

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

ESL: GRADES 3-5

Length of Course:	<u>Full Year</u>
Elective/Required:	<u>Required</u>
Schools:	<u>Elementary: JMI, MAR, & WAS</u>
Eligibility:	<u>Grades 3-5</u>
Credit Value:	<u>N/A</u>
Date Approved:	<u>12/21/09</u>

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Modifications will be made to accommodate IEP mandates for classified students.

WORLD LANGUAGES PROGRAM

STATEMENT OF PURPOSE

The purpose of the **ENGLISH AS A SECOND LANGUAGE** program is to provide a basic foundation in English for the Non-English and Limited English Proficient (LEP) student. The goal of this transitional program is the progressive development of language skills that will enable learners to function successfully in school and society. Concomitantly, the ESL program facilitates students' adjustment to a new environment by introducing them to American culture.

At the elementary school level, the ESL activities are designed to develop basic communication skills. These basic skills include: listening, speaking, reading, writing, pronunciation, vocabulary, and linguistic skills through a content-based and multi-cultural curriculum.

Efforts are made to develop in the student and staff of the school an attitude of acceptance of non-native American students. ESL students are encouraged to share their heritage and culture with native English-speaking students. With these shared experiences, all students can learn and value cultural diversity in our community and society.

The focus of the ESL program is the fulfillment of the academic, social, and personal goals of each individual student. It recognizes individual differences in language proficiency and cultural backgrounds. It endeavors to provide learners with opportunities to develop and realize their potential, interests, and aspirations.

The Edison Township ESL program has five (5) primary goals:

1. To help ESL students attain proficiency in English for communication in school and the community.
2. To help students attain proficiency in English in order to make satisfactory progress in the regular school program.
3. To prepare students to successfully meet criteria on standardized tests such as the NJASK, ACCESS, and the Maculaitis II (MAC II).
4. To provide instruction that satisfies cultural as well as linguistic needs.
5. To promote an appreciation of different cultures and their contributions to our society.

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Introduction

The most precious resource teachers have is time. Regardless of how much time a course is scheduled for, it is never enough to accomplish all that one would like. Therefore, it is imperative that teachers utilize the time they have wisely in order to maximize the potential for all students to achieve the desired learning.

High quality educational programs are characterized by clearly stated goals for student learning, teachers who are well-informed and skilled in enabling students to reach those goals, program designs that allow for continuous growth over the span of years of instruction, and ways of measuring whether students are achieving program goals.

The Edison Township School District Curriculum Template

The Edison Township School District has embraced the backward-design model as the foundation for all curriculum development for the educational program. When reviewing curriculum documents and the Edison Township curriculum template, aspects of the backward-design model will be found in the stated enduring understandings/essential questions, unit assessments, and instructional activities. Familiarization with backward-design is critical to working effectively with Edison's curriculum guides.

Guiding Principles: What is Backward Design? What is Understanding by Design?

'Backward design' is an increasingly common approach to planning curriculum and instruction. As its name implies, 'backward design' is based on defining clear goals, providing acceptable evidence of having achieved those goals, and then working 'backward' to identify what actions need to be taken that will ensure that the gap between the current status and the desired status is closed.

Building on the concept of backward design, Grant Wiggins and Jay McTighe (2005) have developed a structured approach to planning programs, curriculum, and instructional units. Their model asks educators to state goals; identify deep understandings, pose essential questions, and specify clear evidence that goals, understandings, and core learning have been achieved.

Programs based on backward design use desired results to drive decisions. With this design, there are questions to consider, such as: What should students understand, know, and be able to do? What does it look like to meet those goals? What kind of program will result in the outcomes stated? How will we know students have achieved that result? What other kinds of evidence will tell us that we have a quality program? These questions apply regardless of whether they are goals in program planning or classroom instruction.

The backward design process involves three interrelated stages for developing an entire curriculum or a single unit of instruction. The relationship from planning to curriculum design, development, and implementation hinges upon the integration of the following three stages.

Stage I: Identifying Desired Results: Enduring understandings, essential questions, knowledge and skills need to be woven into curriculum publications, documents, standards, and scope and sequence materials. Enduring understandings identify the “big ideas” that students will grapple with during the course of the unit. Essential questions provide a unifying focus for the unit and students should be able to more deeply and fully answer these questions as they proceed through the unit. Knowledge and skills are the “stuff” upon which the understandings are built.

Stage II: Determining Acceptable Evidence: Varied types of evidence are specified to ensure that students demonstrate attainment of desired results. While discrete knowledge assessments (e.g.: multiple choice, fill-in-the-blank, short answer, etc...) will be utilized during an instructional unit, the overall unit assessment is performance-based and asks students to demonstrate that they have mastered the desired understandings. These culminating (summative) assessments are authentic tasks that students would likely encounter in the real-world after they leave school. They allow students to demonstrate all that they have learned and can do. To demonstrate their understandings students can explain, interpret, apply, provide critical and insightful points of view, show empathy and/or evidence self-knowledge. Models of student performance and clearly defined criteria (i.e.: rubrics) are provided to all students in advance of starting work on the unit task.

Stage III: Designing Learning Activities: Instructional tasks, activities, and experiences are aligned with stages one and two so that the desired results are obtained based on the identified evidence or assessment tasks. Instructional activities and strategies are considered only once stages one and two have been clearly explicated. Therefore, congruence among all three stages can be ensured and teachers can make wise instructional choices.

At the curricular level, these three stages are best realized as a fusion of research, best practices, shared and sustained inquiry, consensus building, and initiative that involves all stakeholders. In this design, administrators are instructional leaders who enable the alignment between the curriculum and other key initiatives in their district or schools. These leaders demonstrate a clear purpose and direction for the curriculum within their school or district by providing support for implementation, opportunities for revision through sustained and consistent professional development, initiating action research activities, and collecting and evaluating materials to ensure alignment with the desired results. Intrinsic to the success of curriculum is to show how it aligns with the overarching goals of the district, how the document relates to district, state, or national standards, what a high quality educational program looks like, and what excellent teaching and learning looks like. Within education, success of the educational program is realized through this blend of commitment and organizational direction.

Performance Definitions for the levels of English language proficiency: At the given level of English language proficiency, ELLs will process, understand, produce, or use:

6

Reaching

- specialized or technical language reflective of the content area at grade level;
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level;
- oral or written communication in English comparable to proficient English peers

5

Bridging

- the technical language of the content areas;
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;
- oral or written language approaching comparability to that of English proficient peers when presented with grade level material

4

Expanding

- specific and some technical language of the content areas;
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support

3

Developing

- general and some specific language of the content areas;
- expanded sentences in oral interaction or written paragraphs;
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support

2

Beginning

- general language related to the content areas;
- phrases or short sentences;
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support

1

Entering

- pictorial or graphic representation of the language of the content areas;
- words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

List of Units

- 1. Back to School**
- 2. Continents & Oceans**
- 3. Body Parts & Skeleton**
- 4. Coming to America**
- 5. Winter Holidays**
- 6. New Year/New Beginnings**
- 7. Non-fiction Genres (Biographies)**
- 8. Author Study**
- 9. All About Earth**

Back to School

Targeted State Standards: WIDA Standard 1: Social and Instructional Language and WIDA Standard 3: The Language of Mathematics

Unit Objectives/Enduring Understandings: Students will be able to introduce themselves, create original dialogues in pairs, and ask for/offer assistance by using functional chunks. Students will be able to locate different things in the classroom and school by going on a tour of the school and by reading a school map. Students will be able to discover who their classmates are by participating in various “getting to know your classmates” activities. Students will be able to differentiate autumn (fall) from the other three seasons by learning about the signs of autumn (fall) and Johnny Appleseed.

Essential Questions: How can I greet others in English? How can I get help in school? Who are my classmates? What is autumn (fall)?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
Oral Participation and Original Dialogue

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.</p> <p>Demonstrate ability to engage in oral discourse in paired, small group, or whole class activities to convey ideas.</p>	<p>Greetings</p> <p>Verb “to be” in present tense</p> <p>Prepositions of place</p> <p>School vocabulary (nouns): colors, items, locations, personnel, subjects, and classroom behaviors</p>	<p>Greet others</p> <p>Introduce themselves</p> <p>Ask questions</p> <p>Get around the school comfortably</p> <p>Share personal experiences with their classmates through “getting to know your classmates” activities</p> <p>Recognize autumn (fall)</p> <p>Compare/Contrast apples and leaves</p> <p>Make a chart and/or graph</p>	<p>Character Education – respect and responsibility</p> <p>Math - follow a recipe, use measuring tools, and create and read a chart and/or graph</p> <p>Social Studies - follow a map</p>	<p>Oral participation</p> <p>Original dialogues - greeting others and asking questions</p> <p>Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner</p> <p>Find locations in the school by following a map</p> <p>Quizzes</p> <p>Unit Project/Test</p>

Back to School (Cont.)

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices:</p> <ul style="list-style-type: none">-school map-<u>My Mom Made Me Go To School</u> by Judy Delton-a book about fall-a book about Johnny Appleseed	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings:</p> <p>New ESL students often have difficulty adjusting to a new school system, which needs to be addressed in class. Also, higher-level ESL students can be called upon to provide support, translation, etc. to assist them. Taking all ESL students on a tour of the school is recommended.</p>
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Continents and Oceans

Targeted State Standards: WIDA Standard 1: Social and Instructional Language and WIDA Standard 5: The Language of Social Studies

Unit Objectives/Enduring Understandings: Students will be able to name the continents and oceans of the world by labeling a map. Students will be able to demonstrate their understanding of the four cardinal directions by using sequential language to get a partner from one place to another. Students will be able to compare and contrast the sizes of the continents by using comparatives and superlatives. Students will be able to describe community places they have gone to by writing in their journal. Students will be able to retell Columbus' story by sequencing events on sentence strips or by creating a timeline. Students will be able to visualize Columbus' journey by creating a map of Columbus' trip.

Essential Questions: How do you know where you are on Earth? Which continent am I from and where are my classmates from? Who is Columbus and why is he important?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
Oral participation, original dialogue, and ability to give directions and understand maps

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.</p> <p>Demonstrate ability to engage in oral discourse in paired, small group, or whole class activities to convey ideas.</p> <p>Demonstrate ability to write using a descriptive approach.</p>	<p>Continents and Oceans</p> <p>Cardinal Directions (north, south, east, west)</p> <p>Comparatives and Superlatives</p> <p>Story of Columbus' journey</p>	<p>Locate and show places on maps or globes</p> <p>Define locations of places on maps or globes (e.g., using relational language "The United States is north of Mexico.")</p> <p>Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner</p>	<p>Character Education – safety (discuss the danger that Columbus and his men faced on his journey)</p> <p>(Fire Prevention Week – October)</p> <p>Social Studies – geography (continents, oceans, and directions)</p>	<p>Create a map</p> <p>Retell Columbus' story by sequencing events on sentence strips or by creating a timeline</p> <p>Visualize Columbus' journey by creating a map of Columbus' journey</p> <p>Quizzes</p> <p>Unit Project/Test</p>

Continents and Oceans (Cont.)

Core Content		Instructional Actions		
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
		Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.") Read a map key Create a map		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices: -map of school, map of community (Edison), map of United States, map of world -inflatable globes -Social Studies text book (Harcourt Brace Publishers) -a book about Columbus			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings: Partner higher level ESL students with lower level ESL students during partner activities. Encourage students to use translation dictionaries and picture dictionaries.	

Body Parts and Skeleton

Targeted Standards: WIDA Standard 1: Social and Instructional Language and WIDA Standard 4: The Language of Science

Unit Objectives/Conceptual Understandings: Students will be able to identify body parts, names of bones, and actions associated with movement in the skeletal system. Students will be able to follow directions in sports related games and activities. Students will be able to recognize the importance of exercise as a way to maintain a healthy mind and body. Students will be able to use action words (verbs) “ing” and simple present to describe activities.

Essential Questions: How does the skeleton support the actions and functions of the body? Why is it important to take care of your body?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
Students will label and identify body parts and bones and will write short descriptions of actions and activities using the parts of the body.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Demonstrate ability to respond to basic comprehension questions in a subject context.</p> <p>Demonstrate ability to engage and participate in games to stimulate oral language production.</p> <p>Demonstrate the ability to identify information from oral statements visually as points on diagrams.</p>	<p>Use “ing” to describe actions in short statements (“He is throwing the ball.”)</p> <p>Names of parts of the body and bones</p> <p>Action verbs that show how the body moves, kick, jump, throw, etc.</p> <p>Higher content vocabulary: ligament, joint, muscles, etc.</p> <p>Irregular plurals: For example tooth, teeth, foot, feet, etc.</p> <p>Use of have as helping verb: He has to use many parts of the body to play basketball</p>	<p>Use correct form of have/has</p> <p>Recognize action words in sentences with “ing” and simple present</p> <p>Describe how actions are performed</p> <p>Participate in games and songs that use parts of the body Example: Simon Says</p> <p>Use correct form of irregular plurals</p> <p>Use conjunction “or” with “else”: “The girl as to bend her knees or else she will fall off the skateboard.”</p>	<p>Science/Health- Using a simple rubric to determine whether or not someone’s activities are healthy</p> <p>Character Education- Being and staying healthy is important for yourself and the community</p> <p>Language Arts – Write a short description of someone performing an activity or sport</p> <p>Cultural Holidays –Halloween- Why are skeletons scary?</p> <p>Math- Make a graph of the class’s favorite activities</p>	<p>Unit Test</p> <p>Worksheet exercises</p> <p>Make a poster of good health habits</p> <p>Use library or internet to research other body systems for a report</p> <p>Create and label a skeleton</p>

Body Parts and Skeleton (Cont.)

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	Exercise is an important role in staying healthy	Label body parts on diagrams Illustrate other words related to skeleton such as joint, muscles, ligaments and describe their function	Physical Education- Games Simon Says, Dances with verbal cues	
Resources: Essential Materials, Supplementary Materials, Links to Best Practices The Oxford Content Dictionary – Unit 30 The Parts of the Body and Unit 31 Body Systems Non-Fiction Leveled Readers Current Mainstream Science Text – (Check level for appropriateness) Literature – The Magic School Bus Inside the Human Body Song – Them Bones – Traditional			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Be aware of particular cultural beliefs that involve touching the body. For example, in some cultures, such as Thai culture, touching the top of one's head is taboo. Discussing the body is a good time to review health and hygiene. Visiting the nurse's office and reviewing proper hand washing is recommended. Use gym teachers as a resource for strategies to play safe indoor games.	

Coming to America

Targeted State Standards: WIDA Standard 5: The Language of Social Studies and WIDA Standard 2: The Language of Language Arts

Unit Objectives/Enduring Understandings: Students will be able to use correct verb forms when retelling events. Students will be able to respond in writing and discussions to open ended questions. Students will be able to write persuasive letters. Students will be able to compare/contrast the Pilgrim communities with modern communities. Students will be able to state reasons why many groups came to America and the meaning and significance of American landmarks and symbols.

Essential Questions: What are some of the reasons why many groups came to America? What do the Statue of Liberty and other American symbols represent?

Unit Assessment: Students will respond to topics by answering open ended questions and by writing persuasive letters.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Demonstrate ability to respond to basic and higher level questions in subject context.</p> <p>Demonstrate ability to engage in oral discourse in paired, small group, or whole group class activities to convey ideas.</p> <p>Demonstrate the ability to identify information from oral statements visually as points on Venn diagrams, timelines, and other visual aids.</p>	<p>The historical significance of Thanksgiving</p> <p>How Americans celebrate Thanksgiving</p> <p>Past tense verbs</p> <p>The language of open ended questions and responses</p> <p>Conjunctions and/but when comparing and contrasting</p> <p>Meaning and significance of American landmarks</p> <p>Vocabulary of American foods</p>	<p>Use past tense</p> <p>Recognize count and non-count nouns (food vocabulary)</p> <p>Restate questions</p> <p>Write a persuasive letter</p> <p>Read and respond to information and historical text.</p> <p>Gather information via library books or online sites to make a presentation or report.</p> <p>Compare/contrast Pilgrim children and children today</p>	<p>Science/health – Thanksgiving meal- Place traditional foods in a food pyramid</p> <p>Social Studies –Research Statue of Liberty, Liberty Bell, or other American symbols</p> <p>Character Education – Kindness and respect for different cultures (How the Pilgrims and Native Americans got along)</p>	<p>Unit test</p> <p>Workbook exercises</p> <p>Oral participation-asking questions</p> <p>Make a pop-up book of an American symbol</p> <p>Use writing rubric to score open ended and persuasive responses.</p>

Coming to America (Cont.)

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Mainstream Social Studies Text – Living in Our World – Chapter on Pilgrims</p> <p>Frank Schaeffer – Fall Holidays</p> <p>Song – Neil Diamond’s America – Music Text book</p> <p>How Many Days To America: A Thanksgiving Story by Eve Bunting</p> <p>Thanksgiving Day by Gail Gibbons</p> <p>Dear America – Thanksgiving Story – Video</p> <p>ESL Holiday Kit by Elizabeth Claire</p> <p>Schoolhouse Rock Video – America</p> <p>Pop Up Theater – Who Built The Statue of Liberty?</p> <p>Reader’s Theater – The Story of the Statue of Liberty</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Beginning students with support should be encouraged to use the 5WH question strategies to locate basic information and events in the unit.</p> <p>Emergent writers can list five things they are thankful for in an art project where they draw a turkey, and then write their sentences on the turkey’s feathers.</p> <p>More proficient students should attempt open ended questions and a persuasive letter. Suggestions for an open ended response: Why should Americans not eat turkey on Thanksgiving? –from the perspective of the turkey. For persuasive letter- Why should your friend move to America?</p> <p>As students progress in their ability to identify information from oral presentations, reading text and visual aids, they should be supported in drawing conclusions and interpreting information from the above listed prompts.</p>
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Winter Holidays

Targeted State Standards: WIDA Standard 2: The Language of Language Arts, WIDA Standard 3: The Language of Mathematics, and WIDA Standard 5: The Language of Social Studies

Unit Objectives/Enduring Understandings: Students will be able to compare and contrast winter holidays celebrated in the United States through discussion using a Venn diagram, reading of stories and recipes, and concrete descriptive writing.

Essential Questions: What is the same and what is different about the winter holidays celebrated in the United States? How are holiday shapes/symbols viewed and described through writing?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
Students will read and discuss different holiday stories, create a Venn diagram, make recipes, and use concrete descriptive writing.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
<p>Demonstrate knowledge of different winter holidays through discussion, non-fiction reading selections, and various activities.</p> <p>Demonstrate awareness of concrete descriptive writing through practice.</p> <p>Create a holiday dish by reading a recipe and using measurement.</p>	<p>How winter holidays in the United States are similar and different</p> <p>New winter holiday terminology</p> <p>How to express and create their awareness of the various winter holidays</p>	<p>Read and evaluate winter holiday, non-fiction stories</p> <p>Compare/contrast winter holidays</p> <p>Recognize adjectives</p> <p>Write descriptions of holiday shapes/symbols</p> <p>Read and create a holiday recipe</p>	<p>Reading skills- (non-fiction) read various stories about Hanukkah, Christmas, and Kwanzaa</p> <p>Social Studies Skills- compare/contrast holidays through discussion and by using a Venn diagram</p> <p>Math skills/writing skills- (concrete descriptive writing) write descriptions of shapes of holiday symbols, make a holiday dish by reading a recipe and using measurement</p>	<p>Oral participation/ Discussion- asking questions</p> <p>Correct completion of Venn diagram</p> <p>Concrete descriptive writing</p> <p>Holiday recipe</p>

Winter Holidays (Cont.)**Resources:** *Essential Materials, Supplementary Materials, Links to Best Practices*

Non-fiction, winter holiday stories about Hanukkah, Christmas, and Kwanzaa

Venn diagram

Writing paper/rubrics

Holiday recipe and ingredients/cooking materials

E.S.L./picture dictionaries

Instructional Adjustments: *Modifications, student difficulties, possible misunderstandings*

Based on reading level- individual, partner or whole group reading/discussion of stories and activities

Draw or view pictures of winter holiday terminology and symbols

Model concrete descriptive writing

Make holiday dish with students or guide them as they proceed through the process

New Year/New Beginnings

Targeted State Standards: WIDA Standard 2: The Language of Language Arts

Unit Objectives/Enduring Understandings: Students will be able to discuss and evaluate goals (long and short term) and story elements, complete reading responses, and create a pre-writing and simple paragraph writing piece about a New Year's Resolution.

Essential Questions: What is New Year's? What are the important story elements? What makes writing interesting?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)

Students will discuss the difference between long and short term goals, evaluate story elements, complete reading responses to stories, and create pre-writing and simple paragraph writing pieces.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
Demonstrate knowledge of long and short terms goals. Apply pre-writing and simple paragraph writing skills. Recognize various story elements. Complete reading responses.	Long and short term goals How to do pre-writing and simple paragraph writing How to identify story elements How to respond to reading responses	Read and evaluate story elements and respond to reading responses Understand, compare, and contrast goals, what they are and do for you Create pre-writing and simple paragraph writing	Discuss what goals are, make a list of goals for the new year and create a New Year's Resolution through pre-writing and simple paragraph writing Reading Skills- during read aloud books, discuss story elements with students (setting, plot, characters, problem, solution, etc.), have students complete reading responses with stories to record information Writing Skills- paragraphs, reading responses, composing simple stories, personal narratives	Oral participation/ Discussion- asking questions Pre-writing and simple paragraph writing Recognition of story elements Reading responses

New Year/New Beginnings (Cont.)**Resources:** *Essential Materials, Supplementary Materials, Links to Best Practices*

Pre-writing worksheet organizer

Writing paper/rubrics

Read aloud books/ reading responses

Story elements practice worksheet(s)

E.S.L./picture dictionaries

Instructional Adjustments: *Modifications, student difficulties, possible misunderstandings*

Based on reading level- individual, partner or whole group reading/discussion of stories and activities

Model pre-writing and simple paragraph writing and use examples

Use fill-in-the-blank worksheet(s) for story element practice and/or draw pictures

Non-Fiction Genres (Biographies)

Targeted State Standards: WIDA Standard 2: The Language of Language Arts, WIDA Standard 4: The Language of Science, WIDA Standard 5: The Language of Social Studies

Unit Objectives/Enduring Understandings: Students will be able to create poems, oral reports, research projects and an animal study.

Essential Questions: What can I learn from reading about famous people? How do I connect with their experiences? What is Black History month? What is President's Day? Why is this month and day important?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
Students will have an acrostic poem, biography poem, research project/oral report, and animal study given in written/oral form.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
Demonstrate knowledge of famous people, Black History month, and Presidents past and present. Demonstrate awareness of acrostic poem and biography poem writing through practice. Create a simple oral/research report. Complete an animal study.	New non-fiction genres (biographies) How to express and create their awareness of famous people such as presidents and black Americans how to complete an animal study How to create acrostic and biography poems and oral/research reports	Read and evaluate non-fiction genres (biographies) Write acrostic and biography poems and research reports Give oral reports Research through animal study	Language skills/Writing skills- acrostic poem writing, biography poem, and oral reports (accompanying a simple research project) Social Studies skills: complete a simple research project by choosing an influential person from a class list and sharing who they are and what they have contributed as important people to society, listen to jazz music and learn about its history	Oral participation/ Discussion- asking questions Acrostic and biography poem writing Oral report/simple research project Animal study

Non-Fiction Genres (Biographies) (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies <i>Technology Implementation/ Interdisciplinary Connections</i>	Assessment Check Points
			Science skills- Animal Study (groundhogs or penguins)- How do animals increase my knowledge and appreciation of the natural world? What resources can I use to obtain information about animals?	
Resources: <i>Essential Materials, Supplementary Materials, Links to Best Practices</i> Non-fiction genres (biographies) and animal stories Examples of poems and writing paper/rubrics Research materials for project- computer, books, magazines, etc. E.S.L./picture dictionaries			Instructional Adjustments: <i>Modifications, student difficulties, possible misunderstandings</i> Based on reading level- individual, partner or whole group reading/discussion of stories and activities Model acrostic and biography poems and use examples Give outlines and examples of the oral report/research project and animal study Students can choose other animals based on school wide curriculum.	

Author Study (Dr. Seuss)

Targeted State Standards: WIDA Standard 2: The Language of Language Arts

Unit Objectives/Enduring Understandings: Students will be able to outline a story by specifying the characters, setting, plot, problem, and solution. Students will be able to demonstrate writing as a process by using prewriting, drafting, revising, editing, and publishing. Students will be able to compose their own fictional “Wacky Wednesday” story by reading Wacky Wednesday by Dr. Seuss, creating their own Wacky Wednesday picture, and then by using the picture to plan and write a story. Students will be able to apply their understating of rhyming words by including rhyming words in their own fictional story.

Essential Questions: What do authors do to make their stories interesting and fun to read? What is story language? How can I write good stories?

Unit Assessment: (What is the authentic evidence that students have achieved the targeted standards/unit objectives?)
Fictional Story

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Demonstrate active listening behaviors in a variety of situations and for a variety of purposes.</p> <p>Demonstrate ability to engage in oral discourse in paired, small group, or whole class activities to convey ideas.</p> <p>Demonstrate writing as a process, using prewriting, drafting, revising, editing, and publishing.</p>	<p>Story Language:</p> <p>Characters</p> <p>Setting</p> <p>Plot (beginning, middle, end)</p> <p>Problem</p> <p>Solution</p> <p>Climax</p> <p>Story Mapping</p> <p>Prewriting</p> <p>Paragraphs</p> <p>Rhyming Words</p>	<p>Make connections with fictional stories</p> <p>Predict ideas in storylines based on titles and illustrated covers of fictional stories</p> <p>Story Mapping (outline settings, characters, plot, problem, and solution)</p> <p>Compare/contrast two characters, settings, or events using graphic organizers with a partner</p> <p>Produce and organize rhyming words</p>	<p>Character Education - kindness</p> <p>Reading - make connections (text-to-text, text-to-self, text-to-world), predict, summarize, and question</p> <p>Writing – story mapping, pre-writing, paragraphs, drafting, revising, editing, publishing, and rhyming</p> <p>Dress up like a Dr. Seuss character and act out a part of one of his books</p> <p>Have a guest reader come into the classroom to read to the students</p>	<p>Prewriting, drafting, revising, editing, and publishing fictional story</p> <p>Reading fictional story aloud</p>

Author Study (Dr. Seuss) (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
	Fact vs. Opinion	Use rhyming words in phrases or short sentences and create original stories or poems using rhyming words Create original stories from a series of pictures, wordless picture books, or personal experiences		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices -a variety of Dr. Seuss books - <u>Wacky Wednesday</u> by Dr. Seuss -Story Maps/Graphic Organizers (for prewriting)			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings More proficient students should be expected to write complete paragraphs and longer, more detailed stories.	

All About Earth

Targeted State Standards: WIDA Standard 4: The Language of Science and WIDA Standard 2: The Language of Language Arts, WIDA Standard 2: Students will be able to communicate information, ideas, and concepts necessary for academic success in Language Arts.

Unit Objectives/Enduring Understandings: Students will be able to read and use concept web organizers to reinforce science vocabulary. Students will be able to recognize root words, prefixes, and suffixes. Students will be able to clarify information using if/then statements. Students will be able to describe natural occurrences of the earth and why taking care of the earth is important.

Essential Questions: How does the earth change throughout the year? What are some of the natural phenomenon that occurs on earth? Why is it necessary to take care of the earth?

Unit Assessment: Students will create posters and dioramas that illustrate the water cycle, earth's rotation and revolution, and other natural phenomenon.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>Demonstrate ability to use academic vocabulary in science context.</p> <p>Demonstrate the ability to Identify and explain non-fiction text features that aid and contribute to comprehension.</p> <p>Demonstrate the ability to apply knowledge to various organizers and graphs.</p>	<p>Earth science concepts: rotation, revolution, water cycle, weather phenomenon, etc.</p> <p>Actions of humans affect the earth</p>	<p>Read captions and diagrams</p> <p>Analyze root words, suffixes, and prefixes – For example recycle, reuse, reduce evaporation, etc.</p> <p>Make cause/effect statements: Example- If people don't use waste baskets, then the streets will be dirty. etc.</p> <p>Use concept web maps and graphic organizers</p> <p>Collect, sort, and recycle materials or use other energy sources based on labels and realia</p>	<p>Character education- Responsibility – Taking care of the earth</p> <p>Math – reading temperature in Celsius and Fahrenheit, circumference, diameter of the earth</p> <p>Research skills using media centers</p> <p>Language Arts- Poetry, folklore, Native American tales that explain natural occurrences on Earth</p> <p>Social Studies – Clothing and activities throughout the year</p>	<p>Unit Test</p> <p>Workbook exercises</p> <p>Making charts and diagrams</p> <p>Using rubric assessments for project presentations</p> <p>Create environmental poster that show ways to conserve energy and save water</p> <p>Create a poster illustrating the water cycle</p>

All About Earth (Cont.)

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
		Discuss solutions to environmental problems in text		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Science Mainstream Program – Check for appropriate Level Leveled Science non-fiction readers Leveled Fiction Readers – Genre Folklore and Legends Graphic Organizers Units from Oxford Content Dictionary – Weather, Climates and Land Biomes, The Earth and Its Landforms, Our Environment Videos- National Geographic – Schoolhouse Rock Science Reader's Theater – All Through The Year Suggested Literature- Magic School Bus (Earth Science Themes) by Joanna Cole, Weather Words and What They Mean by Gail Gibbons, The Water's Journey by Eleanore Schmid, The Reason for Seasons by Gail Gibbons			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings This earth science unit can be extended to include volcanoes, landforms, rocks, the solar system etc. which will also provide opportunities in non-fiction passages and texts and can be modified according to the level of the students. Modifications for beginners may consist of the following: creating picture dictionary of content words, locating new words in text, and pairing up with more advanced students to practice saying and reading content vocabulary. More proficient students should be encouraged to complete projects outlined in this unit and/or supported in mainstream classroom projects.	

APPENDICES

**Public Schools of Edison Township
Divisions of Curriculum and Instruction**

Draft 14

Essential Instructional Behaviors

Edison's Essential Instructional Behaviors are a collaboratively developed statement of effective teaching from pre-school through Grade 12. This statement of instructional expectations is intended as a framework and overall guide for teachers, supervisors, and administrators; its use as an observation checklist is inappropriate.

1. Planning which Sets the Stage for Learning and Assessment

Does the planning show evidence of:

- a. units and lessons directly related to learner needs, the written curriculum, the New Jersey Core Content Curriculum Standards (NJCCCS), and the Cumulative Progress Indicators (CPI)?
- b. measurable objectives that are based on diagnosis of learner needs and readiness levels and reflective of the written curriculum, the NJCCCS, and the CPI?
- c. lesson design sequenced to make meaningful connections to overarching concepts and essential questions?
- d. provision for effective use of available materials, technology and outside resources?
- e. accurate knowledge of subject matter?
- f. multiple means of formative and summative assessment, including performance assessment, that are authentic in nature and realistically measure learner understanding?
- g. differentiation of instructional content, processes and/or products reflecting differences in learner interests, readiness levels, and learning styles?
- h. provision for classroom furniture and physical resources to be arranged in a way that supports student interaction, lesson objectives, and learning activities?

2. Observed Learner Behavior that Leads to Student Achievement

Does the lesson show evidence of:

- a. learners actively engaged throughout the lesson in on-task learning activities?
- b. learners engaged in authentic learning activities that support reading such as read alouds, guided reading, and independent reading utilizing active reading strategies to deepen comprehension (for example inferencing, predicting, analyzing, and critiquing)?
- c. learners engaged in authentic learning activities that promote writing such as journals, learning logs, creative pieces, letters, charts, notes, graphic organizers and research reports that connect to and extend learning in the content area?
- d. learners engaged in authentic learning activities that promote listening, speaking, viewing skills and strategies to understand and interpret audio and visual media?
- e. learners engaged in a variety of grouping strategies including individual conferences with the teacher, learning partners, cooperative learning structures, and whole-class discussion?
- f. learners actively processing the lesson content through closure activities throughout the lesson?
- g. learners connecting lesson content to their prior knowledge, interests, and personal lives?
- h. learners demonstrating increasingly complex levels of understanding as evidenced through their growing perspective, empathy, and self-knowledge as they relate to the academic content?
- i. learners developing their own voice and increasing independence and responsibility for their learning?
- j. learners receiving appropriate modifications and accommodations to support their learning?

3. Reflective Teaching which Informs Instruction and Lesson Design

Does the instruction show evidence of:

- a. differentiation to meet the needs of all learners, including those with Individualized Education Plans?
- b. modification of content, strategies, materials and assessment based on the interest and immediate needs of students during the lesson?
- c. formative assessment of the learning before, during, and after the lesson, to provide timely feedback to learners and adjust instruction accordingly?
- d. the use of formative assessment by both teacher and student to make decisions about what actions to take to promote further learning?
- e. use of strategies for concept building including inductive learning, discovery-learning and inquiry activities?
- f. use of prior knowledge to build background information through such strategies as anticipatory set, K-W-L, and prediction brainstorm?
- g. deliberate teacher modeling of effective thinking and learning strategies during the lesson?
- h. understanding of current research on how the brain takes in and processes information and how that information can be used to enhance instruction?
- i. awareness of the preferred informational processing strategies of learners who are technologically sophisticated and the use of appropriate strategies to engage them and assist their learning?
- j. activities that address the visual, auditory, and kinesthetic learning modalities of learners?
- k. use of questioning strategies that promote discussion, problem solving, and higher levels of thinking?
- l. use of graphic organizers and hands-on manipulatives?
- m. creation of an environment which is learner-centered, content rich, and reflective of learner efforts in which children feel free to take risks and learn by trial and error?
- n. development of a climate of mutual respect in the classroom, one that is considerate of and addresses differences in culture, race, gender, and readiness levels?
- o. transmission of proactive rules and routines which students have internalized and effective use of relationship-preserving desists when students break rules or fail to follow procedures?

4. Responsibilities and Characteristics which Help Define the Profession

Does the teacher show evidence of:

- a. continuing the pursuit of knowledge of subject matter and current research on effective practices in teaching and learning, particularly as they tie into changes in culture and technology?
- b. maintaining accurate records and completing forms/reports in a timely manner?
- c. communicating with parents about their child's progress and the instructional process?
- d. treating learners with care, fairness, and respect?
- e. working collaboratively and cooperatively with colleagues and other school personnel?
- f. presenting a professional demeanor?

Appendix B

Using Multiple Criteria for Program Entry and Exit

Districts must continue to use multiple indicators, as specified in code [N.J.A.C. 6A:15-1.3(c) and 6A:15-1.10(b)] to determine which students need English as a Second Language (ESL) and/or bilingual program support and which students can function independently in a monolingual English classroom. These indicators must be used for both identification of LEP students and for determining readiness to exit from bilingual/ESL/ELS program services

MACII Test of English Language Proficiency

Questar Assessment

Use the Standard Score Cut Points to determine program placement. A student scoring below the cut point for the appropriate grade and time of year can be considered limited English proficient.

Standard Score Cut Points*				
Test Level	Grade	Fall	Spring	SEM**
Red	K	210	220	8
	1	566	588	14
Blue	2	548	564	12
	3	558	574	12
Orange	4	543	559	10
	5	556	569	11
Ivory	6	545	557	10
	7	551	562	10
	8	555	567	10
Tan	9	549	560	10
	10	558	570	11
	11	568	583	11
	12	580	593	11

*For grades 1-12, cut points are set for Total Battery scores. For grade K, cut points are set in terms of total Speaking and Listening scores.

**The standard error of measurement (SEM) of a test is a measure of reliability that represents the amount by which a score may vary due to errors of measurement. Thus, the larger the SEM, the greater the likelihood that a student might be misclassified. The SEM can be used to establish a band within which errors are most probable. For students whose scores fall within the band defined by the cut score plus or minus one SEM (e.g., 539 to 559 for Fall, 9th grade), additional data should be used to corroborate the placements.



English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 5

2007 Edition

ALABAMA, DELAWARE, DISTRICT OF COLUMBIA, GEORGIA, ILLINOIS, KENTUCKY,
MAINE, MISSISSIPPI, NEW HAMPSHIRE, NEW JERSEY, NORTH CAROLINA, NORTH DAKOTA, OKLAHOMA,
PENNSYLVANIA, RHODE ISLAND, SOUTH DAKOTA, VERMONT, VIRGINIA AND WISCONSIN

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About the WIDA English Language Proficiency Standards

WIDA's English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade 12: Frameworks for Formative and Summative Assessment and Instruction, 2007 edition, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. WIDA's vision of language proficiency encompasses both social and academic contexts tied to schooling, particularly to standards, curriculum, and instruction. By developing these English language proficiency (ELP) standards, first published in 2004, the WIDA Consortium has responded to this emergent vision to link language learning with academic content. Furthermore, these ELP standards guide the development of test blueprints, task specifications, and ELP measures, primarily WIDA's ACCESS for ELLs* test.

Originally developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant, the standards are designed for the many audiences in the field of education who are impacted by English language learners (ELLs). This second edition reflects an evolving understanding of the needs of ELLs and their educators in the use of the ELP standards as an instructional and assessment tool.

Organization of the Standards

There are five WIDA ELP Standards, which appear in two frameworks: Summative (the outcomes of learning) and Formative (the processes of learning). The standards, identical for both frameworks, reflect the social and academic dimensions of acquiring a second language that are expected of ELLs in grade levels PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for English language

development. Overall, the standards center on the language needed and used by ELLs to succeed in school.

Each standard is organized by grade level cluster (PreK-K, grades 1-2, grades 3-5, grades 6-8, and grades 9-12) and by language domain (listening, speaking, reading, and writing). Within each grade cluster and domain, there are five model performance indicators (MPIs), one for each language proficiency level from 1, Entering, to 5, Bridging. All five MPIs focus on the same example topic from a content area reflected in the standard, forming a "strand" that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support through level 4 (e.g., pictures or illustrations, working in small groups). The components of the ELP standards, from frameworks down to the elements of an MPI, work together to form the standards document, a critical tool for educators of ELLs for curriculum development, instruction and assessment.

The WIDA English Language Proficiency Standards

- *English Language Proficiency Standard 1:* English language learners communicate for **Social** and **Instructional** purposes within the school setting.
- *English Language Proficiency Standard 2:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *English Language Proficiency Standard 3:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *English Language Proficiency Standard 4:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *English Language Proficiency Standard 5:* English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

The ELP standards are often abbreviated as Social and Instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies.

The Language Proficiency Levels and Performance Definitions

The five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the attainment of English language proficiency. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards. The Performance Definitions define the expectations of students at each proficiency level. The definitions encompass three criteria: linguistic complexity—the amount and quality of speech or writing for a given situation; vocabulary usage—the specificity of words or phrases for a given context; and language control—the comprehensibility of the communication based on the amount and types of errors.


The Performance Definitions (see page 3) are a key component of the standards documents, and the use of the standards and corresponding MPIs must be in conjunction with the Performance Definitions. The MPIs, delineated by language proficiency level, give expectations for what students should be able to process and produce at a given proficiency level. The Performance Definitions describe how well the student can or should be expected to do so. For example, the language function “describe” appears in MPIs at levels 1-4. What language does a student at language proficiency level 2 need to produce in order to “describe”? What can he or she reasonably be expected to process to understand a description? How does this compare with a student at language proficiency level 4? The language

function “describe” for a level 2 student may mean producing or comprehending phrases or short sentences using common adjectives and modifiers, whereas a level 4 student may be expected to process or use extended discourse incorporating relative clauses, similes or metaphors. This example illustrates how the Performance Definitions are an essential companion to the strands of MPIs.



Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics <ul style="list-style-type: none"> • Assignments • Classroom supplies/Resources • Following directions • Health & safety • Information gathering • Leisure activities • Opinions • Personal experiences • Personal information • Rules & procedures 	Example Genres <ul style="list-style-type: none"> • Biographies & autobiographies • Fables • Fairy tales • Fantasies • Folkllore • Informational texts • Legends • Mysteries • Myths • Narratives • Prose • Science fiction • Tall tales Example Topics <ul style="list-style-type: none"> • Affixes & root words • Comprehension strategies • Conventions & mechanics • Editing & revising • Explicit & inferential information • Fact or opinion • Fluency strategies • Hyperbole • Main ideas/Details • Organization of texts • Phonemes/Phonology • Points of view • Story elements & types of genres • Story grammar • Text structure & organization 	Example Topics <ul style="list-style-type: none"> • Angles • Area • Attributes of two- and three-dimensional shapes • Basic operations (Multiplication & Division) • Cost/Money • Data analysis • Decimals • Descriptive statistics • Fractions • Large whole numbers • Metric system • Patterns & Relationships • Percent • Perimeter • Place value • Polygons • Scale • Sets • Strategies for problem solving 	Example Topics <ul style="list-style-type: none"> • Body systems • Cells & organisms • Earth history/Materials • Ecology & conservation • Ecosystems • Electricity • Energy sources • Foods & nutrition • Forces of nature • Fossils • Geological forms • Heat • Living systems • Magnetism • Natural resources • Nature • Reproduction & heredity • Scientific inquiry • Simple machines • Solar system • States of matter • Weather patterns 	Example Topics <ul style="list-style-type: none"> • Ancient civilizations • Branches of government • Colonization • Communities • Cross-cultural experiences • Explorers • Goods & services • Historical events, figures & leaders • Immigration/Migration • Legends & scales • Maps & globes/Locations • Needs of groups, societies & cultures • Neighbors North & South • Prehistoric animals • Resources & products • Times long ago • Tools & artifacts • Topography: rivers, coasts, mountains, deserts, plains • Trade routes • U.S. documents • U.S. regions

ELP Standard 1: Social and Instructional Language, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Classroom supplies/ Resources	Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")	Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.")	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")	
SPEAKING	Information gathering	Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2	Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2	Ask questions to obtain information to share with peers in L1 or L2	Clarify information by restating or rephrasing ideas to peers in L1 or L2	Offer specific information that supports ideas with peers	
READING	Personal experiences	Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with those in illustrated text	Evaluate validity of information in grade-level text based on personal experiences	
WRITING	Health & safety	Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2	Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Following directions	Follow one-step oral commands supported visually or modeled	Follow two-step oral commands supported visually that involve language of request (e.g., "Please open your book <i>and</i> point to a picture.")	Follow multi-step oral commands supported visually that incorporate language of request (e.g., "I'm asking you to close your book, put it in your desk and get in line.")	Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to... Then, please... Finally,...")	Follow multiple linguistically complex oral directions that involve language of request (e.g., "Before you wash your hands, please be so kind as to clean up the mess under your desk.")	
SPEAKING	Personal information/Opinions	Produce words in response to WH-questions about self from picture prompts and models	Produce phrases or short sentences in response to personal, open-ended questions from picture prompts	Use sentences to provide information about self or opinions in response to picture prompts	Express connected ideas to relate personal information or opinions using picture prompts	Provide extended discourse with justification in regard to personal information or opinions	
READING	Leisure activities	Select general themes related to leisure activities from pictures and words or phrases (e.g., "Play ball.")	Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule)	Identify overall message from visually or graphically supported examples of leisure activities	Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October)	Infer information on leisure activities from text (e.g., soccer team's travel schedule)	
WRITING	Rules or procedures	Produce words/phrases associated with school rules or procedures from illustrated scenes and models	List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls.")	Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom)	Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations	Discuss or propose modifications to or consequences of breaking school rules or procedures	

ELP Standard 2: The Language of Language Arts, Formative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre	Match pictures to individual clues based on oral statements with a partner	Identify pictures associated with solutions to short mysteries read aloud with a partner	Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups	Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups	Apply analogies of events or characters in mysteries read aloud to students' lives
	Mysteries					
	Example Topic	Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension	Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension	Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies	Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")
	Comprehension strategies					
SPEAKING	Example Genre	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Provide details of pictures of imaginary people, objects or situations to peers	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Make up fantasies about imaginary people, objects or situations and share with peers
	Fantasies					
	Example Topic	Describe self with words and gestures (e.g., features, likes and dislikes)	Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers	Compare self with characters in literary works using graphic organizers or technology	Compare self with motives or points of view of characters in literary works using graphic organizers or technology	Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology
	Points of view					

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	Example Genre	Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity	Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity	Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity	Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity	Synthesize biographical information of two persons from grade-level material to form opinions on people	
	Biographies & autobiographies						
	Example Topic	Match labels or identify facts from illustrations and phrases (e.g., "I see...", "There is...")	Identify language associated with fact in fiction or non-fiction illustrated paragraphs (e.g., "I know that...", "It is true that...")	Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., "I think that...", "We believe that...", "It could be...")	Differentiate between statements of fact and opinion found in various illustrated reading selections	Identify authors' purpose associated with fact or opinion in fiction or non-fiction from grade-level text	
	Fact or opinion						
	Fluency strategies	Use cues for sounding out unfamiliar words with accompanying visuals	Match visually supported context cues with statements to find meaning and facilitate fluency	Show how to use punctuation cues to facilitate expression and fluency with visually supported text	Identify self-monitoring and self-correcting strategies to increase fluency with visually supported text	Apply strategies to adjust pace and expression while reading orally	
WRITING	Example Genre	Respond to illustrated events using words or phrases based on models in round tables with peers	List illustrated events using phrases or short sentences based on models in round tables with peers	Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers	Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits	Produce grade-level narrative stories or reports using process writing	
	Narratives						
	Example Topic	Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision	Create phrases/short sentences from models and check with a partner for edits and revision	Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback	Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews	Self-assess to edit and revise writing to produce final drafts	
	Editing & revising						

ELP Standard 2: The Language of Language Arts, Summative Framework



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre	Match pictures to individual clues based on oral statements	Identify pictures associated with solutions to short mysteries read aloud	Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions	Sequence pictures of clues/pieces of evidence from mysteries read aloud	Apply analogies of events or characters in mysteries read aloud to students' lives
	Mysteries					
	Example Topic	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade-level materials
	Explicit & inferential information					
SPEAKING	Example Genre	Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations	Describe pictures of imaginary people, objects or situations	Provide details of pictures of imaginary people, objects or situations	Complete scenarios from pictures of imaginary people, objects or situations	Make up fantasies about imaginary people, objects or situations
	Fantasies					
	Example Topic	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres supported by illustrations	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Propose options or solutions to issues in various genres and support responses with details
	Story elements & types of genres					

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reading
READING	Example Genre	Find identifying information on biographies from illustrations, words or phrases	Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines)	Sort relevant from irrelevant biographical information using illustrations and graphic organizers	Compare/contrast biographical information of two persons using illustrations and graphic organizers	Synthesize biographical information of two persons from grade-level material to form opinions on people	
	Biographies & autobiographies						
	Example Topic	Find identifying information illustrative of main ideas from illustrations, words or phrases	Sort main ideas and details from sentences using visual support and graphic organizers	Match main ideas with their details from paragraphs using visual support and graphic organizers	Interpret text to identify main ideas and details from multiple paragraphs using visual or graphic support	Form or infer main ideas from details using grade-level materials	
	Main ideas & details						
WRITING	Example Genre	Respond to illustrated events using words or phrases based on models	List illustrated events using phrases or short sentences based on models	Depict a series of illustrated events using related sentences in narrative form based on models	Sequence a series of illustrated events using paragraph transitions in narrative form based on models	Produce grade-level narrative stories or reports	
	Narratives						
	Example Topic	Identify basic conventions or mechanics in text (e.g., use of capital letters)	Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks)	Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series)	Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives)	Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")	
	Conventions & mechanics						

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Cost/Money	Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner	Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more, X or Y?") with a partner	Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is the most expensive?") with a partner	Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs <i>under</i> \$1000?") with a partner	Make conditional purchases of goods from oral questions (e.g., "If you had \$1000, which items would you buy?")	
SPEAKING	Basic operations	Repeat information about math operations using realia or manipulatives and teacher models (e.g., "Here are 3 groups of 4.") in L1 or L2	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2	Connect new information about math operations to previous experiences using realia or manipulatives	Explain or discuss uses of information about math operations using realia or manipulatives	Integrate or synthesize information about math operations to create own problems	
READING	Scale	Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.")	Create scale drawings from diagrams or models and written directions in a small group	Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group	Reproduce scale models from diagrams and written sets of directions in a small group	Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)	
WRITING	Fractions	Label fractional parts of diagrams or realia from number word banks	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Create original problems involving fractions embedded in scenarios or situations	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Descriptive statistics	Mark position/ location of numbers or illustrated objects from oral commands (e.g., "top," "bottom," "middle")	Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., "most," "least")	Match general and some specific language associated with descriptive statistics to illustrated oral examples	Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse	Apply technical language related to descriptive statistics to grade-level oral scenarios (e.g., "mean," "mode," "median," "range")	
SPEAKING	Strategies for problem solving	State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times")	Use general vocabulary in math sentences from illustrated examples (e.g., "You <i>times</i> three <i>by</i> five.")	Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?" "Which number is to the left?")	Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., "How many are <i>left</i> ?" means, "What is the <i>remainder</i> ?")	Explain different ways of problem solving using grade-level examples using specific or technical vocabulary	
READING	Large whole numbers	Identify large whole numbers from pictures and models (e.g., "This number has 7 places.")	Identify large whole numbers from pictures or models and phrases or short sentences	Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)	Compare examples of large whole numbers presented in pictures and text	Match situations to use of large whole numbers from grade-level text	
WRITING	Three-dimensional shapes	Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms)	Make lists of real-world examples of three-dimensional shapes from labeled models	Describe attributes of three-dimensional shapes from labeled models	Compare/contrast attributes of three-dimensional shapes from labeled models or charts (e.g., "A ___ is like a ___ because ___.")	Incorporate descriptions of three-dimensional shapes into real-world situations	

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Foods & nutrition	Choose foods from realia, magazines or newspapers following oral directions	Classify foods from realia, magazines or newspapers following oral directions	Compare choices of foods by following oral directions with visual support	Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious food in this group.")	Design meals by making choices of foods following a series of oral descriptions	
SPEAKING	Nature	Organize and identify natural phenomena from real-life examples (e.g., "leaves," "insects," "rocks") in small groups	Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary	
READING	Ecology & conservation	Sort real-life objects according to labels (e.g., recyclable and not recyclable)	Identify ways to conserve from pictures and written text	Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Find solutions to conservation issues presented in illustrated texts or websites	Research better or new ways to conserve using grade-level materials	
WRITING	Earth's history	Label features of the Earth based on diagrams or models (e.g., its layers)	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences	Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs	Compose fictional and non-fictional multi-paragraph pieces about the Earth's features	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	States of matter	Identify examples of states of matter from oral statements with visual support	Distinguish among examples of states of matter from oral statements and visual support	Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Hypothesize change in states of matter based on oral descriptions and visual support (e.g., "I take ice cubes out of the freezer. I put them in the sun. What will happen?")	Determine relationships between states of matter from oral discourse	Level 6 - Reaching
SPEAKING	Body or living systems	Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")	Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")	Describe functions of systems or their parts using visual support	Discuss importance or usefulness of systems or their parts using visual support	Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?")	
READING	Earth materials	Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	Sort descriptive phrases according to pictures of earth materials	Differentiate among earth materials using charts, tables or graphic organizers	Interpret information on earth materials from charts, tables or graphic organizers	Apply information on earth materials to new contexts using grade-level text	
WRITING	Solar system	Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars")	Describe features of astronomical objects from labeled diagrams	Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)	Discuss relationships between astronomical objects from diagrams or graphs	Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)	

ELP Standard 5: The Language of Social Studies, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Tools & artifacts Time long ago	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies	
SPEAKING	Maps & globes/ Locations	Locate and show places on maps or globes (e.g., "Here is Delaware.") in L1 or L2 with a partner	Define locations of places on maps or globes (e.g., using relational language "Wisconsin is <i>between</i> Minnesota and Michigan.") in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.")	
READING	Immigration/ Migration	Trace immigration/ migration routes on globes or maps with a partner	Match immigration/ migration routes on globes or maps to text and share with a partner	Organize information on immigration/ migration based on investigation using graphic or visual support with a partner	Compare information on immigration/ migration based on investigation (e.g. in websites, newspapers or libraries) using graphic or visual support with a partner	Identify reasons or explanations for immigration/migration based on investigation using grade-level multicultural texts	
WRITING	Historical events	Reproduce historical highlights from labeled timelines or visually supported headlines	Create phrases or short sentences from timelines or visually supported headlines	Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text	Produce reports by summarizing information (e.g., using first person)	Compose historical documentaries from multiple sources (e.g., using third person)	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Trade routes	Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps)	Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps)	Order or sequence information on trade routes from oral directions supported visually or graphically	Interpret information on trade routes from oral descriptions supported visually or graphically	Draw conclusions from information on trade routes from oral discourse supported visually or graphically	
SPEAKING	Explorers	Provide information about explorers depicted in illustrated scenes	Give examples of what explorers do or did from illustrated scenes	State reasons for exploration from maps, charts or timelines	Compare/contrast accomplishments of explorers from maps, charts or timelines	Explain, with details, contributions of explorers to history	
READING	Historical events, figures, & leaders	Match examples of historical events with illustrations and labels	Identify features, people or historical events depicted in illustrations and phrases	Compare/contrast different time periods or people using graphic organizers and sentences	Interpret effects of historical events on people's lives during different time periods using graphic organizers and text	Detect trends based on historical events or people's actions using grade-level text	
WRITING	Communities & regions	Label features of communities or regions depicted in pictures or maps	Describe communities or regions depicted in pictures or maps	Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources)	Discuss relationships between communities or regions depicted in pictures or maps	Analyze resources of communities or regions and discuss accomplishments or needs	