# LAS Links Alignment to the New York Progression Standards for ELLs

**LAS LINKS ALIGNMENT TO THE NEW YORK PROGRESSION STANDARDS FOR ELLS**

DRC is committed to high-quality, error-free assessments that are valid and reliable for all students. The LAS Links K-12 assessments measure students' mastery of the New York State Learning Progression Standards with statistical reliability and content validity. The tests are free of bias and are accessible to all students. LAS Links K-12 test development specialists and Research specialists reviewed passages and items, for technical and statistical quality; match to anchor/standard; bias, fairness, and sensitivity; depth of knowledge; estimated difficulty; and adherence to the Principles of Universal Design to create this high reliable measure of student progress through the grades.

LAS Links assessments have been designed to effectively track English Language Learners' growth. The data that LAS Links provides offers teachers and schools a valid and reliable way to improve learning outcomes for ELL students based on individual needs. LAS Links K-12 common (vertical) scale allow the assessments to be used according to each student's specific grade. As in New York State New Language Arts Progressions, LAS Links follows student development in complexity and their academic functions with a grade level and content area focus.

LAS Links meets the demands of the College and Career Readiness Standards by creating an assessment framework focused on communicative and contextualized academic language use within and across academic content areas, language knowledge and functions, and cognitive complexity. For example, the Kindergarten and grades 1 and 2 tests measure Foundational skills, Vocabulary, and Key Ideas and Details in literature; grades 3 through 12 measure Vocabulary, and Key Ideas and Details in literature and informational text, Craft and Structure, as well as Integration of Knowledge and Ideas.

The LAS Links assessments for K-12 alignment to the New York State Learning Standards as detailed in this document surpass the 80% requirement, covering a range of standards. The alignment was completed by experts in assessment and language proficiency and reviewed carefully to ensure that the given task measures what it purports to measure.

**OVERVIEW OF LAS LINKS ASSESSMENT PRINCIPALS, FRAMEWORK AND CONNECTIONS TO THE NEW YORK PROGRESSION STANDARDS FOR ELLS**

LAS Links specifies three criteria related to language in academic settings:

- Target content areas or strands of academic language: Foundational Skills; Language Arts, Social Studies, and History; and Mathematics, Science, and Technical Subjects

- The linguistic complexity of receptive and expressive language (e.g., word/sound recognition, vocabulary, grammar, discourse features, etc.)

- The types of language function and tasks for communicative purposes in a school context (e.g., identifying, comprehending, describing, analyzing, etc.)

**LAS LINKS AND NEW YORK PROFICIENCY LEVEL ALIGNMENT**

The LAS Links assessments are articulated in terms of Oracy and Literacy skills across five proficiency levels which are strongly aligned to the New York Learning Standards Progressions. In order to provide a high level overview of this relationship, the table below shows a comparison of the New York NYSESLAT Proficiency Level Descriptors and the LAS Links Assessment Proficiency Level Descriptors. A side by side comparison allows seeing how well both instruments descriptions of academic and linguistic demands are aligned. While LAS Links as an assessment is not being compared to NYSESLAT, this information is relevant to educators and others who make decisions regarding instruction and students' classification related to language services.

| NEW YORK PROFICIENCY LEVEL DESCRIPTORS | LAS LINKS PROFICIECY LEVEL DESCRIPTORS |
|---|---|
| **ENTERING LEVEL**<br><br>A student at this level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level. | **LEVEL 1**<br><br>Students at this level are starting to develop receptive and productive uses of English in social, school, and academic contexts. Their comprehension may be demonstrated nonverbally or through their native language rather than in English. |
| **EMERGING LEVEL**<br><br>A student at this level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level. | **LEVEL 2**<br><br>Students at this level are developing the ability to communicate in English in social, school, and academic contexts. Errors frequently impede basic communication and comprehension. Their receptive and productive control of lexical, syntactic, phonological, and discourse features of English is emerging. Students have minimal vocabulary and grammar skills. They identify, describe, and discuss simple pictorial or text prompts. Students interpret language related to familiar social, school, and academic topics. They make simple inferences and make simple comparisons. They restate rather than create original expressions. Restricted vocabulary and rudimentary grammar limit their expression and comprehension. |

| NEW YORK PROFICIENCY LEVEL DESCRIPTORS | LAS LINKS PROFICIECY LEVEL DESCRIPTORS |
|---|---|
| **TRANSITIONING LEVEL**<br><br>A student at this level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level. | **LEVEL 3**<br><br>Students at this level communicate in English across a range of grade-level-appropriate language demands in social, school, and academic contexts. However, errors interfere with their communication and comprehension. Repetition and clarification are often needed. The students exhibit a limited range of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Students use limited vocabulary when defining concepts across and within academic disciplines. They can compare, contrast, summarize, and relate text to graphic organizers. They decode words, apply grammar conventions, and use context clues to identify word meanings. They identify correct and incorrect use of basic grammar. Although their language is generally coherent, it lacks significant elaboration or detail. |
| **EXPANDING**<br><br>A student at this level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level. | **LEVEL 4**<br><br>Students at this level communicate effectively in English, but with some errors, across a range of grade-level-appropriate language demands in social, school, and academic contexts. The students exhibit productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Students interpret, analyze, and evaluate written and oral information, basing their responses on implicit and explicit context clues and information from personal and academic experiences. They adequately express themselves and organize their responses in logical and sequenced order. They distinguish nuances of meaning and incorporate idiomatic expressions and academic vocabulary. |
| **COMMANDING LEVEL**<br><br>A student at this level is now designated as a Former ELL, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level. | **LEVEL 5**<br><br>Students at this level communicate effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in social, school, and academic contexts. The students command a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new or familiar topics. Level 5 students apply their language mastery to critically evaluate and synthesize written and oral information and to formulate hypotheses. Their facility with language allows them to analyze information, make sophisticated inferences, and explain their reasoning. They skillfully organize information for presentations and can express subtle nuances of meaning. They apply literary techniques such as identifying author tone and point of view and can tailor language to a particular purpose and audience. |

**ARTICULATION OF NEW YORK PROGRESSION ACADEMIC AND GRADE LEVEL DEMANDS AND LAS LINKS SUB-SKILLS (RECEPTIVE AND PRODUCTIVE)**

The LAS Links Assessment Framework further specifies tasks and skills being organized by Receptive (listening and reading), Productive (speaking and writing) functions and Foundational Skills as presented below. LAS Links uses themes and topics drawn from the Common Core State Standards, which also correspond to NYS New Language Arts Progressions for a more integrated approach to language development. Both frameworks reflect student abilities to comprehend, contextualize, and express themselves across disciplines in the listening, speaking, reading and writing strands. This information is relevant because it specifies the skills LAS Links assesses in terms of the New York structure of Oracy and Literacy skills across a continuum of five proficiency levels. The checkmarks on the tables that follow identify specific LAS Links Skills that are clearly identifiable in the NY progressions Grade Level Academic Demands.

| RECEPTIVE SKILLS | | | |
|---|---|---|---|
| Students construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. They determine the meaning of words and phrases in oral presentations and literary and informational text. | | | |
| **LISTENING** | | **READING** | |
| L1 Follow common, explicit oral directions to participate in diverse academic or social tasks | ✔ | R2.1 Associate words with their representation | ✔ |
| L2 Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning | ✔ | R2.3 Interpret words and phrases as they are used in text | ✔ |
| L3.1 Identify purpose | | R3.1 Identify main ideas | ✔ |
| L3.2 Identify main ideas | ✔ | R3.2 Identify supporting details | |
| L3.3 Identify supporting details | ✔ | R3.3 Identify important literary features of text | ✔ |
| L4.1 Make predictions based on known information | ✔ | R3.4 Analyze the structure of texts | ✔ |
| L4.2 Make inferences based on known information | ✔ | R3.5 Identify point of view tone and attitude | ✔ |

## PRODUCTIVE SKILLS AND PRODUCTIVE SKILLS BASED ON UNDERSTANDING OF COMPLEX LITERARY AND INFORMATION TEXTS AND TOPICS

Students participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. They determine the meaning of words and phrases in oral presentations and literary and informational text. They make accurate use of standard English to communicate in grade appropriate speech and writing.

Students speak and write about grade-appropriate complex literary and informational texts and topics. They construct grade-appropriate oral and written claims and support them with reasoning and evidence. They create clear and coherent grade-appropriate speech and text.

| SPEAKING | | WRITING | |
|---|---|---|---|
| S1.1 Provide information | ✓ | W2 Write letters, numerals and words | ✓ |
| S1.2 Describe information | ✓ | W3.1 - 3.11 | ✓ |
| S1.3 Interpret and analyze information | ✓ | Grammar - Use articles, pronouns, conjunctions, auxiliary verbs; Use appropriate prepositional phrases; Distinguish and use adjectives and adverbs; Demonstrate correct use of singular and plural and subject/verb agreement | |
| S1.5 Express opinions and preferences | ✓ | | |
| S1.6 Make requests | ✓ | | |
| S1.7 Ask questions request clarification and negotiate for understanding | ✓ | | |
| S2.1 Identify an object (inanimate and animate) or concept | ✓ | W4.1 - 4.6 Language Conventions - use appropriate capitalization and punctuation | ✓ |
| S2.2 Describe purpose, use or feature using words phrases or sentences | ✓ | W 6.1 Write sentences to summarize | ✓ |
| S2.3 Identify an academic or social situation and describe it using sentences | ✓ | W 6.2 Write sentences to describe or narrate | ✓ |
| S3.2 Describe people locations and scenery | ✓ | W6.3 Write simple sentences to interpret or analyze | ✓ |
| S4.2 Explain ideas and opinions | ✓ | W6.6 Write simple sentences to explain | ✓ |
| S5.1 Interpret narrate and paraphrase events using visual information | ✓ | W7.1 Write to describe, explain, report, compare, narrate, persuade or express | ✓ |

**LAS LINKS FOUNDATIONAL READING AND WRITING SKILLS FOR KINDERGARTEN THROUGH GRADE 3**

| FOUNDATIONAL SKILLS | | | |
| --- | --- | --- | --- |
| Students construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. They determine the meaning of words and phrases in oral presentations and literary and informational text. | | | |
| **READING** | | **WRITING** | |
| R1.1 Identify rhyming words | ✓ | W1 Copy words and sentences | ✓ |
| R1.2 Apply letter-sound relationships to read English words | ✓ | W2 Write letters numerals and words | ✓ |
| R1.3 Apply letter-sound relationships to read English phonemes | ✓ | | |
| R1.4 Apply knowledge of morphemes and syntax to word meaning | ✓ | | |
| R1.5 Read words | ✓ | | |
| R1.6 Read simple texts appropriate to grade level | ✓ | | |
| R1.7 Understand print organization and concepts | ✓ | | |
| R2.1 Associate words with their representation | ✓ | | |
| R2.2 Classify words | ✓ | | |

## NEW YORK GRADE LEVEL ACADEMIC DEMANDS CORRELATION TO THE LAS LINKS ASSESSMENT

Language Assessment experts reviewed and analyzed the New York Language Progression Standards and their articulation by Main Academic Demand and Grade Level Demand. Upon this review, the Grade Level Academic Demand was deemed to be the most important unit of alignment. There are 447 Grade Level Academic Demands in the New York State Language Progression Framework. These Grade Level Academic Demands were classified in assessed vs. classroom instructional units. Of the 447, 381 were classified to be unique and assessable by a standardized summative assessment by the experts. Only 62 Grade Level Academic Demands meant for classroom instruction are not measured by LAS Links. Those 62 Demands are not appropriate for standardized testing since they involve intangibles such as opinion or group activities and the like.

The second step in the process involved the analysis of the LAS Links Assessment items that could be to the unique assessable Grade Level Academic Demands. The analysis produced a result of 350 LAS Links items per form matched to LAS Links matches items to New York State Language Progression Framework Standards and Sub-skills. A range of 80 to 90 % of LAS Links assessment subskills correlates to the New York State Grade Level Academic Demands. See Grade Level Academic demands to LAS LINKs breakdown below. In addition, a summary of the Grade Level Academic Demands not covered by a standardized summative assessment such as LAS Links is included at the end of this document.

### MATCH OF LAS LINKS SUMMATIVE ASSESSMENT TO THE NEW YORK GRADE LEVEL ACADEMIC LEVEL DEMANDS PER FORM

| Grade Level Academic Demands | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 to 10 | 11 to 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Adapt Speech to a Variety of Contexts, Demonstrating Command of Formal English | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Analyze Cause/Effect and Interactions between [Key] Text Elements | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Analyze the Meaning and Impact of Word Choice | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 |
| Analyze the Relationship of Linguistic and Text Structures | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Assess [Impact] of Author's Point of View 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | |
| Build Comprehension of Grade Level Texts | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Compare and Contrast Information Presented in Different Formats | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Compare and Contrast Similar Texts and Subjects | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Compare/Contrast and Evaluate the Credibility of Information Presented in Various Formats | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

| Grade Level Academic Demands | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 to 10 | 11 to 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Develop Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Develop, Organize and Produce Writing Appropriate to Task, Purpose and Audience | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Draw Evidence from Texts to Support Analysis, | | | | | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| Draw Inferences Using Evidence from the Text | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| Evaluate a Speaker's Point of View | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Evaluate Author's Claims and Supporting Evidence | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Examine and Convey Complex Ideas and Information | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Gather and Evaluate Information from Multiple Sources and Avoid Plagiarism | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Interpret Meaning of Words and Phrases | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Make Connections within and across Genres as Students Respond to Texts through Written, Digital and Oral Presentations | | | | | | | 1 | 1 | 1 | 1 | 1 |
| Present Information Appropriate to Task, Purpose and Audience, with Coherent Reasoning and Evidence | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Present Information, Findings and Supportive Evidence Appropriate to Task, Purpose and Audience | 1 | 1 | 1 | 1 | | | | | | | |
| Read Closely, Make Inferences and Cite Evidence | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Respond to, Reflect on and Interpret American and World Culture Texts | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Strengthen Writing by Revising, Editing or Trying a New Approach | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| Summarize Text by Determining Main Ideas and Supporting Details | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Synthesize and Evaluate Content Presented in Various Formats | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Write Detailed Real or Imagined Narratives | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Write Persuasively with Reasoning and Evidence | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Prepare and Participate in Conversations, Expressing Their Points of View Clearly and Persuasively | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| TOTAL | 25 | 30 | 31 | 31 | 33 | 33 | 33 | 33 | 33 | 34 | 34 |

**NEW YORK GRADE LEVEL DEMANDS NOT COVERED BY LAS LINKS**

As explained above, there are 62 unique Grade Level Demands in the New York Learning Standards Progressions not covered by LAS Links. These demands relate the ongoing classroom experience, rather than items appropriate to standardized summative assessment. They include:

1. Write Opinions
2. Write Narratives
3. Use Drawing
4. Use Recordings
5. Multimedia
6. Peer input
7. Self-edit
8. Research
9. Personal experience

**A FULL LIST OF THESE GRADE LEVEL ACADEMIC LANGUAGE DEMANDS ARE LISTED BELOW**

| DETAILED LIST | |
|---|---|
| **Write Opinions** | Write Opinion Pieces Stating the Topic or Name of Book, Opinion, Reasons and Closure |
| | Write Opinion Pieces Stating the Topic, Opinion, Reasons and Concluding Statement Use Linking Words |
| | Write Opinion Pieces Supporting a Point of View with Reasons and a Concluding Statement Use Linking Words |
| | Write an Opinion Piece Supporting Point of View with Reasons and Information, Grouping Ideas to Support Writer's Purpose |
| | Write Opinion Pieces on Topics and Texts, Supporting Point of View Clearly Organize Writing Logically, with Valid Reasoning and Evidence That Supports the Writer's Opinion Create Clear Organization and Structure |
| **Write Narratives** | Write Detailed Real or Imagined Narratives Introduce the Narrator Develop the Narrative through Dialogue, Pacing and Description Use Transitions, Descriptive Details and Sensory Language and Provide a Conclusion |
| **Use Drawing** | Add Drawings or Other Visual Displays to Clarify Ideas, Thoughts and Feelings |
| **Use Recordings** | Create Audio Recordings of Stories and Poems Add Drawings or Other Visual Displays to Stories or Experiences to Clarify Thoughts, Ideas and Feelings |
| | Create Audio Recordings of Stories or Poems Read with Fluency and Appropriate Pace Add Visual Displays to Emphasize Facts and Details |
| | Add Audio Recordings and Visual Displays to Enhance Main Ideas or Themes |
| **Multimedia** | Include Multimedia and Visual Displays to Enhance Main Ideas or Themes |
| | Include Multimedia Components and Visual Displays to Clarify Information |
| | Include Multimedia and Visual Displays to Clarify Claims, Findings and Emphasize Points |

| | |
|---|---|
| **Multimedia** | Integrate Multimedia and Visual Displays to Clarify Information, Add Interest and Strengthen Evidence |
| | Make Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence |
| | Make Strategic Use of Digital Media to Enhance Understanding of Findings, Reasoning and Evidence |
| | Add Drawings to Provide Additional Details |
| **Peer input** | With Guidance and Support, Add Details and Suggestions from Peers |
| | With Guidance and Support from Adults, Add Details and Suggestions from Peers |
| | With Guidance and Support, Add Details in Response to Questions and Suggestions |
| | Revise and Edit with Guidance and Support from Adults and Peers |
| | With Guidance and Support from Peers and Adults, Plan, Revise and Edit Writing |
| | Strengthen Writing by Editing, Revising, Rewriting or Trying a New Approach, with Guidance and Support |
| **Self-edit** | With Guidance and Support, Plan, Edit, Rewrite or Try a New Approach |
| | With Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies |
| | With Some Guidance and Support, Develop and Strengthen Writing by Planning, Revising, Editing or Trying a New Approach Using Previous Strategies |
| | Strengthen Writing by Revising, Editing or Trying a New Approach for a Specific Purpose and Audience |
| **Research** | Develop and Strengthen Writing by Focusing on What Is Most Significant for a Specific Purpose and Audience |
| | With Guidance and Support, Participate in Collaborative Research and Writing Projects |
| | Participate in Collaborative Research and Writing Projects |
| | Conduct Research Projects on a Topic Research Conduct Research That Targets Different Aspects of a Topic |
| **Self-edit** | Strengthen Writing by Editing, Revising, Rewriting or Trying New Approach, with Guidance and Support |
| **Research** | Conduct Research Projects Based on Questions and Sources Refocus Inquiry if Appropriate |
| | Develop a Research Topic Using Several Sources to Answer and Generate Questions |
| | Develop a Research Project Using Several Sources to Answer and Generate Focused Questions |
| | Conduct Research Projects to Answer Questions or Solve a Problem Synthesize Multiple Sources Explore Different Viewpoints and Cultures |
| | With Guidance and Support, Recall and Gather Information to Answer a Question |
| | Recall and Gather Information to Answer a Question |
| | Recall and Gather Information Make Notes about the Different Sources and Categorize Evidence |
| | Recall, Gather, Take Notes and Categorize Information from Different Sources and Provide a List of Sources |
| | Gather Relevant Information from Multiple Sources (Print and Digital) and Assess the Credibility of Each Source, Paraphrasing and Summarizing Information |

| | |
|---|---|
| **Research** | Gather Information from Multiple Sources and Assess Their Credibility Paraphrase Data and/or Conclusions and Avoid Plagiarism Provide Bibliography |
| | Gather Relevant Information from a Variety of Print and Electronic Sources, Assessing Their Credibility and Accuracy Quote and Paraphrase Using a Standard Format for Citation |
| | Gather and Evaluate Information from Multiple Sources for Task, Purpose and Audience Integrate Information Effectively Avoid Plagiarism and Follow a Standard Format for Citation |
| | Gather and Evaluate Information from Multiple Sources in Terms of Task, Purpose and Audience Integrate Information Effectively Avoid Plagiarism and Follow a Standard Format for Citation |
| **Personal experience** | Identify Connections between Self, Text, Media and Social Interactions |
| | Identify Connections between Self, Text and the World around Them |
| | Recognize and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences Self-Select Based on Personal Preferences |
| | Recognize, Interpret and Make Connections between Narratives, Poetry, Drama and Other Texts, Perspectives and Experiences Self-Select Texts Based on Personal Preferences |
| | Recognize, Interpret and Make Connections between Narratives, Poetry and Drama and Other Texts, Perspectives and Experiences Self-Select Texts Based on Personal Preferences Make Informal Judgments about Text Quality Using Established Criteria |
| | Recognize, Interpret, and Connect Self-Selected Texts, and Use Established Criteria to Evaluate Them |
| | Recognize, Interpret and Connect Self-Selected Texts and Use Established Criteria to Evaluate Cultural Perspectives, Events and Situations Personal experience Evaluate Self-Selected Texts and Use Established Criteria to Evaluate Narratives, Poetry and Drama Personal experience Evaluate Self-Selected Texts and Use Established Criteria to Connect Narratives, Poetry and Drama, Based on Ideas, Culture, Personal Events or Situations |
| | Evaluate Self-Selected Texts and Use Established Criteria to Connect Narratives, Poetry and Drama, Based on Aesthetic and Philosophical |
| | With Prompting and Support, Create a Personal Response to a Particular Author |
| | With Prompting, Create a Personal Response to a Particular Author Personal experience Create a Personal Response to a Particular Author or Theme |
| | Create a Personal Response to a Particular Author or Theme, through Written, Personal, Cultural, Textual or Thematic Connections |
| | Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections |
| | Create a Personal Response to a Particular Author or Theme through Written, Personal, Cultural, Textual or Thematic Connections across Genres |

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