

# Literacy Focus & ESOL Standards Alignment for Alignment for



*In the Forest* - Emergent 1/2  
*At the Park* - Emergent 2/3  
*From Egg to Frog* - Emergent 2/3  
*This is My Home* - Emergent 2/3  
*Building a Bird Feeder* - Emergent 3/4  
*Here Come the Bees* - Emergent 4/5

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### REFERENCES:

Council of Chief State School Officers. (2012). Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. Washington, DC: CCSSO.

“Preparing America’s Students for Success.” Home | Common Core State Standards Initiative. Web. 15 Apr. 2016.

“Next Generation Science Standards.” Next Generation Science Standards. Web. 15 Apr. 2016.



# Literary Focus Academic Alignment

		In the Forest (E1/2)	At the Park (E2/3)	This is My Home (E2/3)	From Egg to Frog (E2/3)	Building a Bird Feeder (E3/4)	Here Come the Bees (E4/5)
<b>Common Core State Standards</b>							
<b>English Language Arts Standards » Reading: Informational Text</b>							
<b>Key Ideas and Details:</b>							
CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.	●	●	●	●	●	●
CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	●	●	●	●	●	●
CCSS.ELA-Literacy.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	●	●	●	●	●	●
<b>Craft and Structure:</b>							
CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	●	●	●	●	●	●
<b>Integration of Knowledge and Ideas:</b>							
CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	●	●	●	●	●	●
<b>Range of Reading and Level of Text Complexity:</b>							
CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.	●	●	●	●	●	●
<b>English Language Arts Standards » Reading: Foundational Skills</b>							
<b>Print Concepts:</b>							
CCSS.ELA-Literacy.RF.K.1	Demonstrate understanding of the organization and basic features of print.	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.1.a	Follow words from left to right, top to bottom, and page by page.	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.1.b	Recognize that spoken words are represented in written language by specific sequences of letters.	●	●	●	●	●	●

		In the Forest (E1/2)	At the Park (E2/3)	This is My Home (E2/3)	From Egg to Frog (E2/3)	Building a Bird Feeder (E3/4)	Here Come the Bees (E4/5)
<b>Phonological Awareness:</b>							
CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	●	●	●	●	●	●
<b>Phonics and Word Recognition:</b>							
CCSS.ELA-Literacy.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.3.a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	●	●	●	●	●	●
CCSS.ELA-Literacy.RF.K.3.c	Read common high-frequency words by sight (e.g., <i>the</i> , <i>of</i> , <i>to</i> , <i>you</i> , <i>she</i> , <i>my</i> , <i>is</i> , <i>are</i> , <i>do</i> , <i>does</i> ).	●	●	●	●	●	●
<b>Fluency:</b>							
CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.	●	●	●	●	●	●
<b>English Language Arts Standards » Language</b>							
<b>Vocabulary Acquisition and Use:</b>							
CCSS.ELA-Literacy.L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	●	●	●	●	●	●
CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	●	●	●	●	●	●
CCSS.ELA-Literacy.L.K.5.a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	●	●	●	●	●	●
CCSS.ELA-Literacy.L.K.5.c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	●	●	●	●	●	●
CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●

<b>Next Generation Science Standards</b>		In the Forest (E1/2)	At the Park (E2/3)	This is My Home (E2/3)	From Egg to Frog (E2/3)	Building a Bird Feeder (E3/4)	Here Come the Bees (E4/5)
<i>K-ESS2-2.</i>	<i>Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</i>						
<b>Disciplinary Core Ideas</b>							
ESS2.E: Biogeology	Plants and animals can change their environment.	•			•		•
ESS3.C: Human Impacts on Earth Systems	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.		•			•	
<b>Crosscutting Concepts:</b>							
Systems and System Models	Systems in the natural and designed world have parts that work together.	•		•	•		•
<i>K-ESS3-1.</i>	<i>Earth and Human Activity</i>						
K-ESS3-1.	Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	•		•	•		•
<b>Disciplinary Core Ideas</b>							
ESS3.A: Natural Resources	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	•		•	•		•
<b>Crosscutting Concepts:</b>							
Systems and System Models	Systems in the natural and designed world have parts that work together.	•		•	•		•
<i>K-ESS3-3.</i>	<i>Earth and Human Activity</i>						
K-ESS3-3.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.		•			•	



<b>Disciplinary Core Ideas</b>		In the Forest (E1/2)	At the Park (E2/3)	This is My Home (E2/3)	From Egg to Frog (E2/3)	Building a Bird Feeder (E3/4)	Here Come the Bees (E4/5)
ESS3.C: Human Impacts on Earth Systems	Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.		●			●	
<b>Crosscutting Concepts:</b>							
Cause and Effect	Events have causes that generate observable patterns.		●				

# ESOL Academic Alignment

		In the Forest (E1/2)	At the Park (E2/3)	This is My Home (E2/3)	From Egg to Frog (E2/3)	Building a Bird Feeder (E3/4)	Here Come the Bees (E4/5)
<b>Key Practices and Disciplinary Core Ideas of the ELA CCSS</b>							
<i>Key Practices</i>							
	Support analyses of a range of grade level complex texts with evidence	●	●	●	●	●	●
	Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts	●	●	●	●	●	●
	Build upon the ideas of others and articulate their own when working collaboratively	●	●	●	●	●	●
	Use English structures to communicate content specific messages	●	●	●	●	●	●
<i>Disciplinary Core Ideas from the CCSS</i>							
<b>Reading:</b>							
	Read complex informational texts closely and support analyses with evidence	●	●	●	●	●	●
	Use context to determine the meaning of words and phrase	●	●	●	●	●	●
<b>Speaking and Listening:</b>							
	Participate in purposeful collaborative conversations with partners as well as in small and large group	●	●	●	●	●	●
	Comprehend information presented orally or visually	●	●	●	●	●	●
	Adapt speech to a variety of contexts and tasks	●	●	●	●	●	●
<b>Language:</b>							
	Determine word meanings and word nuances	●	●	●	●	●	●
<b>Scientific Sense-Making and Language Use</b>							
<b>Analytical Tasks:</b>							
	Achieve improved understanding of current topic	●		●	●		●
	Elicit further details of models or explanations of others	●		●	●		●
<b>Receptive Language Functions:</b>							
	Comprehend and develop own understanding of a topic or another's ideas, expressed orally or in writing	●		●	●		●
	Comprehend questions and responses of others	●		●	●		●
<b>Productive Language Functions</b>							
	Achieve improved understanding of current topic	●		●	●		●
	Propose investigations to be carried out through further observations or measurements	●		●	●		●

<b>FLARE's Language Functions</b>		In the Forest (E1/2)	At the Park (E2/3)	This is My Home (E2/3)	From Egg to Frog (E2/3)	Building a Bird Feeder (E3/4)	Here Come the Bees (E4/5)
<i>The Formative Language Assessment Records for ELLs (FLARE) Project</i>							
Identify	To identify, recognize, name, or select	●		●	●		●
Describe	To explain, give directions, or present details	●	●	●	●	●	●
Sequence	To order events, parts, or element				●	●	●
Cause / Effect	To connect causes to effects		●		●		●
Summarize	To capture main point, main idea, or main issue	●	●	●	●	●	●