESL.9-10.1.d.</b> Participate in a discussion.</p>	2, 3 14, 16	10, 23, 36
<p><b>SL.9-10.2.</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p><b>EESL.9-10.2.</b> Determine the credibility of information presented in diverse media or formats.</p>	<p><b>Level IV AA Students will:</b>  <b>EESL.9-10.2.</b> Determine the credibility of information presented across diverse media or formats.</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.9-10.2.</b> Determine the credibility of information presented in diverse media or formats.		
		<b>Level II AA Students will:</b> <b>EESL.9-10.2.</b> Identify information presented in diverse media or formats	40	10, 36
		<b>Level I AA Students will:</b> <b>EESL.9-10.2.</b> With guidance and support, identify information presented in diverse media or formats.	6, 10 11, 12	10, 36
<b>SL.9-10.3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>EESL.9-10.3.</b> Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).	<b>Level IV AA Students will:</b> <b>EESL.9-10.3.</b> Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).		
		<b>Level III AA Students will:</b> <b>EESL.9-10.3.</b> Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).		
		<b>Level II AA Students will:</b> <b>EESL.9-10.3.</b> Identify whether claims made by a speaker regarding a known topic are fact or opinion.		
		<b>Level I AA Students will:</b> <b>EESL.9-10.3.</b> Identify facts about self.	6, 54, 57 97, 99, 111	10, 23, 36
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.9-10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>EESL.9-10.4.</b> Present information logically with an organization that is appropriate to the purpose, audience, and task.	<b>Level IV AA Students will:</b> <b>EESL.9-10.4.</b> Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task.		
		<b>Level III AA Students will:</b> <b>EESL.9-10.4.</b> Present information logically with an organization that is appropriate to the purpose, audience, and task.		
		Ex.		
		Ex.		
		<b>Level II AA Students will:</b> <b>EESL.9-10.4.</b> Present information.	53, 66, 72	10, 36
		<b>Level I AA Students will:</b> <b>EESL.9-10.4.</b> Communicate with peers on an assigned topic.	2, 3, 12 14, 16	10, 36
<b>SL.9-10.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>EESL.9-10.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	<b>Level IV AA Students will:</b> <b>EESL.9-10.5.</b> Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.9-10.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.		
		<b>Level II AA Students will:</b> <b>EESL.9-10.5.</b> Select an image or other digital media to add to a presentation.	37, 38, 39	10, 36
		<b>Level I AA Students will:</b> <b>EESL.9-10.5.</b> Assist with media presentation.	6, 10, 11, 72	10, 36
<b>SL.9-10.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	<b>EESL.9-10.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	<b>Level III AA Students will:</b> <b>EESL.9-10.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		
		<b>Level II AA Students will:</b> <b>EESL.9-10.6.</b> Communicate in a variety of contexts and tasks using complete sentences when asked.		
		<b>Level I AA Students will:</b> <b>EESL.9-10.6.</b> Communicate in a variety of contexts.	2, 3, 12 14, 16, 66	10, 23, 36
<b>Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening</b>				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Comprehension and Collaboration</b>				
<b>SL.11-12.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<b>EESL.11-12.1.</b> Initiate and participate in collaborative discussions. a. Prepare for discussions by collecting information on the topic.	<b>Level IV AA Students will:</b> <b>EESL.11-12.1.a.</b> Prepare for discussions by collecting information on the topic and referring to it in the discussion.		
		<b>Level III AA Students will:</b> <b>EESL.11-12.1.a.</b> Prepare for discussions by collecting information on the topic.		
		<b>Level II AA Students will:</b> <b>EESL.11-12.1.a.</b> Prepare for discussions by collecting information on the topic with a group.	72	10, 36
		<b>Level I AA Students will:</b> <b>EESL.11-12.1.a.</b> With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion.	6, 10, 11 12, 14, 16	10, 36

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p>	<p><b>EESL.11-12.1.b.</b> Work with peers to set rules, goals, and deadlines to promote democratic discussions..</p>	<p><b>Level IV AA Students will:</b> <b>EESL.11-12.1.b.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EESL.11-12.1.b.</b> Work with peers to set rules, goals, and deadlines to promote democratic discussions.</p>		
		<p><b>Level II AA Students will:</b> <b>EESL.11-12.1.b.</b> Work with peers to set rules for discussions.</p>	72, 66	
		<p><b>Level I AA Students will:</b> <b>EESL.11-12.1.b.</b> Follow rules during discussions with peers.</p>	2, 3, 12 14, 16	10, 34, 36
<p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><b>EESL.11-12.1.c.</b> Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.11-12.1.c.</b> Ask and answer questions to verify or clarify ideas and understandings gained from content reading during discussions.</p>		
		<p><b>Level III AA Students will:</b> <b>EESL.11-12.1.c.</b> Ask and answer questions to verify or clarify own ideas and understandings during a discussion.</p>		
		<p><b>Level II AA Students will:</b> <b>EESL.11-12.1.c.</b> Ask and answer questions during a discussion.</p>	105, 107	10, 36
		<p><b>Level I AA Students will:</b> <b>EESL.11-12.1.c.</b> With guidance and support, ask or answer questions during a discussion.</p>	6, 12, 14 16, 53, 56	10, 36
<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p><b>EESL.11-12.1.d.</b> Restate comments or claims made by others during a discussion.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.11-12.1.d.</b> Summarize comments or claims made by others during a discussion.</p>		
		<p><b>Level III AA Students will:</b> <b>EESL.11-12.1.d.</b> Restate comments or claims made by others during a discussion.</p>		
		<p><b>Level II AA Students will:</b> <b>EESL.11-12.1.d.</b> Restate a comment or claim made by another.</p>		
		<p><b>Level I AA Students will:</b> <b>EESL.11-12.1.d.</b> Make a comment or claim during a discussion.</p>	2, 3, 14 16, 53, 105	10, 36
<p><b>SL.11-12.2.</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>EESL.11-12.2.</b> Determine the credibility and accuracy of information presented across diverse media or formats.</p>	<p><b>Level IV AA Students will:</b> <b>EESL.11-12.2.</b> N/A</p>		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.11-12.2.</b> Determine the credibility and accuracy of information presented across diverse media or formats.		
		<b>Level II AA Students will:</b> <b>EESL.11-12.2.</b> Determine the credibility of information presented in diverse media or formats.		
		<b>Level I AA Students will:</b> <b>EESL.11-12.2.</b> With guidance and support, identify information presented in diverse media or formats.	6, 10, 11 12, 72	10, 36
<b>SL.11-12.3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<b>EESL.11-12.3.</b> Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).	<b>Level IV AA Students will:</b> <b>EESL.11-12.3.</b> N/A		
		<b>Level III AA Students will:</b> <b>EESL.11-12.3.</b> Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).		
		<b>Level II AA Students will:</b> <b>EESL.11-12.3.</b> Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported).		
		<b>Level I AA Students will:</b> <b>EESL.11-12.3.</b> Identify facts about self and state opinions.	6, 54, 57 97, 99, 111	10, 23, 36
<b>Presentation of Knowledge and Ideas</b>				
<b>SL.11-12.4.</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<b>EESL.11-12.4.</b> Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.	<b>Level IV AA Students will:</b> <b>EESL.11-12.4.</b> Organize and present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.		
		<b>Level III AA Students will:</b> <b>EESL.11-12.4.</b> Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.		
		<b>Level II AA Students will:</b> <b>EESL.11-12.4.</b> Present information logically with an organization that is appropriate to purpose, audience, and task.		
		<b>Level I AA Students will:</b> <b>EESL.11-12.4.</b> With guidance and support, present prepared information. Ex. Use a single message voice output device to present information prerecorded with the help of a peer or adult.	12, 14, 16 53, 72	10, 36
<b>SL.11-12.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>EESL.11-12.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	<b>Level IV AA Students will:</b> <b>EESL.11-12.5.</b> Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EESL.11-12.5.</b> Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.		
		<b>Level II AA Students will:</b> <b>EESL.11-12.5.</b> Select an image or other digital media to add to a presentation.	10, 11	10, 36
		<b>Level I AA Students will:</b> <b>EESL.11-12.5.</b> Assist with media presentation.	6, 12, 14 16, 72	10, 36
<b>SL.11-12.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 for specific expectations.)	<b>EESL.11-12.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	<b>Level IV AA Students will:</b> <b>EESL.11-12.6.</b> N/A		
		<b>Level III AA Students will:</b> <b>EESL.11-12.6.</b> Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.		
		<b>Level II AA Students will:</b> <b>EESL.11-12.6.</b> Communicate in a variety of contexts and tasks using complete sentences when asked.		
		<b>Level I AA Students will:</b> <b>EESL.11-12.6.</b> Communicate in a variety of contexts.	2, 3, 12 14, 16, 66	10, 23, 36

## **Relationship Between the Common Core Essential Elements and Links Lessons and Routines**

Fifth Grade English Language Arts Standards: Language				
Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Conventions of Standard English</b>				
<b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>EEL.5.1.</b> Demonstrate standard English grammar and usage when communicating. a. Use singular and plural nouns with matching verbs (e.g., Sam eats, dogs eat).	<b>Level IV AA Students will:</b> <b>EEL.5.1.a.</b> Generate sentences that use singular and plural nouns with matching verbs.	109, 110 50, 82	
		<b>Level III AA Students will:</b> <b>EEL.5.1.a.</b> Use singular and plural nouns with matching verbs (e.g., Sam eats, dogs eat).	109, 110, 50 82, 96	
		<b>Level II AA Students will:</b> <b>EEL.5.1.a.</b> Combine nouns and verbs in communication.	39, 46, 48 50, 82, 93	
		<b>Level I AA Students will:</b> <b>EEL.5.1.a.</b> Demonstrate an understanding of common verbs.	39, 50, 93 95, 6	
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>EEL.5.1.b.</b> N/A			
c. Use verb tense to convey various times, sequences, states, and conditions.	<b>EEL.5.1.c.</b> N/A			
d. Recognize and correct inappropriate shifts in verb tense.*[sic]	<b>EEL.5.1.d.</b> (See EEL.5.1.a.)			
<b>e.</b> Use correlative conjunctions (e.g., either/or, neither/nor).	<b>EEL.5.1.e.</b> Use frequently occurring conjunctions: and, but, or, for, because.	<b>Level IV AA Students will:</b> <b>EEL.5.1.e.</b> Generate a sentence that correctly includes frequently occurring conjunctions: and, but, or, for, because.	109, 110, 149 100, 101	
		<b>Level III AA Students will:</b> <b>EEL.5.1.e.</b> Use frequently occurring conjunctions: and, but, or, for, because.	100, 101, 49	
		<b>Level II AA Students will:</b> <b>EEL.5.1.e.</b> With guidance and support, use and to combine words.	96, 109, 110 121, 55	
		<b>Level I AA Students will:</b> <b>EEL.5.1.e.</b> Participate in lessons focused on using and to expand sentences.	109, 110 82, 6	
<b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*[sic]	<b>EEL.5.2.</b> Use conventions of standard English. a. Capitalize names and the first word in a sentence.	<b>Level IV AA Students will:</b> <b>EEL.5.2.a.</b> Capitalize names and the first word in a sentence in own writing.	64, 65, 67 119, 120, 130	
		<b>Level III AA Students will:</b> <b>EEL.5.2.a.</b> Capitalize names and the first word in a sentence.	64, 65, 67 119, 120, 130	
		<b>Level II AA Students will:</b> <b>EEL.5.2.a.</b> With guidance and support, indicate that the first word in a sentence must be capitalized.	64, 65, 67 119, 120, 130	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.5.2.a.</b> Attend to own name in text.	57, 6	
b. Use a comma to separate an introductory element from the rest of the sentence.	<b>EEL.5.2.b. Use a period to mark the end of a sentence.</b>	<b>Level IV AA Students will:</b> <b>EEL.5.2.b.</b> Use a period to mark the end of a sentence in own writing.	64, 65, 67 119, 129, 130	
		<b>Level III AA Students will:</b> <b>EEL.5.2.b.</b> Use a period to mark the end of a sentence.	64, 65, 67 119, 129, 130	
		<b>Level II AA Students will:</b> <b>EEL.5.2.b.</b> Indicate the need to mark the end of a sentence with a period in shared writing.	56	
		<b>Level I AA Students will:</b> <b>EEL.5.2.b.</b> Indicate a mark that is used at the end of a sentence.	82, 18	
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	<b>EEL.5.2.c.</b> N/A			
d. Use underlining, quotation marks, or italics to indicate titles of works.	<b>EEL.5.2.d.</b> N/A			
e. Spell grade- appropriate words correctly, consulting references as needed.	<b>EEL.5.2.e.</b> Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.	<b>Level IV AA Students will:</b> <b>EEL.5.2.e.</b> Spell most words correctly with full phonetic representations of misspelled words.	120	
		<b>Level III AA Students will:</b> <b>EEL.5.2.e.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	119, 120, 112	
		<b>Level II AA Students will:</b> <b>EEL.5.2.e.</b> Identify the consonant to represent the final phoneme in familiar words.	119	
		<b>Level I AA Students will:</b> <b>EEL.5.2.e.</b> Participate in spelling and alphabet activities.		7, 10, 34
<b>Knowledge of Language</b>				
<b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>EEL.5.3.</b> Use language to achieve desired meaning when communicating.	<b>Level IV AA Students will:</b> <b>EEL.5.3.a.</b> Listen and communicate to obtain information to perform a task.	83, 147, 107 125, 128, 145	39, 44, 45
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		<b>Level III AA Students will:</b> <b>EEL.5.3.a.</b> Use language to achieve desired meaning in communicating.	56, 69, 72 103, 110, 121	36
		<b>Level II AA Students will:</b> <b>EEL.5.3.a.</b> Communicate to achieve three or more communicative functions (e.g., request, comment, share information).	52, 56, 107 109, 110, 104	23, 30, 32

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.5.3.a.</b> Express at least two communicative functions that may or may not be in a conventional fashion.	2, 3, 14 15, 16, 17	1, 4, 2
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>EEL.5.3.b.</b> N/A			
Vocabulary Acquisition and Use.				
<b>L.5.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>EEL.5.4.</b> Determine or clarify the meaning of vocabulary drawn from reading and content areas. a. Use context as a clue to determine the meaning of words.	<b>Level IV AA Students will:</b> <b>EEL.5.4.a.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.5.4.a.</b> Use context as a clue to determine the meaning of words	137, 98, 69	34, 36
		<b>Level II AA Students will:</b> <b>EEL.5.4.a.</b> Recognize the meaning of words.	81, 82, 86 87, 125, 128	36, 41
		<b>Level I AA Students will:</b> <b>EEL.5.4.a.</b> Respond to the meaning of a word in context	4, 5, 6 12, 22, 23	7, 10, 13
b. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	EEL.5.4.b. Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.	<b>Level IV AA Students will:</b> <b>EEL.5.4.b.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.5.4.b.</b> Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.	82, 92, 93 100, 102, 103	
		<b>Level II AA Students will:</b> <b>EEL.5.4.b.</b> Identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs.	39, 50, 88 93, 95	
		<b>Level I AA Students will:</b> <b>EEL.5.4.b.</b> Respond to temporal word in context.	39, 50, 88 93, 95, 6	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>EEL.5.4.c.</b> N/A			
<b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	<b>EEL.5.5.</b> Demonstrate understanding of word relationships. a. Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).	<b>Level III AA Students will:</b> <b>EEL.5.5.</b> Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).	109, 110, 121	23, 38
		<b>Level II AA Students will:</b> <b>EEL.5.5.</b> Uses an idiom correctly in response to a shared interaction.	109, 110, 121	23, 38

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.5.5.</b> React to a shared interaction in which an idiom is used.	2, 3 5, 66	23, 22
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>EEL.5.5.b.</b> N/A			
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>EEL.5.5.c.</b> N/A			
<b>L.5.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<b>EEL.5.6.</b> Use domain-specific words (e.g., if, then, next).	<b>Level IV AA Students will:</b> <b>EEL.5.6.</b> Use domain-specific words and phrases.	138, 141, 151 83, 109, 110	
		<b>Level III AA Students will:</b> <b>EEL.5.6.</b> Use domain-specific words (e.g., if, then, next).	138, 141, 151 83, 109, 110	
		<b>Level II AA Students will:</b> <b>EEL.5.6.</b> Identify domain-specific words.	58, 112	7
		<b>Level I AA Students will:</b> <b>EEL.5.6.</b> Point to domain-specific words.	58, 112, 6	7

### Sixth Grade English Language Arts Standards: Language

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Conventions of Standard English</b>				
<b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>EEL.6.1.</b> Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., he, she, they) correctly.	<b>Level IV AA Students will:</b> <b>EEL.6.1.a.</b> Use names and pronouns interchangeably when communicating about specific people, places, or things.	38, 49, 57 90, 99	23
		<b>Level III AA Students will:</b> <b>EEL.6.1.a.</b> Use personal pronouns (e.g., he, she, they) correctly.	38, 49, 57 90, 99	23
		<b>Level II AA Students will:</b> <b>EEL.6.1.a.</b> Uses personal pronoun correctly to refer to self (e.g., I, me, and we).	92, 100, 2 3, 14, 15	23

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.6.1.a.</b> With guidance and support, use me to refer to self.	14, 15 16, 17	
b. Use intensive pronouns (e.g., myself, ourselves).	<b>EEL.6.1.b.</b> N/A			
c. Recognize and correct inappropriate shifts in pronoun number and person.*[sic]	<b>EEL.6.1.c.</b> N/A			
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*[sic]	EEL.6.1.d. N/A			
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*[sic]	<b>EEL.6.1.e.</b> N/A			
L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*[sic]	<b>EEL.6.2.</b> Demonstrate understanding of conventions of standard English when writing. a. Use question marks at the end of written questions.	<b>Level IV AA Students will:</b> <b>EEL.6.2.a.</b> Write own questions using question marks appropriately.	119, 120, 130 67, 107	20
		<b>Level III AA Students will:</b> <b>EEL.6.2.a.</b> Use question marks at the end of written questions.	119, 120, 130 67, 107	20
		<b>Level II AA Students will:</b> <b>EEL.6.2.a.</b> Distinguishes between question marks and periods in written text.	18, 53, 105	
		<b>Level I AA Students will:</b> <b>EEL.6.2.a.</b> Responds to simple questions.	14, 15, 16 17, 52, 53	7
b. Spell correctly.	<b>EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	<b>Level IV AA Students will:</b> <b>EEL.6.2.b.</b> Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate.	64, 65, 119 120, 67	20, 36
		<b>Level III AA Students will: EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	64, 65, 119 120, 67	20, 36
		<b>Level II AA Students will:</b> <b>EEL.6.2.b.</b> Change the onset of words spelled with common spelling patterns to read and spell other words.	64, 65, 119 120, 67	20, 36
		<b>Level I AA Students will:</b> <b>EEL.6.2.b.</b> Demonstrate awareness of letters and words.	35, 40, 51	7
<b>Knowledge of Language</b>				
L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.*[sic]	<b>EEL.6.3.</b> Use language to achieve desired meaning in communication. a. Vary use of language when the listener or reader does not understand the initial attempt.	<b>Level IV AA Students will:</b> <b>EEL.6.3.a.</b> Vary use of language and provide additional information when the listener or reader does not understand initial communication effort.	109, 110 145, 146	36

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EEL.6.3.a.</b> Vary use of language when the listener or reader does not understand the initial attempt.	109, 110 145, 146	36
		<b>Level II AA Students will:</b> <b>EEL.6.3.a.</b> Use language to achieve meaning when communicating.	15, 17, 52 53, 104	14, 8, 4
		<b>Level I AA Students will:</b> <b>EEL.6.3.a.</b> Acknowledge and respond to communication.	2, 3 14, 16	8, 14, 15
b. Maintain consistency in style and tone.*[sic]	<b>EEL.6.3.b.</b> N/A			
<b>Vocabulary Acquisition and Use</b>				
<b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>EEL.6.4.</b> Demonstrate knowledge of vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content-related words is missing from a sentence.	<b>Level IV AA Students will:</b> <b>EEL.6.4.a.</b> Use context to determine the meaning of a new word.	82	
		<b>Level III AA Students will:</b> <b>EEL.6.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence.	82	36
		<b>Level II AA Students will:</b> <b>EEL.6.4.a.</b> Match vocabulary to meaning.	58, 112	
		<b>Level I AA Students will:</b> <b>EEL.6.4.a.</b> Demonstrate an understanding of the meaning of common words.	9, 10, 13 37, 46	7
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	<b>EEL.6.4.b.</b> N/A			
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating	<b>Level IV AA Students will:</b> <b>EEL.6.4.c.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	107	
		<b>Level II AA Students will:</b> <b>EEL.6.4.c.</b> Recognize a new word when encountered while reading or communicating.	35	
		<b>Level I AA Students will:</b> <b>EEL.6.4.c.</b> Asks for help when needed.	2, 3, 5 14, 16	7
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.6.4.d.</b> N/A			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Interpret figures of speech (e.g., personification) in context.	<b>EEL.6.5.</b> Demonstrate word relationships. a. Interpret similes (e.g., The man was as big as a tree.).	<b>Level IV AA Students will:</b> <b>EEL.6.5.a.</b> Use similes in writing or communication.		
		<b>Level III AA Students will:</b> <b>EEL.6.5.a.</b> Interpret similes	100, 103	
		<b>Level II AA Students will:</b> <b>EEL.6.5.a.</b> Identify word relationships.	82, 86 37, 46	
		<b>Level I AA Students will:</b> <b>EEL.6.5.</b> Given the category, sort words.	41, 89	7, 26
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	<b>EEL.6.5.b.</b> N/A			
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	<b>EEL.6.5.c.</b> N/A			
<b>L.6.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.	<b>Level IV AA Students will:</b> <b>EEL.6.6.</b> Acquire and use general academic and domain-specific words and phrases.	89, 109, 110	
		<b>Level III AA Students will:</b> <b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.	89, 109, 110	
		<b>Level II AA Students will:</b> <b>EEL.6.6.</b> Demonstrate understanding of general academic and domain-specific words.	53, 37, 46	10, 7
		<b>Level I AA Students will:</b> <b>EEL.6.6.</b> Identify pictures and other symbols that represent general academic and domain-specific words.	11, 13, 37 46, 26	7

### Seventh Grade English Language Arts Standards: Language

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Conventions of Standard English</b>				
<b>L.7.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.	<b>EEL.7.1.</b> Demonstrate standard English grammar and usage when writing or communicating. a. Produce simple complete sentences when writing or communicating.	<b>Level IV AA Students will:</b> <b>EEL.7.1.a.</b> Produce a combination of simple and complex complete sentences when writing and communicating.	120, 109, 110	36, 39

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EEL.7.1.a.</b> Produce simple complete sentences when writing or communicating.	120, 109, 110	36, 39
		<b>Level II AA Students will:</b> <b>EEL.7.1.a.</b> Use multiple word utterances when writing or communicating.	52, 104	22, 23, 24
		<b>Level I AA Students will:</b> <b>EEL.7.1.a.</b> Respond to standard English grammar and usage when communicating.	4, 5, 6 12, 3	7
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	<b>EEL.7.1.b.</b> N/A			
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*[sic]	<b>EEL.7.1.c.</b> N/A			
<b>L.7.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie; but not, He wore an old[,] green shirt.)	<b>EEL.7.2.</b> Demonstrate understanding of conventions of standard English when writing. a. Use end punctuation when writing a sentence or question.	<b>Level IV AA Students will:</b> <b>EEL.7.2.a.</b> Use end punctuation when writing text with multiple sentences.	119, 120	20
		<b>Level III AA Students will:</b> <b>EEL.7.2.a.</b> Use end punctuation when writing a sentence or question.	119, 120	20
		<b>Level II AA Students will:</b> <b>EEL.7.2.a.</b> Use a period to end a sentence.	21, 64 65, 27	20
		<b>Level I AA Students will:</b> <b>EEL.7.2.a.</b> Participate in shared writing of sentences.	15, 17	10
b. Spell correctly.	<b>EEL.7.2.b.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	<b>Level IV AA Students will:</b> <b>EEL.7.2.b.</b> Spell multi-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	64, 65, 119 120, 67	20
		<b>Level III AA Students will:</b> <b>EEL.7.2.b.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	64, 65, 119 120, 67	20
		<b>Level II AA Students will:</b> <b>EEL.7.2.b.</b> Spell common sight words correctly.	64, 65 67, 26	20
		<b>Level I AA Students will:</b> <b>EEL.7.2.b.</b> Demonstrate awareness of letters and words.	5, 12 58, 26	7, 10
<b>Knowledge of Language</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>L.7.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*[sic]</p>	<p><b>EEL.7.3.</b> Use language to achieve desired meaning when writing or communicating.</p> <p>a. Use precise language as required to achieve desired meaning.</p>	<p><b>Level IV AA Students will:</b> <b>EEL.7.3.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EEL.7.3.</b> Use precise language as required to achieve desired meaning.</p>	144, 145, 146	30, 35, 39
		<p><b>Level II AA Students will:</b> <b>EEL.7.3.</b> Use language to communicate.</p>	52, 109, 110	23
		<p><b>Level I AA Students will:</b> <b>EEL.7.3.</b> Acknowledge and respond to communication.</p>	2, 3, 14 15, 16, 17	1, 2, 10
<b>Vocabulary Acquisition and Use</b>				
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.7.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas.</p> <p>a. Use context to identify which word in an array of content related words is missing from a sentence.</p>	<p><b>Level IV AA Students will:</b> <b>EEL.7.4.a.</b> Use context to determine the meaning of a new word.</p>	82	
		<p><b>Level III AA Students will:</b> <b>EEL.7.4.a.</b> Use context to identify which word in an array of content- related words is missing from a sentence.</p>	82	
		<p><b>Level II AA Students will:</b> <b>EEL.7.4.a.</b> Match vocabulary to meaning. Ex. Match a word to its meaning.</p>	58, 112, 26	
		<p><b>Level I AA Students will:</b> <b>EEL.7.4.a.</b> Demonstrate an understanding of the meaning of common words.</p>	9, 10 11, 13	
<p>b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p><b>EEL.7.4.b.</b> N/A</p>			
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>EEL.7.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	<p><b>Level IV AA Students will:</b> <b>EEL.7.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>		
		<p><b>Level III AA Students will:</b> <b>EEL.7.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	56, 17	7
		<p><b>Level II AA Students will:</b> <b>EEL.7.4.c.</b> Recognize a new word when encountered while reading or communicating.</p>	12	7
		<p><b>Level I AA Students will:</b> <b>EEL.7.4.c.</b> Asks for help when needed.</p>	17, 5 6, 7	7

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.7.4.d.</b> N/A			
<b>L.7.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>EEL.7.5.</b> Demonstrate an understanding of word relationships. a. Demonstrate understanding of synonyms and antonyms.	<b>Level IV AA Students will:</b> <b>EEL.7.5.</b> Produce synonyms and antonyms.		
		<b>Level III AA Students will:</b> <b>EEL.7.5.</b> Demonstrate understanding of synonyms and antonyms.	82, 26	
		<b>Level II AA Students will:</b> <b>EEL.7.5.</b> Identify common words that are opposites.	91, 100, 26	
		<b>Level I AA Students will:</b> <b>EEL.7.5.</b> Sort words into categories.	41	
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>EEL.7.5.b.</b> N/A			
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	<b>EEL.7.5.c.</b> N/A			
<b>L.7.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word orL.7.6. Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>EEL.7.6.</b> Use general academic and domain-specific words and phrases.	<b>Level IV AA Students will:</b> <b>EEL.7.6.</b> Acquire and use general academic and domain-specific words and phrases.	82, 112	
		<b>Level III AA Students will:</b> <b>EEL.7.6.</b> Use general academic and domain-specific words and phrases.	82	
		<b>Level II AA Students will:</b> <b>EEL.7.6.</b> Identify general academic and domain-specific words.	58, 26	
		<b>Level I AA Students will:</b> <b>EEL.7.6.</b> Identify pictures and other symbols that represent general academic and domain-specific words.	10, 11 37, 46	
<b>Eighth Grade English Language Arts Standards: Language</b>				
<b>Common Core State Standards Grade Level Standards</b>	<b>Common Core Essential Elements</b>	<b>Instructional Achievement Level Descriptors</b>	<b>Relevant Links Lessons</b>	<b>Relevant Links Routines</b>
<b><i>Conventions of Standard English</i></b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>L.8.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their functions in particular sentences.</p>	<p><b>EEL.8.1.</b> Demonstrate conventions of standard English grammar when writing or communicating.</p> <p>a. N/A</p>	<p><b>Level IV AA Students will:</b>  <b>EEL.8.1.a.</b> Form and use the simple regular and irregular verb tenses (e.g., I eat, I ate, I am eating).</p>	<p>93, 95, 102 103, 109, 110</p>	
<p>b. Form and use verbs in the active and passive voice.</p>	<p><b>EEL.8.1.b.</b> Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p>	<p><b>Level III AA Students will:</b>  <b>EEL.8.1.b.</b> Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p>	<p>93, 95, 103 130, 55</p>	<p>33</p>
		<p><b>Level II AA Students will:</b>  <b>EEL.8.1.b.</b> Use past tense verbs when writing or communicating.</p>	<p>47, 50, 68 103, 108</p>	<p>20</p>
		<p><b>Level I AA Students will:</b>  <b>EEL.8.1.b.</b> Demonstrate understanding of common verbs. Ex. Look when asked to look.</p>	<p>2, 6, 12 13, 22</p>	<p>13, 14, 16</p>
<p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>	<p><b>EEL.8.1.c.</b> N/A</p>			
<p>d. Recognize and correct inappropriate shifts in verb voice and mood.*[sic]</p>	<p><b>EEL.8.1.d.</b> Use appropriate verbs to match nouns.</p>	<p><b>Level IV AA Students will:</b>  <b>EEL.8.1.d.</b> Shift nouns and verbs to match as appropriate.</p>	<p>95, 110</p>	
		<p><b>Level III AA Students will:</b>  <b>EEL.8.1.d.</b> Use appropriate verbs to match nouns.</p>	<p>110</p>	
		<p><b>Level II AA Students will:</b>  <b>EEL.8.1.d.</b> Combine verb + noun in writing or communication.</p>	<p>39, 43, 47 50, 52</p>	<p>23, 30</p>
		<p><b>Level I AA Students will:</b>  <b>EEL.8.1.d.</b> Demonstrate understanding of common verbs.</p>	<p>4, 5, 6 22, 25</p>	<p>1, 2, 3</p>
<p><b>L.8.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>	<p><b>EEL.8.2.</b> Demonstrate understanding of conventions of standard English when writing.</p> <p>a. Use end punctuation and capitalization when writing a sentence or question.</p>	<p><b>Level IV AA Students will:</b>  <b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing text with multiple sentences.</p>	<p>120</p>	<p>44, 45</p>
		<p><b>Level III AA Students will:</b>  <b>EEL.8.2.a.</b> Use end punctuation and capitalization when writing a sentence or question.</p>	<p>119, 120</p>	<p>44, 45</p>
		<p><b>Level II AA Students will:</b>  <b>EEL.8.2.a.</b> Use a period to end a sentence and capitalize the first word.</p>	<p>65, 109, 110</p>	<p>10, 7</p>

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.8.2.a.</b> Participate in shared writing of sentences.	10, 11 26, 37	10, 7
b. Use an ellipsis to indicate an omission.	<b>EEL.8.2.b.</b> N/A			
c. Spell correctly.	<b>EEL.8.2.c.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	<b>Level IV AA Students will:</b> <b>EEL.8.2.c.</b> Spell two-syllable words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	120	7, 39, 20
		<b>Level III AA Students will:</b> <b>EEL.8.2.c.</b> Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	120	7, 39, 20
		<b>Level II AA Students will:</b> <b>EEL.8.2.c.</b> Student spells common sight words correctly.	119, 64 65, 67	20
		<b>Level I AA Students will:</b> <b>EEL.8.2.c.</b> Demonstrate awareness of letters and words.	12, 18, 21	7
<b>Knowledge of Language</b>				
<b>L.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>EEL.8.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.	<b>Level IV AA Students will:</b> <b>EEL.8.3.a.</b> N/A.		
		<b>Level III AA Students will:</b> <b>EEL.8.3.a.</b> Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.	95, 102, 108 109, 110	
		<b>Level II AA Students will:</b> <b>EEL.8.3.a.</b> Uses I am and I was accurately when writing and communicating.	55, 97, 110	
		<b>Level I AA Students will:</b> <b>EEL.8.3.a.</b> Demonstrates understanding of common verbs.	39, 44	
<b>Vocabulary Acquisition and Use</b>				
<b>L.8.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>EEL.8.4.</b> Demonstrate knowledge of new vocabulary drawn from reading and content areas. a. Use context to identify which word in an array of content related words is missing from a sentence.	<b>Level IV AA Students will:</b> <b>EEL.8.4.a.</b> Use context to determine the meaning of a new word.	82	
		<b>Level III AA Students will:</b> <b>EEL.8.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence.	88	7, 10
		<b>Level II AA Students will:</b> <b>EEL.8.4.a.</b> Match vocabulary to meaning. Ex. Match a word to its meaning.	58, 112, 22	7

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level I AA Students will:</b>  <b>EEL.8.4.a.</b> Demonstrate an understanding of the meaning of common words.</p>	10, 11, 13 24, 25, 26	7
b. Use common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	<b>EEL.8.4.b.</b> N/A			
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>EEL.8.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	<p><b>Level IV AA Students will:</b>  <b>EEL.8.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	145, 151	
		<p><b>Level III AA Students will:</b>  <b>EEL.8.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p>	145, 151, 107	
		<p><b>Level II AA Students will:</b>  <b>EEL.8.4.c.</b> Recognize a new word when encountered while reading or communicating.</p>	53, 58	7
		<p><b>Level I AA Students will:</b>  <b>EEL.8.4.c.</b> Asks for help when needed.</p>	17, 3 6, 16	7
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.8.4.d.</b> N/A			
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context.	<b>EEL.8.5.</b> Demonstrate an understanding of word relationships. a. Demonstrate understanding of the use of multiple meaning words.	<p><b>Level IV AA Students will:</b>  <b>EEL.8.5.a.</b> Uses multiple meaning words.</p>	82	
		<p><b>Level III AA Students will:</b>  <b>EEL.8.5.a.</b> Demonstrate understanding of the use of multiple meaning words.</p>	82	
		<p><b>Level II AA Students will:</b>  <b>EEL.8.5.a.</b> Demonstrate understanding of common idioms that include multiple meaning words.</p>	37, 46, 51	
		<p><b>Level I AA Students will:</b>  <b>EEL.8.5.a.</b> Respond to a common idiom used by a peer.</p>	2, 3, 6 14, 15, 16	23
b. Use the relationship between particular words to better understand each of the words.	<b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).	<p><b>Level IV AA Students will:</b>  <b>EEL.8.5.b.</b> Use compound and complex words when writing and communicating.</p>	120	39, 44
		<p><b>Level III AA Students will:</b>  <b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).</p>	82	
		<p><b>Level II AA Students will:</b>  <b>EEL.8.5.b.</b> Use knowledge of common words to understand the meaning of compound words.</p>	82, 52, 112	7

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.8.5.b.</b> Demonstrate understanding of single-syllable words that comprise compound words.	10, 11, 13 18, 23	7
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	<b>EEL.8.5.c.</b> Use descriptive words to add meaning when writing and communicating.	<b>Level IV AA Students will:</b> <b>EEL.8.5.c.</b> Use a variety of descriptive words to add meaning when writing and communicating.	120, 91, 92 100	39, 44, 45
		<b>Level III AA Students will:</b> <b>EEL.8.5.c.</b> Use descriptive words to add meaning when writing and communicating.	120, 91, 100	20, 39
		<b>Level II AA Students will:</b> <b>EEL.8.5.c.</b> With support to identify where descriptive words could be used, add them to writing and communication.	91, 64 65, 67	20, 10
		<b>Level I AA Students will:</b> <b>EEL.8.5.c.</b> With support to identify descriptive words. Ex. Asked, "What color is this ball?" respond "red."	18, 24, 26 53, 26	7
<b>L.8.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.	<b>Level IV AA Students will:</b> <b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.	109, 110, 124	
		<b>Level III AA Students will:</b> <b>EEL.8.6.</b> Acquire and use general academic and domain-specific words and phrases.	82, 103	
		<b>Level II AA Students will:</b> <b>EEL.8.6.</b> Recognize an academic and domain-specific word.	46, 47, 52	7, 10, 21
		<b>Level I AA Students will:</b> <b>EEL.8.6.</b> Respond to an academic or domain-specific word.	10, 11, 3 18, 19	7, 10

### Ninth-Tenth Grade English Language Arts Standards: Language

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
<b>Conventions of Standard English</b>				
<b>L.9-10.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.*[sic]	<b>EEL.9-10.1.</b> Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking. a. N/A			
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<b>EEL.9-10.1.b.</b> Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.	<b>Level IV AA Students will:</b> <b>EEL.9-10.1.b.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.9-10.1.b.</b> Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.	120, 137, 144 145, 100, 101	23, 39, 38

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level II AA Students will:</b> <b>EEL.9-10.1.b.</b> Use complete sentences to convey information in spoken and written English.	109, 110, 120	23, 28, 39
		<b>Level I AA Students will:</b> <b>EEL.9-10.1.b.</b> Understand the meaning of words.	10, 11, 13 22, 23, 24	7, 10
<b>L.9-10.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<b>EEL.9-10.2.</b> Demonstrate understanding of use of conventions of standard English writing. a. Use correct punctuation when writing.	<b>Level IV AA Students will:</b> <b>EEL.9-10.2.a.</b> Use correct punctuation when writing.	120	39, 44, 45
		<b>Level III AA Students will:</b> <b>EEL.9-10.2.a.</b> Use correct punctuation when writing.	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEL.9-10.2.a.</b> Use correct punctuation when writing a sentence.	119, 120	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEL.9-10.2.a.</b> With guidance and support during shared writing, indicate the need to use any form of punctuation.	14, 15 16, 17	10
b. Use a colon to introduce a list or quotation.	<b>EEL.9-10.2.b.</b> N/A			
c. Spell correctly.	<b>EEL.9-10.2.c.</b> Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	<b>Level IV AA Students will:</b> <b>EEL.9-10.2.c.</b> Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words.	120	39, 44, 45
		<b>Level III AA Students will:</b> <b>EEL.9-10.2.c.</b> Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	119, 120, 112	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEL.9-10.2.c.</b> With guidance and support, spell familiar single-syllable words correctly.	64, 65, 119	20
		<b>Level I AA Students will:</b> <b>EEL.9-10.2.c.</b> Demonstrate knowledge of capital letters. Ex. Identify the first letter of first name.	18, 19 21, 26	7, 10
<b>Knowledge of Language</b>				

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p><b>L.9-10.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p><b>EEL.9-10.3.</b> Use knowledge of language to achieve desired meaning when writing or communicating.</p> <p>a. Write and revise work so that it communicates clearly to the intended audience.</p>	<p><b>Level IV AA Students will:</b>  <b>EEL.9-10.3.</b> Write and revise work using knowledge of language to achieve the desired meaning for the intended audience.</p>	120	39, 44, 45
		<p><b>Level III AA Students will:</b>  <b>EEL.9-10.3.</b> Write and revise work so that it communicates clearly to the intended audience.</p>	120	39, 44, 45
		<p><b>Level II AA Students will:</b>  <b>EEL.9-10.3.</b> Write and add more to clarify intended message.</p>	119, 120	39, 44, 45
		<p><b>Level I AA Students will:</b>  <b>EEL.9-10.3.</b> Select words to communicate desired message</p>	10, 11, 13 18, 19, 22	7, 10
<b>Vocabulary Acquisition and Use</b>				
<p><b>L.9-10.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p><b>EEL.9-10.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words.</p> <p>a. Use context to determine the meaning of unknown words.</p>	<p><b>Level IV AA Students will:</b>  <b>EEL.9-10.4.a.</b> N/A</p>		
		<p><b>Level III AA Students will:</b>  <b>EEL.9-10.4.a.</b> Use context to determine the meaning of unknown words.</p>		
		<p><b>Level II AA Students will:</b>  <b>EEL.9-10.4.a.</b> Determine meaning of a word or phrase from context in a sentence.EEL.9-10.4.a. Determine meaning of a word or phrase from context in a sentence.</p>	112, 113	36
		<p><b>Level I AA Students will:</b>  <b>EEL.9-10.4.a.</b> Recognize the meaning of word from a picture.</p>	10, 11, 12 13, 18, 19	7
<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><b>EEL.9-10.4.b.</b> N/A</p>			

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p><b>EEL.9-10.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	<p><b>Level IV AA Students will:</b> <b>EEL.9-10.4.c.</b> N/A</p>		
		<p><b>Level III AA Students will:</b> <b>EEL.9-10.4.c.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>		
		<p><b>Level II AA Students will:</b> <b>EEL.9-10.4.c.</b> With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.</p>	145, 151	36
		<p><b>Level I AA Students will:</b> <b>EEL.9-10.4.c.</b> Asks for clarification when needed.</p>	14, 15 16, 17	7
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>EEL.9-10.4.d.</b> See EEL.9- 10.4.c. above.</p>			
<p><b>L.9-10.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>EEL.9-10.5.</b> Demonstrate understanding of multiple meaning of words and figurative language.</p>	<p><b>Level IV AA Students will:</b> <b>EEL.9-10.5.</b> N/A</p>		
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>a. Distinguish understanding of multiple meaning of words and figures of speech.</p>			
		<p><b>Level III AA Students will:</b> <b>EEL.9-10.5.a.</b> Distinguish understanding of multiple meaning of words and figures of speech.</p>	82	
		<p><b>Level II AA Students will:</b> <b>EEL.9-10.5.a.</b> Recognize when a multiple meaning word is used two ways. Ex. Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence.</p>	82, 96	7
		<p><b>Level I AA Students will:</b> <b>EEL.9-10.5.a.</b> Respond to the use of a word in two ways.</p>	12, 21, 22 35, 36	7, 10, 13
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>EEL.9-10.5.b.</b> N/A</p>			
<p><b>L.9-10.6.</b> Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>EEL.9-10.6.</b> Acquire and use general academic and domain-specific words and phrases.</p>	<p><b>Level IV AA Students will:</b> <b>EEL.9-10.6.</b> Acquire and use general academic and domain-specific words and phrases common to the student’s experience.</p>	120, 113 105, 106	
		<p><b>Level III AA Students will:</b> <b>EEL.9-10.6.</b> Acquire and use general academic and domain-specific words and phrases.</p>	113, 105, 106	10, 36
		<p><b>Level II AA Students will:</b> <b>EEL.9-10.6.</b> Recognize general academic language.</p>	37, 40 82, 86	10

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

Common Core State Standards Grade Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors	Relevant Links Lessons	Relevant Links Routines
		<b>Level I AA Students will:</b> <b>EEL.9-10.6.</b> Respond to general academic language.	14, 15 16, 17	7, 10
<b>Eleventh-Twelfth Grade English Language Arts Standards: Language</b>				
<b>Conventions of Standard English</b>				
<b>L.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<b>EEL.11-12.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).	<b>Level IV AA Students will:</b> <b>EEL.11-12.1.a.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.11-12.1.a.</b> Apply understandings that conventions of English are required in some forms of communication (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).	120	39, 44, 45
		<b>Level II AA Students will:</b> <b>EEL.11-12.1.a.</b> Write a variety of forms of communication to accomplish different purposes.	120	39, 44, 45
		<b>Level I AA Students will:</b> <b>EEL.11-12.1.a.</b> Use language to meet a variety of communication purposes	52, 66	23
b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	<b>EEL.11-12.1.b.</b> Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).	<b>Level IV AA Students will:</b> <b>EEL.11-12.1.b.</b> Select the appropriate resource from a collection to resolve issues involving grammar usage, punctuation, and spelling.		
		<b>Level III AA Students will:</b> <b>EEL.11-12.1.b.</b> Use appropriate resources to resolve issues involving grammar usage, punctuation, and spelling (e.g., end of sentence punctuation, commas, question marks, exclamation points, hyphenation, parentheses, and colons).		
		<b>Level II AA Students will:</b> <b>EEL.11-12.1.b.</b> Use resources to resolve issues involving spelling and word choice.	145, 151	
		<b>Level I AA Students will:</b> <b>EEL.11-12.1.b.</b> Identify words.	37, 40 46, 51	
<b>L.11-12.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions.	<b>EEL.11-12.2.</b> Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.	<b>Level IV AA Students will:</b> <b>EEL.11-12.2.</b> Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level III AA Students will:</b> <b>EEL.11-12.2.</b> Apply knowledge of conventions of English grammar to convey desired meaning in writing and communication.	120	
		<b>Level II AA Students will:</b> <b>EEL.11-12.2.</b> Use language to apply knowledge of conventions of English grammar to convey desired meaning in writing and communicate desired meaning.	109, 110, 104 106, 107	
		<b>Level I AA Students will:</b> <b>EEL.11-12.2.</b> Use language to communicate.	14, 15, 16 17, 52, 53	23
b. Spell correctly.	<b>EEL.11-12.2.b.</b> N/A			
<b>Knowledge of Language</b>				
<b>L.11-12.3.</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<b>EEL.11-12.3.</b> Use knowledge of language to achieve desired meaning when writing or communicating.  a. Vary sentence structure using a variety of simple and compound sentence structures.	<b>Level IV AA Students will:</b> <b>EEL.11-12.3.a.</b> Use varied sentence structure in a single written product or communication exchange.		
		<b>Level III AA Students will:</b> <b>EEL.11-12.3.a.</b> Vary sentence structure using a variety of simple and compound sentence structures.	120	
		<b>Level II AA Students will:</b> <b>EEL.11-12.3.a.</b> Uses grammatically correct simple sentence structures in writing and communication.	120, 109, 110	
		<b>Level I AA Students will:</b> <b>EEL.11-12.3.a.</b> Combines 2-3 words according to grammatical rules to write or communicate.	52, 55, 56	23
<b>L.11-12.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>EEL.11-12.4.</b> Demonstrate knowledge of the meaning of words and phrases drawn reading and academic content.  a. Use context to determine the meaning of unknown words.	<b>Level IV AA Students will:</b> <b>EEL.11-12.4.a.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.11-12.4.a.</b> Use context to determine the meaning of unknown words.		
		<b>Level II AA Students will:</b> <b>EEL.11-12.4.a.</b> Determine the meaning of a word in a sentence.	58, 71, 112	

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<b>Level I AA Students will:</b> <b>EEL.11-12.4.a.</b> Recognize the meaning of word from a picture.	10, 11, 24 37, 58	
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<b>EEL.11-12.4.b.</b> N/A			
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	<b>EEL.11-12.4.c.</b> N/A			
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>EEL.11-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	<b>Level IV AA Students will:</b> <b>EEL.11-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.		
		<b>Level III AA Students will:</b> <b>EEL.11-12.4.d.</b> Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.		
		<b>Level II AA Students will:</b> <b>EEL.11-12.4.d.</b> With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.		20
		<b>Level I AA Students will:</b> <b>EEL.11-12.4.d.</b> Ask for clarification when needed.	14, 15 16, 17	
<b>L.11-12.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<b>EEL.11-12.5.</b> Demonstrate understanding of figurative language and words relationships. a. Interpret simple figures of speech encountered while reading or listening.	<b>Level IV AA Students will:</b> <b>EEL.11-12.5.a.</b> N/A		
		<b>Level III AA Students will:</b> <b>EEL.11-12.5.a.</b> Interpret simple figures of speech encountered while reading or listening.		
		<b>Level II AA Students will:</b> <b>EEL.11-12.5.a.</b> Understand common idioms and figures of speech.	105	
		<b>Level I AA Students will:</b> <b>EEL.11-12.5.a.</b> Understand common phrases.	12, 22 23, 24	
b. Analyze nuances in the meaning of words with similar denotations.	<b>EEL.11-12.5.b.</b> N/A			
<b>L.11-12.6.</b> Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>EEL.11-12.6.</b> Use academic and domain-specific words and phrases for communication appropriate for the student’s educational plans and career goals.	<b>Level IV AA Students will:</b> <b>EEL.11-12.6.</b> N/A		

## Relationship Between the Common Core Essential Elements and Links Lessons and Routines

		<p><b>Level III AA Students will:</b>  <b>EEL.11-12.6.</b> Use academic and domain-specific words and phrases for communication appropriately for one’s own educational plans and career goals.</p>		42, 43, 47
		<p><b>Level II AA Students will:</b>  <b>EEL.11-12.6.</b> Use academic and domain-specific words and phrases when writing and for communication.</p>	46, 50, 52 64, 65	44, 45
		<p><b>Level I AA Students will:</b>  <b>EEL.11-12.6.</b> Demonstrate understanding of general academic language. Ex. Point to, underline, or otherwise indicate new academic language.</p>	10, 11 13, 21	7, 10

## References

### **ELA:**

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors.

### **Math:**

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for Mathematics. Washington, DC: Authors.