

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

ESL: GRADES K-2

Length of Course:	<u>Full Year</u>
Elective/Required:	<u>Required</u>
Schools:	<u>Elementary: JMP, MAR, & WAS</u>
Eligibility:	<u>Grades K-2</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. School**
- 2. Home & Family**
- 3. All About Me**
- 4. Food**
- 5. Neighborhood**
- 6. Transportation**
- 7. Seasons & Weather**
- 8. Plants**
- 9. Animals**

Animals

Targeted Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Conceptual Understandings: Students will be able to understand animals have different characteristics and live in different environments.

Essential Questions: What characteristics distinguish animals from one another?

Unit Assessment: Students will classify pictures of animals by using various characteristics and explain their groupings.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of animals; words, WH questions or statements with visual support; general language related to animals; phrases or short sentences; specific language related to animals; expanded sentences in oral interaction or written 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 ; 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	Animal vocabulary Animal sounds Animals grow and change Animal characteristics Animal environments Names of baby animals	Match outlines of animals to pictures Sort pictures of animals in various ways Partner animals with their young Dramatize being as animals Discriminate animals by their sounds Discuss animal characteristics	Social/instructional language - games, music and movement, finger plays, riddles Literacy - phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies Writing - personal response, shared writing, interactive writing, independent writing Technology - Kidspiration Social Studies - Identifying habitats on a map Math - charting skills Art - bird feeders	Student participation Ongoing observation Anecdotal records Sort Workbook pages Unit test

Animals (cont.)

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Hampton Brown Avenues, Levels A, B, C (All Components) Edison Township Public Schools Balanced Literacy Guides K , 1, 2 WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5 Animal picture cards Animal manipulatives Maps Teacher's supplemental materials</p> <p>Suggested book list: <u>Brown Bear, Brown Bear, What Do You See?</u> by Martin <u>Polar Bear, Polar Bear, What Do You Hear?</u> by Martin <u>Goodnight Owl</u> by Hutchins <u>Wild Animals</u> by Wildsmith <u>The Remarkable Egg</u> by Krauss <u>Pet Show</u> by Keats <u>Come to the Farm</u> by Tense <u>Rosie's Walk</u> by Hutchins <u>The Little Red Hen</u> by McQueen</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Modify for varying proficiency levels, multiple intelligences, and grade levels.</p>
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Plants

Targeted Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Conceptual Understandings: Students will be able to understand that plants are living things that grow and change.

Essential Questions: How do plants grow and change?

Unit Assessment: Throughout the unit the students will maintain a logbook for planted pea seeds. Students will describe and illustrate their observations of the changing plant, chart its growth, and identify its needs.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of animals; words, WH questions or statements with visual support; general language related to animals; phrases or short sentences; specific language related to animals; expanded sentences in oral interaction or written 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 ; 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	Plants are living things Plants have many parts Plant parts have special functions Life cycle of a plant Needs of a plant People and animals need plants There are many different kinds of plants in many different environments What comes from plants	Draw and label parts of a plant Describe the function of each plant part Sequence the life cycle of a plant List many different types of plants and identify their environment Distinguish between edible and non-edible parts of different plants Understand the need for plants Explore the scientific process Observe and record data on a growing and changing plant	Science - Watching roots grow (planting lima beans) The function of a stem (celery stalk investigation) Leaves grow and change (observe and record leaf growth) Planting seeds (logging the life cycle) Math - Graphing number of seeds in different fruit Seed search sort Art - Flower garden mural Stamped vegetable garden Literacy – phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies Writing - personal response, shared writing, interactive writing, independent writing	Student participation Ongoing observation Anecdotal records Sort Graph Drawing and labeling of plant Logbook Workbook pages Unit test

Plants (cont.)

<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Hampton Brown Avenues, Levels A, B, C (All Components) Edison Township Public Schools Balanced Literacy Guides K , 1, 2 WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5 Teacher’s supplemental materials</p> <p>Suggested book list: <u>From Seed to Plant</u> by Gibbons <u>How Plants Get Food</u> by Goldish <u>What Makes a Flower Grow</u> by Mayes <u>Jack’s Garden</u> by Cole <u>The Tree</u> by Jeunesse <u>I am a Leaf</u> by Marzollo <u>The Carrot Seed</u> by Krauss</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Modify for varying proficiency levels, multiple intelligences, and grade levels.</p>
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Transportation

Targeted Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Conceptual Understandings: Students will be able to understand that there are many different modes of transportation.

Essential Questions: How can people move from one place to another?

Unit Assessment: Students will create a transportation collage by labeling and classifying vehicles by air, land, or water.

	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
Demonstrate active listening skills. Demonstrate ability to repeat modeled words, phrases and sentences. Identify and explain different modes of transportation. Use pictures and context clues. Participate in classroom games.	Names of transportation Environments for different modes of transportation Purpose of transportation Road signs	Name different modes of transportation Determine where vehicles travel (air, land, water) Describe the purpose of different modes of transportation Recognize and explain road signs	Social/instructional language - games, music, and movement Math - sorting different modes of transportation, graphing "How do you get to school?" Social studies - transportation past and present Art - popsicle stick train track, graham cracker traffic light, safety poster Literacy - phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies Writing - personal response, shared writing, interactive writing, independent writing	Student participation Ongoing observation Anecdotal records Sort Collage Workbook pages Unit test

Transportation (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Hampton Brown Avenues, Levels A, B, C (All Components)
 Edison Township public Schools Balanced Literacy Guides K , 1, 2
 WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5
 Transportation flashcards
 Transportation manipulatives
 Road sign posters
 Kidsongs- Trains, Planes, Boats, Cars by Rising & Fuller
 Teacher's supplemental materials

Suggested book list:

To Town by Cowley

The Little Engine that Could by Piper

The Wheels on the Bus by Zelinsky

Trucks by Crews

Airplanes by Barton

Things that Go by Burton

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Modify for varying proficiency levels, multiple intelligences, and grade levels.

Foods

Targeted State Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Enduring Understandings: Students will be able to understand language related to food and that food items are cultural and differ in different countries.

Essential Questions: What are the names of foods that are common in the United States of America? Where does it come from? Where can I get it?

Unit Assessment: Students will describe orally and write about a meal that they have created either real or imagined.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of food; words, WH questions or statements with visual support; general language related to food; phrases or short sentences; specific language related to food; expanded sentences in oral interaction or written 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 ; 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	Names of foods Places to buy foods Where food comes from Foods commonly eaten at different meal times Tools associated with food preparation How to follow a recipe How to write a recipe/ How to sequence a pictorial recipe The difference between vegetable and fruit	Match written names of foods to pictures Name locations where food can be purchased i.e. bakery, grocery store, restaurants, markets, cafe Name common items eaten at breakfast, lunch, and dinner. Describe the purpose of certain kitchen tools Sequentially follow a recipe to make a simple food. Write a “how to” for a simple recipe. Sort vegetables and fruits into two different categories.	Social/instructional language-games, music and movement. Order items from a menu. Math- Follow recipe amounts to make a simple food. Graph student responses to survey of favorite foods. Social studies-Take a survey of other students’ favorite foods. Explore where food comes from. Art- Draw their favorite meal and describe what is on their plate. Literacy– phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies Writing- personal response, shared writing, interactive writing, independent writing	Student participation Ongoing observation Anecdotal records Workbook pages Unit test

Foods (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Pictures /realia of foods

Hampton Brown Avenues, Levels A, B, C (All Components)

Edison Township Public Schools Balanced Literacy Guides K, 1, 2

WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5

Teacher's supplemental materials

Suggested book list:

Growing Vegetable Soup by Lois Ehlert

Pancakes for Breakfast by Tomie DePaola

Bread Bread Bread by Ann Morris

From Wheat to Bread by Stacy Taus-Bolstad

Maisy Goes Shopping by Lucy Cousins

Pots and Pans by Rockwell

The Boy Who Loved Dumplings by Lisa Trumbauer and Sandra S. Yamate

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Modify for varying proficiency levels, multiple intelligences, and grade levels.

Neighborhood and Correlating Occupations

Targeted State Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Enduring Understandings: Students will be able to understand language related to the neighborhood.

Essential Questions: Where can my family go to meet their life needs?

Unit Assessment: Students will illustrate a community building, describe its function in the community, its workers and their tasks.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of the neighborhood; words, WH questions or statements with visual support; general language related to the neighborhood; phrases or short sentences; specific language related to the neighborhood; expanded sentences in oral interaction or written 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 ; 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	<p>Names of buildings</p> <p>Functions of different types of businesses and community buildings</p> <p>Occupations and functions of the people working in the businesses and community buildings</p> <p>Tools associated with the different occupations</p> <p>The differences between a city and a rural area</p>	<p>Name different buildings (e.g. Laundromat, bakery, post office)</p> <p>Explain what you do at each building (e.g. wash clothes, buy cakes)</p> <p>Describe the title and functions of those that work at each establishment</p> <p>Describe and classify the tools used by each of the workers</p> <p>Describe things you might see in a city or in a rural environment</p> <p>Classify workers as providing a service or a good</p>	<p>Social/instructional language - games, music, and movement</p> <p>Math - comparing the size of buildings</p> <p>Social studies - Interview staff in school about their occupation. Matching tools to occupations</p> <p>Art - Draw a picture of a building in a neighborhood</p> <p>Literacy - phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies</p> <p>Writing - personal response, shared writing, interactive writing, independent writing</p>	<p>Student participation</p> <p>Ongoing observation</p> <p>Anecdotal records</p> <p>Workbook pages</p> <p>Unit test</p> <p>Sorting items in a city vs. items in a rural environment.</p>

Neighborhood and Correlating Occupations (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Pictures of people working in different occupations
Pictures of tools that are used in different occupations
Hampton Brown Avenues, Levels A, B, C (All Components)
Edison Township Public Schools Balanced Literacy Guides K, 1, 2
WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5
Teacher's supplemental materials

Suggested book list:

Knuffle Bunny by Mo Willems

Niki's Walk by Jane Tanner

Little Nino's Pizzeria by Karen Barbour

Bear About Town by Stella Blackstone

City Mouse and Country Mouse – A classic fairytale

Wow City by Robert Neubecker

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Modify for varying proficiency levels, multiple intelligences, and grade levels.

All About Me

Targeted State Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Enduring Understandings: Students will be able to identify body parts, identify each of the five senses, identify feelings and express personal preferences.

Essential Questions: What are the names for the parts of my body in English? Which parts of my body help me to learn about the world around me? What are the words in English that tell how myself and others are feeling? What do I like to do? What do I not like to do?

Unit Assessment: Students will match pictures of body parts with words in oral or written form; name things they can see, hear, touch, and taste; identify emotions in oral or written form using picture prompts and write a story though words or illustrations of an activity they enjoy.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of the five senses and body parts; words, phrases or chunks of language when presented with directions, WH questions or statements with visual support; general language related to the five senses and body parts; phrases or short sentences; specific language related to seasons and weather; expanded sentences in oral interaction or written 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 ; 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	Vocabulary for body parts Vocabulary for the five senses Vocabulary to express feelings and emotions Action verbs Vocabulary to express personal likes and dislikes	Point to, name, read and write words for body parts Point to or name things students can see, hear, taste, touch or smell Match body parts with corresponding sense words Point to a person exhibiting a named feeling using a picture prompt Match feeling words and pictures Students will point to activities they like/dislike Describe activities they like to participate in. Match words to pictures showing activities	<u>Literacy</u> – phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies <u>Writing</u> - personal response, shared writing, interactive writing, independent writing <u>Art</u> – posters, personal response drawings <u>Math</u> – count body parts Science - explore with senses <u>Technology</u> - Kidspiration	Unit Tests Oral Participation in songs, chants, finger plays, games and all classroom activities. Participation in listening activities Label Body parts poster Workbook pages Writing assignments

All About Me (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
		Write a word/ sentence/story describing playground activities they enjoy.		
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Hampton Brown Avenues, Levels A, B, C (All Components) WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5 Edison Township Public Schools Balanced Literacy Guides K , 1, 2 Teacher’s supplemental materials Suggested book list <u>Here Are My Hands</u> by Bill Martin Jr. and John Archambault <u>Brown Bear, Brown Bear What Do You See?</u> by Bill Martin, Jr. <u>Polar Bear, Polar Bear What Do You Hear?</u> By bill Martin, Jr. <u>I Can Tell By Touching</u> by Otto and Nadine Bernard Wescott <u>Birght Eyes, Brown Skin</u> by Cheryl Willis Hudson and George Ford <u>I Am Eyes Ni Macho</u> by Leila Ward and Nonny Hogrogian			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings: Modifications will be made to accommodate students’ grade level, level of English language proficiency and multiple intelligences.	

Home and Family

Targeted State Standards: Students will be able to understand, speak, read, and write in English.

Unit Objectives/Enduring Understandings: Students will be able to identify and describe family member, home and activities which take place in a home.

Essential Questions: What words can I use to describe my family, my home, and things we do at home?

Unit Assessment: Students will create a “My Family at Home Project” in the form of a poster or book identifying family members at home engaging in an enjoyable activity to present to the class.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of homes and families; words, phrases or chunks of language when presented with directions, WH questions or statements with visual support; general language related to homes and families, phrases or short sentences; specific language related to homes and families; expanded sentences in oral interaction or written 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 ; 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; oral or written communication in English comparable to proficient English peers	Vocabulary for family members Vocabulary for exterior parts of a home Vocabulary for rooms in a home Vocabulary for household objects and furniture Subject pronouns Plural form of nouns Possessive nouns Descriptive Adjectives Vocabulary for activities which take place in the home.	Identify members of a family. Describe their family members and relationships Describe their home Compare types of home. Sequence morning and/or evening routines Role play a family engage in an activity at home.	<u>Literacy</u> – phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies <u>Writing</u> - personal response, shared writing, interactive writing, independent writing, weather log <u>Social Studies</u> - compare types of homes around the world Compare holiday celebrations of various cultures. <u>Math</u> – Clock pendant <u>Dramatic play</u> – role play family situations <u>Technology</u> - Kidspiration	Unit Tests Oral Participation in songs, chants, finger plays, games and all classroom activities. Participation in listening activities Draw and label a family portrait/tree/album using illustrations/words/and or sentences Chart daily routines

Home and Family (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
				Create a "My Family at Home Project" in the form of a poster or book identifying family members at home engaging in an enjoyable activity to present to the class Workbook pages Writing assignments
Resources: Essential Materials, Supplementary Materials, Links to Best Practices Hampton Brown Avenues, Levels A, B, C (All Components) WIDA Consortium English Language Proficiency Standards for ELL in Pre-K through Grade 5 Edison Township Public Schools Balanced Literacy Guides K , 1, 2 Teacher's supplemental materials Suggested book list: <u>The Napping House</u> by Audrey Wood <u>In A People House</u> by Theo LeSeig <u>The Doorbell Rang</u> by Pat Hutchins <u>This Is My House</u> by Arthur Dorros <u>Goldilocks and the Three Bears</u> <u>Families Are Different</u> by Nina Pellegrini <u>Are You My Mother?</u> by P.D Eastman <u>A House is A House for Me</u> by Mary Ann Hoberman <u>How A House Is Built</u> by Gail Gibbons <u>Fiesta by Ginger Foglesong</u> Guy <u>A Feast for Ten</u> by Cathryn Falwell <u>To Be A Kid</u> by Maya Ajmera and John D. Ivanko <u>Whose Mouse Are You?</u> by Robert Krauss			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings Modifications will be made to accommodate students' grade level, level of English language proficiency and multiple intelligences	

Seasons and Weather

Targeted State Standards: Students will be able to understand, speak, read, and write in English.

Unit Objectives/Enduring Understandings: Students will be able to identify each of the four seasons, describe seasonal weather changes, and talk about recreational activities people enjoy during each of the four seasons.

Essential Questions: What words can I use to talk about the changes I see in the world outside?

Unit Assessment: Students will create a Four Seasons booklet depicting seasonal changes and the weather associated with those changes.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of seasons and weather; words, phrases or chunks of language when presented with directions, WH questions or statements with visual support; general language related to seasons and weather; phrases or short sentences; specific language related to seasons and weather; expanded sentences in oral interaction or written 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 ; 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; oral or written communication in English comparable to proficient English peers	Each year consists of four seasons. The names of the four seasons. What seasonal changes occur and the weather associated with each season. Weather words Vocabulary for seasonal recreational activities.	Name the four seasons. Match season words to pictures illustrating seasonal change. Use correct vocabulary to describe current weather conditions. Match weather words to pictures. Describe and/or predict weather conditions from illustrated scenes. Describe seasonal changes from illustrated scenes.	Literacy – phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies Writing - personal response, shared writing, interactive writing, independent writing, weather log Art – make cloud pictures using cotton balls or paint blots. Math – counting pairs (mittens, gloves, boots, sandals, etc.) Dramatic play – dress for the weather Technology - Kidspiration	Unit Tests Oral Participation in songs, chants, finger plays, games and all classroom activities. Participation in listening activities Create a four seasons booklet describing how a particular scene will look during each season using illustrations/words/and or sentences Workbook pages Writing assignments

Seasons and Weather (cont.)

Resources: Essential Materials, Supplementary Materials, Links to Best Practices

Hampton Brown Avenues, Levels A, B, C (All Components)

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

Edison Township Public Schools Balanced Literacy Guides K , 1, 2

Teacher's supplemental materials

Suggested book list:

The Seasons of Arnold's Apple Tree by Gail Gibbons

It Looked Like Spilt Milk by Charles G. Shaw

Sunshine Makes the Seasons by F. Branelly

Changes by Marjorie N. Allen and Shelley Rotner

In the Yard by Dana Meachen Ray

Cold Little Duck, Duck, Duck by Lisa Westberg Peters

What Will the Weather Be Like Today? By Paul Rogers

The Wind Blew by Pat Hutchins

Umbrella by Taro Gomi

Little Cloud by Eric Carle

Gilberto and the Wind by Marie Hall Ets

Fall is Not Easy by Marty Kelly

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Modifications will be made to accommodate students' grade level, level of English language proficiency and multiple intelligences.

Classroom Objects, Colors, and Room Locations

Targeted State Standards: Students will be able to understand, read, write, and speak English.

Unit Objectives/Enduring Understandings: Students will be able to understand language related to classroom objects and colors.

Essential Questions: What are the English names for items and colors used in the classroom on a regular basis?

Unit Assessment: Students will identify by touch and/or by labeling individual classroom objects and colors.

	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
At the given level of English language proficiency, ELLs will process, understand, produce or use: Pictorial or graphic representation of the language of the classroom; words, WH questions or statements with visual support; general language related to the classroom; phrases or short sentences; specific language related to the classroom; expanded sentences in oral interaction or written 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 ; 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	<p>How to name and locate classroom objects.</p> <p>How to name and identify primary and secondary colors.</p> <p>How to name rooms in the school.</p> <p>School rules and routines.</p> <p>Please and thank you.</p>	<p>Find and name items in the classroom.</p> <p>Understand the purpose for each item.</p> <p>Name, discuss, and separate different colors.</p> <p>Locate and navigate to locations in the school.</p>	<p>Social/instructional language - games, music, and movement</p> <p>Math - patterns, number sense, sorting, graphing favorite colors</p> <p>Social studies - School and locations</p> <p>Art - Color mixing with paints</p> <p>Literacy – phonics, phonemic awareness, concepts of print, high-frequency words, comprehension strategies</p> <p>Writing - personal response, shared writing, interactive writing, independent writing</p>	<p>Student participation</p> <p>Ongoing observation</p> <p>Anecdotal records</p> <p>Sort</p> <p>Collage</p> <p>Workbook pages</p> <p>Unit test</p>

Classroom Objects, Colors, and Room Locations (cont.)**Resources:** Essential Materials, Supplementary Materials, Links to Best Practices

Pictures of classroom objects.
Manipulatives of varying colors
Poster of a classroom with students performing different tasks depicted.
Hampton Brown Avenues, Levels A, B, C (All Components)
Edison Township Public Schools Balanced Literacy Guides K , 1, 2
Teacher's supplemental materials

Suggested books:

I Need a Lunchbox by Jeanette Caines

A Color of His Own by Leo Lionni

Brown Bear, Brown Bear by Bill Martin, Jr.

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings

Modify for varying proficiency levels and for multiple intelligences.

Students may need help learning how to hold pencils, color or cut as many may not have been exposed to such activities previously.

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?

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"> Classrooms Colors Feelings Games Hygiene & safety Music & movement Recreational objects & activities Routines School Self & family Social behavior Spatial relations 	Example Genres & Topics <ul style="list-style-type: none"> Chants & songs Concepts about print Environmental print Fairy tales Forms of print Make-believe Nursery rhymes Picture books Rhyme Same & different Sounds & symbols (Phonemic awareness) Story elements 	Example Topics <ul style="list-style-type: none"> Attributes Equivalency Geometric shapes Measurement of time Non-standard measurement tools Number sense Numbers & operations Patterns Quantity Size Spatial relations Temperature Weight 	Example Topics <ul style="list-style-type: none"> Air Animals Body parts Change in self & environment Colors Forces in nature Living and non-living things Night/Day Rocks Safety practices Scientific process Seasons Senses Water Weather 	Example Topics <ul style="list-style-type: none"> Change from past to present Classroom/School Clothing Community workers Families Food Friends Historical stories & legends Homes in a community/Habitats Location of objects & places Neighborhood Seasons Shelter Symbols & holidays Transportation



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	Music & movement	Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)	Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., "Put your right foot in...")	
SPEAKING	Spatial relations	Repeat answers to questions about position or location of real-life objects or persons (e.g., "Where's Maria? <i>Here.</i> ")	Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., "Where's the bunny? <i>Over there.</i> ")	Relate position or location of real-life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner")	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., "The ball goes <i>up</i> . The ball comes <i>down</i> .")	Describe position or location of real-life objects or persons using sentences	
READING	Hygiene & safety	Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2	Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2	Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2	Share "oral reading" of illustrated books related to hygiene or safety with a partner	
WRITING	Games	Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2	Describe familiar games from home or school based on class models using language experience in L1 or L2	Tell how to play familiar games from home or school based on class models using language experience in L1 or L2	Depict stories about familiar games from home or school with the class using language experience in L1 or L2	Create class books about games from home or school using language experience in L1 or L2	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Recreational objects & activities	Identify recreational objects (e.g., balls, swings) from pictures (e.g., of school, playground or park scenes) as directed orally	Follow one-step oral directions from pictures of recreational objects used in activities and oral statements	Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.")	Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.")	Simulate playing activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.")	
SPEAKING	Social behavior	Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues	Make polite requests from models or gestures (e.g., "Please sit down.")	Use polite language in conversations (e.g., role play, telephone talk)	Give compliments, offer apologies or express gratitude within conversations	Adapt polite language to social situations appropriate to audience	
READING	Classroom	Pair shapes of words related to illustrated classroom objects with print versions	Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word.")	Associate initial sounds or letters of illustrated classroom objects with words in print	Distinguish letters, words and sentences in illustrated classroom scenes	Identify words or phrases within illustrated classroom scenes	
WRITING	Routines	Trace, copy or depict daily routines in drawings	Reproduce initial letters associated with daily routines from labeled drawings or illustrated models	Label pictures of daily routines from illustrated models using words with invented spellings	Describe daily routines from illustrated models using words and phrases with invented spellings	Compose notes about daily routines using phrases or short sentences with invented spellings	

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



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Concepts about print	Point to features of big books in a large group (e.g., "cover," "title," "author," "illustrator") according to oral commands	Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands	Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions	Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions	Match illustrations to oral reading of related sentences or short stories	
SPEAKING	Nursery rhymes	Repeat key words in rhymes from picture cues in a whole group	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group	Rehearse short rhymes using gestures from picture cues in whole or small groups	Complete short rhymes using gestures from picture cues in whole or small groups	Recite rhymes using gestures from memory in whole or small groups	
READING	Same & different	Match pictures and icons with those that are the same with a partner	Sort pictures and icons that are the same or different with a partner	Classify illustrated words that are the same or different with a partner	Identify letters in illustrated words that are the same or different with a partner	Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters)	
WRITING	Sounds & symbols	Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)	Reproduce symbols or letters from models using realia (e.g., straws)	Trace symbols or letters associated with pictures or realia	Copy symbols or letters of beginning sounds from labeled pictures in context	Produce letters of beginning sounds from pictures in context	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Make-believe	Identify pictures of make-believe animals or persons as modeled orally (e.g., "Here is a make believe horse. Find another one.")	Match make-believe pictures of animals or persons to oral statements (e.g., "This make-believe horse has a horn. Find one <i>without</i> a horn.")	Place pictures of make-believe animals or persons according to oral directions (e.g., "First is the girl; she is the princess. The prince is next to her.")	Arrange pictures of make-believe animals or persons in logical order according to oral directions	Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse	
SPEAKING	Rhyme	Repeat words or phrases from rhymes supported by illustrations	Complete phrases from rhymes supported by illustrated models	Describe persons or events in rhymes supported by illustrations	Discuss what happens (plot or events) in rhymes supported by illustrations	Paraphrase rhymes supported by illustrations	
READING	Forms of print	Distinguish between illustrated examples of print and non-print	Match illustrated examples of the same form of print (e.g., two signs, two magazines)	Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus)	Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms	Find elements of print in different forms (e.g., the same word in different fonts)	
WRITING	Environmental print	Draw or trace examples of environmental print (e.g., from foods or clothes)	Copy examples of environmental print from labeled icons or objects	Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ = sun)	List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings	Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings	

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	
LISTENING	Non-standard measurement tools	Associate size of real-life objects (e.g., "big," "little") with non-standard measurement tools with a partner as modeled orally	Sort real-life objects by size (e.g., "short," "long") using non-standard measurement tools with a partner as modeled orally	Determine size of real-life objects using non-standard measurement tools (e.g., 3 hands long) with a partner as modeled orally	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally	Rank size of objects described according to non-standard measurement tools with a partner as directed orally	Level 6 - Reaching
SPEAKING	Quantity	Participate in and supply quantity words in songs and chants in a whole group (e.g., "One, two, button my shoe.")	Complete phrases in songs and chants involving quantity in a whole group (e.g., "One potato, two potato, _____.")	Repeat verses and chants involving quantity in a whole group	Provide sentences or lines from songs and chants involving quantity in a whole group	Initiate and lead songs and chants involving quantity in a whole group	
READING	Attributes	Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., "This is a toy. Find the picture of a toy.")	Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., "Find the big, yellow ones.")	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., <i>small</i> animals with four legs)	
WRITING	Equivalency	Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils)	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally	Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled	Supply numerals and number words that correspond to matched sets of pictures from word walls or word banks	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Patterns	Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp)	Select "What comes first, next or last?" in illustrated patterns according to oral directions	Sort patterns from non-patterns in pictures from oral directions	Identify patterns from pictures (e.g., "girl, boy, girl, boy") from oral directions	Form patterns from pictures (e.g., "the tall girl, the short girl, the tall boy, the short boy") from detailed oral directions	
SPEAKING	Size	Indicate size of objects in pictures (e.g., "small," "big") using gestures and words	Specify size of objects in pictures (e.g., "a small ball," "a big ball")	Compare the size of two objects in pictures using phrases (e.g., "the smaller ball")	Make statements about size from pictures or illustrated scenes (e.g., "This is the <i>biggest</i> .")	Make up related sentences or "stories" about differences in size using comparative language from illustrated scenes	
READING	Geometric shapes	Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes	Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares)	Sort diagrams of geometric shapes according to their first letter (e.g., "c" or "r")	Find pairs of matching words and diagrams of geometric shapes	Identify words for geometric shapes from labeled diagrams	
WRITING	Time	Draw, trace or copy pictures from models to express times of day	Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings	Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings	Complete "story" starters related to times of day from illustrated scenes and models using words or phrases with invented spellings	Produce "stories" about times of day related to events or actions using phrases or short sentences with invented spellings	

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	Change in self & environment	Indicate change in self through gestures or environment from pictures, according to oral commands	Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change	Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally	
SPEAKING	Senses	Associate senses with physical actions with a partner in L1 or L2	Give examples of uses of senses with a partner in L1 or L2 (e.g., "I see...")	Describe everyday activities that involve senses with a partner in L1 or L2	Explain why senses are useful or important to a partner in L1 or L2	Predict how senses are affected by change (e.g., injury, temperature)	
READING	Animals	Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	Match pictures of animals with labels to animal icons with a partner	Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner	Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner	Classify pictures of animals with labels according to picture books (e.g., at the farm)	
WRITING	Colors	Create "messages" in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media	Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors	Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors	Compose "stories" about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in L1 or L2	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Living & non-living things	Classify living or non-living things from oral statements and pictures	Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.")	Identify living or non-living things from WH-questions and pictures (e.g., "Which animal has no legs?")	Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions	Organize pictures with labels or other graphic representations of features of living or non-living things described orally	
SPEAKING	Weather	Name familiar objects in photographs or illustrations associated with weather conditions (e.g., "cloud")	Describe weather conditions from photographs or illustrations (e.g., "windy")	Predict weather conditions from illustrated scenes (e.g., "It's going to rain.")	Compare/contrast weather conditions in illustrated scenes	Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes	
READING	Body parts	Apply concepts of print to books about body parts (e.g., "The book is about eyes. Show me the title of the book.")	Pair labeled pictures of body parts with matching icons	Associate labeled pictures of body parts with initial consonants (e.g., nose-n)	Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)	Match pictures of body parts with words	
WRITING	Scientific inquiry	Produce drawings of materials needed for scientific inquiry from labeled pictures	Copy names of materials needed for scientific inquiry from labeled pictures	Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings	Describe materials used in scientific inquiry using words or phrases with invented spellings	Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings	

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	
LISTENING	Symbols & holidays	Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally (e.g., flags)	Show symbols of holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face)	Match symbols of holidays with illustrated scenes based on oral directions	Identify symbols of holidays within illustrated scenes based on oral directions	Find symbols of holidays based on oral descriptions or oral reading	Level 6- Reaching
SPEAKING	Clothing	Repeat names of and identify clothing on self or peers when modeled in L1 or L2	Brainstorm names of articles of clothing (e.g., "shorts," "pants") with peers in L1 or L2	Describe clothing on self to peers in phrases or short sentences	Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.")	Give reasons for wearing different kinds of clothing	
READING	Seasons	Categorize pictures according to names of seasons in a whole group	Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups	Match labeled illustrations or photographs of seasons to those in trade books in small groups	Compare labeled illustrations of seasons in various trade books in small groups	Identify words associated with seasons in illustrated expository text in small groups	
WRITING	Self & family	Draw self-portrait and copy or trace name	Draw family portrait from models or photographs and identify people by initials	Draw family members from models or photographs and label people and pets	Draw and describe family members using words or phrases with invented spellings	Produce illustrated "stories" about self and family using phrases or short sentences with invented spellings	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Transportation	Associate sounds of different modes of transportation with pictures (e.g., "Which goes choo choo?")	Identify modes of transportation from visually supported rhymes or chants (e.g., "The Wheels on the Bus")	Match pictures of modes of transportation with descriptive statements (e.g., "Airplanes go fast.")	Pair modes of transportation with their environment (e.g., "Jets fly in the air,") based on pictures and oral directions	Differentiate modes of transportation from the past or present based on pictures and oral descriptions	
SPEAKING	Homes in a community/ Habitats	Repeat names of different types of homes or habitats from models and illustrations (e.g., "house," "nest")	Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., "bee hive," "in a pond")	Describe different types of homes or habitats from illustrated scenes using phrases or short sentences	Compare/contrast different types of homes or habitats from illustrated scenes using related sentences	Provide detailed information about homes or habitats (e.g., personal address or "Birds live in nests in trees.")	
READING	Food	Recognize food-related symbols or icons in illustrations	Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons)	Find labeled pictures of food by initial sounds or consonants (e.g., "pineapple," "peas")	Sort pictures of food by initial sounds or consonants (e.g., "Find foods that start with the letter B.")	Identify food words in illustrated phrases or short sentences	
WRITING	School	Draw personal responses to people, places or objects in school from pictures or models	Represent people, places or objects in school from pictures and models using letters or scribble writings	Label people, places or objects in school from pictures and models using words with invented spellings	Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings	Create "stories" about people, places or objects in school from pictures using phrases or short sentences with invented spellings	



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"> Classroom & school rules Everyday objects Feelings & emotions Following directions Interests, opinions & preferences Leisure activities Likes, dislikes & needs Personal correspondence Personal information School areas, personnel & activities Sharing/Cooperation 	Example Genres <ul style="list-style-type: none"> Fiction (literary text) Folktales Non-fiction (expository text) Pattern books/Predictable books Poetry Example Topics <ul style="list-style-type: none"> Compound words Elements of story Homophones Phonemic awareness Phonics Rhyming words Role play Sequence of story Spatial relations Story elements Story telling Word families 	Example Topics <ul style="list-style-type: none"> Basic operations (addition & subtraction) Capacity Estimation Graphs Interpretation of data Money Number sense Patterns Place value Quantity Shapes Size Standard & metric measurement tools Symmetry Time (digital & analog) Two- and three-dimensional shapes Weight Whole numbers 	Example Topics <ul style="list-style-type: none"> Animals Astronomy Body parts Change Chemical & physical attributes Earth & sky Force & motion Gravity Life cycles Light Living/Non-living things Magnetism Natural resources Organisms & environment Plants Renewable & non-renewable resources Senses Sound Water cycle Weather Weathering & erosion 	Example Topics <ul style="list-style-type: none"> Artifacts of the past Celebrations/Customs Citizenship Community workers Cultural heritage Families & responsibilities Historical figures & leaders Homes & habitats Indigenous peoples & cultures Jobs & careers Land forms/Bodies of water Money & banking Neighborhoods & communities Products in the marketplace Representations of the earth (maps & globes) Seasons Time & chronology Use of resources & land 

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	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.")	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., "Put the cubes in a row across the paper.")	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.")	
SPEAKING	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because..." in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2	
READING	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade-level written directions for board games or other leisure activities	
WRITING	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	School areas, personnel & activities	Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit")	Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall")	Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes	Sort school areas, personnel or activities from non- school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?")	Match oral descriptions of school areas, personnel or activities with individual needs or situations (e.g., "If... then..." "Suppose...")	
SPEAKING	Everyday objects	Name everyday objects depicted visually in real-life contexts (e.g. "paper" in a classroom scene)	Tell primary function or use of everyday objects depicted visually (e.g., "You write on it.")	Relate multiple functions or uses of everyday objects depicted visually (e.g., "I do homework on the table and eat dinner there.")	Compare/contrast uses of everyday objects depicted visually (e.g., "I wash myself with soap. I dry myself with a towel.")	Evaluate and give reasons for usefulness of everyday objects (e.g., "Pencils are better than crayons for writing. You can write neater with pencils.")	
READING	Sharing/ Cooperation	Match illustrated words with a word bank about cooperation or sharing	Identify illustrated phrases reflective of cooperation or sharing (e.g., "I help.")	Find examples of cooperation or sharing in illustrated sentences (e.g., "I give her my book.")	Select illustrated pairs of sentences reflective of cooperation or sharing (e.g., "I give her my book. She gives me hers.")	Identify titles or main ideas illustrative of cooperation or sharing based on grade-level text	
WRITING	Personal correspondence	Trace, copy or produce words about self using models and pictures	Make lists for varying personal purposes using models and pictures (e.g., school supplies)	Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.")	Produce personal messages for friends or family using models and pictures	Compose personal stories from pictures or illustrated scenes	



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations	Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books	Draw conclusions about characters, places or objects from pattern or predictable books read aloud
	Pattern books/ Predictable books					
	Example Topic	Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems)	Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups	Role play characters in plays, videos or illustrated stories read by teachers in small groups	Reenact scenes in plays, videos or illustrated stories read by teachers in small groups	Dramatize grade-level stories that are read by teachers or viewed
	Role play					
SPEAKING	Example Genre	Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2	Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner	Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Connect storylines to personal experiences based on titles and illustrated covers of fictional stories
	Fiction (literary text)					
	Example Topic	Repeat new language related to story pictures or wordless picture books modeled by teachers	Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs	Tell stories from pictures or wordless picture books in small groups or pairs	Create original stories from a series of pictures, wordless picture books or personal experiences
	Story telling					

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	Example Genre	Pair illustrated features or photographs of places or objects with icons in non-fiction books in small groups	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books in small groups	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups	Summarize features of places or objects from multiple compound sentences in non-fiction books	
	Non-fiction (expository text)						
	Example Topic	Demonstrate awareness of unique sounds by pointing or through gestures	Match voice to print by pointing to icons, letters or illustrated words	Cross-check pictures with phonics clues with a partner	Use phonics clues to sound out illustrated words in context	Predict words or phrases based on context cues in grade-level text	
	Phonics						
WRITING	Sequence of story	Sequence a series of pictures to tell stories	Match a series of pictures that tell stories with sequence words (e.g., "first," "then," "last")	Select titles that correspond to a sequence of pictures	Sequence a series of sentences to related pictures	Sequence short paragraphs to tell stories	
	Example Genre	Copy words related to settings or characters in illustrated folktales from word walls or big books	Describe settings or characters in illustrated folktales from phrase walls or big books	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers with a partner	Relate sequence of events to characters and settings in illustrated folktales using graphic organizers with a partner	Connect events, characters or morals in illustrated folktales to self	
	Folktales						
	Example Topic	Reproduce symbols, letters or pictures of rhyming pairs from illustrated charts or displays with a partner	Pair rhyming words from illustrated charts or displays with a partner	Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner	Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner	Create original stories or poems using rhyming words in sentences from charts or displays	
Rhyming words							



		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books	Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books	Draw conclusions about main ideas from pattern or predictable books read aloud
	Pattern books/ Predictable books					
	Example Topic	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)	Sequence pictures of stories read aloud by beginning, middle and end	Match story sequence read aloud to a series of pictures (e.g., "Once upon a time...and they lived happily ever after.")	Select logical outcomes or endings to stories read aloud
	Sequence of story					
SPEAKING	Example Genre	Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories	Describe people or objects in titles and illustrated covers of fictional stories	Predict ideas in storylines based on titles and illustrated covers of fictional stories	Make up the beginning of storylines based on titles and illustrated covers of fictional stories	Relate storylines to personal experiences based on titles and illustrated covers of fictional stories
	Fiction (literary text)					
	Example Topic	Name persons (characters) or settings of stories from picture books	Describe characters or settings of stories from picture books	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories	Re/tell stories using story elements from picture books or short stories
	Story elements					

Level 6 - Reaching

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
READING	Example Genre	Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face)	Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books	Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books	Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books	Summarize features of places or objects from multiple compound sentences in non-fiction books	
	Non-fiction (expository text)						
	Example Topic	Recognize sounds in spoken words with accompanying illustrations	Blend sounds together to make words, shown visually	Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?")	Segment illustrated sentences into words or phrases	Identify spell/sound correspondence in grade-level text	
	Phonemic awareness						
WRITING	Example Genre	Select and copy words related to settings or characters in illustrated folktales from word banks	Describe settings or characters in illustrated folktales from phrase banks	Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers	Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers	Connect events, characters or morals in illustrated folktales to self	
	Folktales						
	Example Topic	Reproduce illustrated word pairs by families (e.g., cat, hat)	Generate lists of word families from illustrated models	Make statements or questions about illustrated word families	Describe illustrated word families using related sentences	Create stories about word families	
	Word families						

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	Graphs Interpretation of data	Shade or color graphs according to oral commands modeled by a teacher (e.g., "Here is a graph. Color this bar red.")	Identify data in graphs from oral commands or questions modeled by a teacher (e.g., "Which bar shows the most?")	Locate information on graphs based on oral statements or questions (e.g., "Which bar shows that most people like ice cream?") and check with a partner	Display comparative data on graphs according to oral commands (e.g., "Fill in the graph to say there are more girls than boys.") and check with a partner	Interpret data on graphs from oral descriptions (e.g., "Which graph says, 'Most children are wearing red, some are wearing blue and the fewest are wearing green?'")	
SPEAKING	Number sense	Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner	Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner	Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)	Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner	Tell or make up stories or events that involve numbers	
READING	Standard & metric measurement tools	Use diagrams to guide use of standard or metric measurement tools with a partner	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Follow illustrated directions from text to use standard or metric measurement tools	
WRITING	Quantity	Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)	Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., "a little of", "a lot of")	Provide examples of quantities in context (e.g., "a bunch of grapes") using phrases or short sentences	Describe uses of quantities in everyday math with illustrated examples using sentences	Explain importance of everyday math using quantities in real-life situations (e.g., when shopping or cooking) using a series of related sentences	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Two & three-dimensional shapes	Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., "Find a shape like the sun.")	Match attributes of two- or three-dimensional shapes described orally to objects	Identify objects composed of multiple two- or three-dimensional shapes described orally (e.g., "Put a sphere or ball on either side of a cylinder. What do you see?")	Construct two- or three-dimensional figures described orally (e.g., "Put two lines up and down and two lines across. What shape do you have?")	Change attributes of two- or three-dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Then move the three line segments to make a shape. What do you have?")	
SPEAKING	Basic operations	Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements	Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils <i>and</i> ten more are twenty.")	Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs <i>altogether</i> .")	Compare/contrast language of basic operations from pictures and oral descriptions (e.g., "Tell me different ways to say this math sentence...")	Explain basic operations involved in problem solving using pictures and grade-level oral descriptions	
READING	Estimation Money	Match labeled pictures with general words related to estimation (e.g., "a lot," "a little") to pictures of varying quantities	Match words or phrases related to estimation (e.g., "about 20 cents") to illustrated word banks of varying quantities	Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see <i>close to</i> 100 nickels.")	Distinguish between language of estimation (e.g., "I have <i>almost</i> one dollar.") and language of precision ("I have one dollar.") in illustrated sentences	Order illustrated sentences involving the language of estimation used to solve grade-level problems	
WRITING	Whole numbers	Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals	Distinguish number words from other math words using graphic or visual support and word banks	Group numbers presented in graphs or visuals using phrases or short sentences (e.g., "This group has more than 40.")	Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.")	Describe illustrated scenes or events using numbers in a series of related sentences	

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	Force & motion	Explore movement of real-life objects by following oral commands and modeling (e.g., "Push the ball. Watch it move. Make it stop.")	Move real-life objects by following multi-step oral directions (e.g., "The car goes backwards. The car then goes forwards. Finally, it stops.")	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., "Show me which goes fastest: bikes, buses or airplanes.")	Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., "Show what happens when you let go of balloons.")	Role play effects of force on motion through gestures or demonstration based on oral scenarios	
SPEAKING	Earth & sky	Name objects of the earth or sky from observation, photographs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., "The sun is big and yellow.")	State relationships between objects of earth or sky using diagrams, photographs or models (e.g., "Mercury is closest to the sun.")	Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models	
READING	Natural resources	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Identify illustrated phrases associated with the use of natural resources in activities (e.g., "go swimming") with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)	
WRITING	Renewable & non-renewable resources	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2	Distinguish between renewable and non-renewable resources from pictures or real-life materials (e.g. using phrases or short sentences with opposites) in L1 or L2	Describe goods made from renewable or non-renewable resources from pictures or real-life materials using sentences	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Chemical & physical attributes	Identify objects according to chemical or physical properties from pictures and oral statements	Match objects according to chemical or physical properties from pictures and oral descriptions	Group objects according to chemical or physical properties from pictures and oral statements (e.g., "Water and milk are liquids. You can pour them. Find something else to pour.")	Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., "Which one is the coldest?")	Identify chemical or physical change in properties of objects based on oral scenarios	Level 6 - Reaching
SPEAKING	Weather	Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky")	Make statements about weather from pictures or photographs (e.g., "It's raining.")	Compare/contrast weather conditions from pictures, photographs or graphs	Forecast weather and provide reasons from pictures, photographs or graphs	Validate weather forecasts against pictures, photographs or graphs	
READING	Living organisms	Identify living organisms from labeled diagrams, pictures in graphs or charts	Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)	Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts	Compare living organisms according to their attributes using illustrated graphs or charts and text	Interpret graphs or charts related to living organisms and their attributes using explicit grade-level text	
WRITING	Change	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases	Describe change in processes or cycles depicted in visuals using phrases and short sentences	Compare/contrast change depicted in visuals using a series of sentences	Explain the process of change in visuals using connected sentences	

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	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Neighborhoods/Communities	Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., "Stop, look, listen" at railroad crossings) with a partner	Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., "Firefighters work here.") with a partner	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., "The house is next to the park.") with a partner	Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., "The school is at the corner of First and Oak.") with a partner	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions	Level 6 - Reaching
SPEAKING	Families & responsibilities	State what families do based on gestures or modeling in small groups	Share personal responsibilities within a family based on pictures or role playing (e.g., "I feed the dog.") in small groups	Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups	Discuss or rate importance of personal or family responsibilities in small groups	
READING	Money & banking	Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to currencies with illustrated word/phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade-level stories about money and banking	
WRITING	Homes & habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., "Birds here.")	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., "Birds live in nests.")	Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)	Produce stories about different types of homes or habitats using grade-level vocabulary	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Land forms/ Bodies of water	Match land forms or bodies of water with illustrated scenes based on oral questions or directions	Identify characteristics of land forms or bodies of water from oral descriptions and visuals (e.g., "You see many hills. This one is the highest.")	Classify or group land forms or bodies of water by common characteristics described orally with visuals (e.g., oceans, rivers, streams)	Locate land forms or bodies of water based on specific language, descriptive oral discourse and visuals	Differentiate land forms or bodies of water based on specific language and oral scenarios (e.g., mountains, hills or plateaus)	
SPEAKING	Community workers	Name community workers shown doing their jobs in pictures or illustrated scenes	State roles of community workers in pictures or illustrated scenes	Describe encounters or interactions with community workers in illustrated scenes	Explain importance or contributions of community workers in illustrated scenes	Predict impact of community workers in emergencies or unusual situations	
READING	Artifacts of the past	Match labeled pictures with illustrated artifacts of the past	Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases	Compare/contrast information about artifacts of the past from illustrated text	Summarize information about artifacts of the past from illustrated text	Interpret explicit information about artifacts of the past from illustrated text	
WRITING	Products in the marketplace	Reproduce or label pictures of products in the marketplace from illustrated word banks	Describe products in the marketplace from illustrated examples	Compare attributes of two products in the marketplace from illustrated examples	State uses of products in the marketplace from illustrated examples	Evaluate usefulness of products in the marketplace and give reasons for choices or decisions	