

## HARRISBURG SCHOOL DISTRICT ESL INSTRUCTIONAL PLANNING AND ASSESSMENT OVERLAY

<b>Features of Academic Language K-12 All Content Areas</b>	<b>Discourse (greater than a sentence)</b> Linguistic Complexity (Quantity and variety of oral and written text)	<b>Sentence</b> Language Forms and Conventions (Types, array and use of language structures)	<b>Word/Phrase Vocabulary Usage</b> (Specificity of word or phrase choice)
<b>ELP Level 1 Developing</b> English Language Proficiency Level (ELP) will be able to process...	<p><b>LISTENING AND READING DOMAINS</b></p> <ul style="list-style-type: none"> <li>• <i>Single statements or questions</i></li> <li>• <i>An idea within words, phrases, or chunks of language</i></li> </ul> <p><b>SPEAKING AND WRITING DOMAINS</b></p> <ul style="list-style-type: none"> <li>• <i>Words, phrases, or chunks of language</i></li> <li>• <i>Single words used to represent ideas</i></li> </ul>	<p><b>LISTENING AND READING DOMAINS</b></p> <ul style="list-style-type: none"> <li>• Simple grammatical constructions (e.g. commands, Wh- questions, declaratives)</li> <li>• Common social and instructional forms and patterns</li> </ul> <p><b>SPEAKING AND WRITING DOMAINS</b></p> <ul style="list-style-type: none"> <li>• <i>Simple grammatical constructions (e.g. commands, Wh- questions, declaratives)</i></li> <li>• <i>Phrasal patterns associated with common social instructional situations</i></li> </ul>	<p><b>LISTENING AND READING DOMAINS</b></p> <ul style="list-style-type: none"> <li>• <i>General content related words</i></li> <li>• <i>Everyday social and instructional words and expressions</i></li> </ul> <p><b>SPEAKING AND WRITING DOMAINS</b></p> <ul style="list-style-type: none"> <li>• <i>General content words</i></li> <li>• <i>Everyday social and instructional words and familiar expressions</i></li> </ul>

At ELP LEVEL 1 students need an intensive level of support and accommodations. Refer to individual student’s “Accommodations for English Language Learners” sheet for more information.

This overlay is for all teachers to provide guidance in the creation of units and lessons adapted to language level. The ESL teacher’s role on grade level/content teams is to provide planning, instruction, assessment for ELLs, including but not limited to, language objectives, activities, guided practice, and assessments.

### INSTRUCTIONAL SUPPORT SUGGESTIONS

real life objects, manipulatives, pictures, photographs, videos, text on tape, models, picture dictionary, figures, Illustrations, diagrams, charts, graphic organizers, tables, graphs, timelines, number lines, maps, study guides, rubrics, word banks, pair work, small group, chunking, peer support, text read aloud with frequent comprehension checks, sentence starters, paragraph frames, shared writing, response frame

This overlay was adapted from the WIDA Performance Definitions ©2013 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium-[www.wida.us](http://www.wida.us)