



Milltown School District  
Milltown, NJ 08850

**ESL CURRICULUM**  
English as a Second Language

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## Foreword

Humankind is developing in an increasingly technological environment. With the greatest of rapidity, we can retrieve enormous amounts of data. Communication is becoming more accelerated as the Earth continues to shrink. People, out of necessity, are compelled to interact more as one than as different societies.

Education today requires a cadre of highly skilled teachers to bring forward to the minds of the children entrusted to their care the very best that there is to offer. The role of the classroom teacher can only be successful with the support of a Board of Education committed to excellence and parents and guardians who are knowledgeable and supportive of the individual needs of their own children. Teaching is best accomplished when the home, school, and community respond in this positive way.

A well-developed curriculum is one of the most fundamental ingredients for every child's educational success. It is the curriculum that melds into one the most current educational trends, the philosophy of education of the school district, and the desires of each and every parent and guardian to have his or her child reach the optimum of success. Education is global and addresses current as well as past events, offering students opportunities to make real world connections across every curricular area. In preparing our students for the 21<sup>st</sup> century, we must provide classroom instruction that prepares them with the skills necessary to access and connect information in a rapidly changing world.

There will be a continuing need to reach across the subject areas if we are to develop the child into a wholly educated individual. The skills of reading must be taught and reinforced in every subject, as must those of writing and mathematics. For the present time, and for the reasonably foreseeable future, these three fundamental areas will continue to be the core of the strength of the American society. Collectively they open the doors to all learning. In order for one to understand the laws of the nation, to make a contribution to society, and to value one's self and the rest of humankind, it is essential that this cross-curricular approach be embraced with enthusiasm.

This curriculum guide seeks to foster these ideals, so that the children of Milltown will be as well prepared as those from any other educational system. This guide emphasizes decision-making and citizenship skills and the need to conceptualize, rather than to learn by rote.

The educators of this district and the community are encouraged to utilize this guide as a vehicle to help assure that in Milltown we have indeed fulfilled our obligation to create a better world. A world in which there is more understanding for what is the common good of its entire people. A world in which our children will be better communicators and fully able to interact more as one, than as different societies.

### **Affirmative Action Statement**

It is the policy of the Board of Education to provide equal employment and educational opportunities, regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Officer:

Vincent Marasco, Business Administrator  
Milltown Board of Education  
21 West Church Street  
Milltown, New Jersey 08850  
(732) 214-2360

### **Adaptation for Special Education Statement**

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Milltown. Modifications necessary to accommodate the educational needs of an individual pupil's disability will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Student Support Services  
c/o Joyce Kilmer School  
21 West Church Street  
Milltown, NJ 08850  
(732) 214-2365

**Philosophy of Education**  
(Board Policy File # 6010)

The Milltown Board of Education accepts the responsibility for coordinating the available resources for home, school, and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically, and socially in a democratic society.

The Board believes New Jersey State goals should be applicable for every pupil in the Milltown School District to the limit to which the Board possesses jurisdiction, financial and staff resources.

- A. All children should start school ready to learn.
  - 1. Quality preschool opportunities shall be provided for all specially eligible children, through collaboration between public schools and community agencies.
  - 2. Within financial and staff resources parent education programs shall be designed and implemented by the District to assist parents in providing readiness experiences for their preschool children.
  
- B. The high school graduation rate shall be at least 90 percent (the receiving high school district shall be encouraged to embrace and implement these goals).
  - 1. The District shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
  - 2. The District shall provide dropout prevention programs for pupils at risk.
  
- C. Pupils shall leave grades four, eight and eleven having demonstrated competency in challenging subject matter including Language Arts/ literacy, mathematics, science, and social studies (civics, history and geography), health, physical education, visual and performing arts and world languages.
  - 1. The District shall implement state-approved curriculum content standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
  - 2. The District shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques.
  
- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
  - 1. The District shall provide students with experiences in higher-level thinking, information processing, the responsibilities of citizenship, and employability skills.
  - 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.

3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with other countries of the world.
1. The District shall revise its curriculum offerings in science and mathematics according to state standards as they are developed.
  2. The District shall provide staff training in the teaching of mathematics and science at grades K-8 to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
  2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The District shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
  2. The District shall provide programs and staffing to deal with pupils at risk.
  3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
  4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The Board shall develop, in consultation with the chief school administrator and teaching staff members, a written educational plan for the District. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;

- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the core curriculum content standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. An evaluation of pupil progress.

*Adopted: September 23, 1997*

*Revised: March 29, 1999*

*Revised: May 27, 2008*

## INTRODUCTION

All ESL students from Pre-K through Grade 8 shall be enrolled in ESL or English Language Services education program established by the school district board of education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a) and P.L. 1995, c.59 and c.327. In accordance with Chapter 15 Bilingual Education Administrative Code, the New Jersey Department of Education requires districts to provide English language services to students whose first language is not English or have limited English language skills. The English as a Second Language (ESL) program is designed to teach students who speak languages other than English. The program addresses the affective, linguistic, and cognitive needs of English Language Learners (ELLs).

Learners of English as a Second Language need to acquire two separate sets of functional language abilities: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), (Cummins, 1994 & 2000). BICS are the language abilities acquired first by ELLs and also known as "playground language" or the language used everyday in personal and social communication. BICS does not necessarily relate to academic success. It usually takes most learners from one to three years to achieve mastery of BICS.

CALP is very difficult to master and does bear direct correlation to the academic success of the ELLs in the general program courses. It evolves at a slower pace than BICS because it is associated with cognitive and literacy development. A solid development of this proficiency in ELLs is of maximum importance, especially in the undertaking of every academic task encountered in the general English classroom. A successful accomplishment of CALP includes knowledge of content-specific vocabulary and requires a more sophisticated level of fluency competence in English. According to Cummins, "It may take English Language Learners from five to seven years to develop CALP in English" (Cummins, 2000). If the learners have insufficient educational background to transfer from their native languages into the second language, the quality and rate of CALP development in English could be affected detrimentally (Ovando, Collier and Combs, 2003).

According to the leading experts "teaching second language through meaningful academic content across the curriculum is crucial to second language academic success" (Collier et al, 1995). The curriculum will foster a communicative approach that integrates meaningful activities with cross-content emphasis. Exposure to lessons and activities that recycle thematic vocabulary and concepts provide learners with opportunities to discuss their ideas using these new words and concepts, which result in the building of clear conceptualization and solid communicative skills in English. Therefore, it is the primary role of the ESL teacher to organize and implement a solid, sequential and challenging instructional English program.

## PROGRAM STANDARDS

### WIDA STANDARDS

The standards and goals of the ESL Curriculum are aligned with WIDA (World-Class Instructional Design and Assessment) Consortium and the Teachers of English to Speakers of Other Languages (TESOL) National Standards. The ESL curriculum standards contain grade-level English language proficiency standards that specify what English Language Learners (ELL) should know and be able to do in English. Under these goals and standards, there are a series of objectives at each grade or grade cluster for each of the 5 levels of proficiency. These objectives are observable and measurable learning targets which contribute to the attainment of the broader goal. They reflect the academic language required at each grade and coincide with the cognitive level of the student. The summative frameworks grades PreK-12 established by WIDA and supported by TESOL can be found in the Appendices.

#### **English Language Proficiency Standard 1:**

English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting (SIL).

#### **English Language Proficiency Standard 2:**

English language learners communicate information, ideas, and concepts necessary for academic English language success in the content area of LANGUAGE ARTS (LoLa).

#### **English Language Proficiency Standard 3:**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS (LaMA).

#### **English Language Proficiency Standard 4:**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE (LcSc).

#### **English Language Proficiency Standard 5:**

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES (LoSS).

### GOALS

Students will learn to understand, speak, read, and write English fluently, competently, and proficiently in order to succeed academically and participate actively in U.S. society.

#### **1: To use English to communicate in social settings.**

- Use English to participate in social interactions.
- Use English to communicate and meet personal needs.
- Interact in, through, and with spoken and written English for expression and enjoyment.
- Use appropriate learning strategies to extend their communicative competence.

#### **2: To use English to achieve academically in all content areas.**

- Use English to interact in the classroom.
- Use English to obtain, process, construct, and communicate subject matter information.
- Acquire English across the curriculum through the use of technology.
- Use appropriate learning strategies to construct and apply academic knowledge.

#### **3: To use English in socially and culturally appropriate ways in multi-cultural and diverse settings.**

- Choose language variety and genre according to audience, purpose, and setting.
- Vary non-verbal communication according to audience, purpose, and setting.

## **COMMON CORE STATE STANDARDS—ANCHOR STANDARDS FOR LANGUAGE**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meaning, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking and listening; indeed, they are inseparable from such contexts (CCSS, 2010).

The following Common Core State Standards have been identified as critical to instruction pertaining to English Language Learners. The Common Core State Standards below are derived from the **College and Career Readiness Anchor Standards for Language K-8**. The Common Core standards are integrated within the WIDA Standards, which guide the ESL curriculum.

### **Conventions of Standard English**

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **NJ ADMINISTRATIVE CODE REGARDING ESL**

### **Identification Of Eligible Limited English Proficient Students**

#### **N.J.A.C. 6A: 15-1.3**

This section requires that a screening process be used by school districts to determine which students with a native language other than English are to be tested with a language proficiency test. This section also requires that LEP students shall be identified and eligible for program services by using a Department approved language proficiency test. Additionally, districts are required to report annually the number of prekindergarten to grade 12 students who have a native language other than English and that are also limited English proficient. It also states that districts use age-appropriate language proficiency tests to determine the readiness of pre-kindergarten LEP students for appropriate placement in bilingual, ESL, or mainstream classroom programs. All testing regulations are detailed in the Standards and Assessment chapter.

### **Teacher Certification**

#### **N.J.A.C. 6A:15-1.4 (b), (c)**

The district board of education shall establish English language services designed to improve the English language proficiency of LEP students whenever there are one or more, but fewer than 10 LEP students enrolled within the schools of the district. English language services shall be in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading and writing skills in English. All teachers providing English language services shall hold a valid New Jersey instructional certificate.

The district board of education shall establish an ESL program that provides up to two periods of ESL instruction based on student needs whenever there are 10 or more LEP students enrolled within the schools of the district. All teachers of ESL classes shall hold a valid New Jersey certificate in English as a second language (ESL) pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6:11-6-2.

### **Parent Notification**

#### **N.J.A.C. 6A:15-1.13 Notification**

(a) Each district board of education shall notify by mail the parents of LEP students of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services education program. Such notice shall include the information that the parents have the option of declining enrollment of their child in a bilingual program, and they shall be given an opportunity to decline enrollment if they so choose. The notice shall be in writing and in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. In addition, whenever a district determines, on the basis of a student's level of English proficiency, that a student should exit from a program of bilingual education, the district shall notify the parents of the student by mail.

(b) Each district board of education shall send progress reports to parent(s) of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parent(s) of other students enrolled in the school district.

(c) Progress reports shall be written in English and in the native language of the parent(s) of students enrolled in the bilingual and ESL program unless it can be demonstrated and documented in the annual plan required in N.J.A.C.6A:15-1.6(a) that this requirement would place an unreasonable burden on the district board of education.

(d) Each district board of education shall notify the parent(s) when students meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) possesses a primary speaking ability.

## ESL PROGRAM

### ELIGIBILITY PROCESS

The Milltown school district has established a process to screen ESL registrants in fulfillment of the requirements of the NJ Bilingual Administrative Code. A detailed description of the procedure follows.

Upon registering in the Milltown school district, the parents of the new registrants complete the following steps:

1. Parents submit the birthplace, native language, and ethnic background of the students. The information is recorded on the registration form.
2. Parents complete a "Home Language Survey". The survey collects information regarding student's first language, educational background, his/her functional language, exposure to and use of another language.
3. After arriving at school, the ESL teacher administers the W-APT test and evaluates the student's English competency in his/her general performance. The two criteria, the result of the tests and teacher(s) observation(s), determine the student's eligibility. \*

\*The classroom teacher or parent may recommend, in writing, a student for ESL services when the child enrolls as a new student, or at any time during the school year.

### EXIT CRITERIA

ESL students are assessed annually for progress and possible exit from the program. Parents are notified if their child meets the criteria for exiting the program. Studies show that reaching full English proficiency may take 4 to 7 years.

The district utilizes multiple measures criteria for exit from the program, which includes:

Exit Criteria:

- ACCESS Proficient Score of 4.5 or higher (Bridging) on a Tier C test
- NJASK or Standardized Test Proficient Score in Math and Language Arts
- Report card grades of C or better in core subject areas
- Recommendation by ESL and classroom teacher with proof to show student's ability to succeed in mainstream
- Approval of ESL teacher

### MONITORING

Following exit, the student will be monitored for two years; if indications arise that the ELL is struggling then support services are again offered based on the students needs. Services may be limited to specific content areas, if necessary.

After a minimum of one full semester and within two years of exit, the mainstream English classroom teacher, with the approval of the principal, may recommend retesting.

If the student scores below the State established standard on the language proficiency test, that student shall be reenrolled into the program.

## **PROGRAM DESCRIPTION**

The goal of the ESL Program in Milltown is to teach English Language Learners (ELLs) to use English to achieve academically in all content areas. The ESL program is designed to meet the educational needs of ELL students and to develop each of the four language skills: listening, speaking, reading, and writing through grade-appropriate, content-based instruction.

Studies show that the best approach to language development ties the language to the content, rather than teaching grammar, vocabulary, and spoken English in isolation.

The eligible student will receive at least one full period of daily ESL content instruction until exit criterion is reached. A certified teacher with an ESL endorsement will instruct the program. The ESL teacher's schedule is developed after initial testing at the beginning of each school year. Eligible students will be grouped according to their English Language Proficiency Level based on their performance on the entrance test and/or by age appropriate grade level.

The ESL teacher will create and maintain an instructional climate that is conducive to learning. He/she will evaluate student performances in the ESL class and provide classroom teachers with input regarding progress. A progress report completed by the ESL teacher will be sent home each marking period. These comments are also available online. The ESL teacher will also be responsible for attending professional development for increasing knowledge of ESL strategies and methodology. Every effort will be made by the ESL teacher and classroom teacher to collaborate on instruction. The ESL teacher will work closely with the regular teacher to enhance the lessons for reinforcement of the content being taught in the mainstream classroom. The ESL teacher will provide supplemental lessons as needed to ensure understanding of a concept found difficult for the student(s).

The classroom teacher will adapt appropriate curriculum materials for the ESL student. Certain test accommodations may be provided, as needed, such as extended time, adapted materials (tests, quizzes, notes), bilingual dictionary, and translator, if possible. The ESL teacher is available for assistance in providing the accommodations, if needed. The classroom teacher should grade the student based on his/her achievement on adapted instructional materials that have been individualized for the student. There may be a period of time when an ESL student does not possess sufficient English proficiency to receive a grade. A general narrative report will be written in this case. If failing grades are given, documentation should be provided to determine that the language proficiency is not the cause.

The ESL teacher is responsible for monitoring the grades and classroom success. ELLs are entitled to modifications in content and grading to the extent that they can be successful.

Many supplemental materials will enhance the ESL curriculum. Through a variety of activities from many sources, different learning styles will be challenged and supported.

In addition to ESL services, ELLs are entitled to other services as appropriate. Language proficiency cannot be criteria for exclusion. Other possible services include but are not limited to Title I Basic Skills, Speech, Gifted and Talented or Vocational Education programs. Summer school programs may be recommended to ELLs also. The philosophy of this program is anchored in a set of principles governing language education and is supported by educational research and experience.

Parents of ELLs are provided communication in a language they understand, to the extent practicable.

## **FOCUS AREAS**

### **Balanced Skills**

All four language skills: listening, speaking, reading, and writing are included across the content curriculum and media. This approach ensures communicative proficiency.

### **Phonics**

Students develop phonics concepts through a four-step process: Identify, Hear, See and Say, and Write. By listening and responding to the voice of the teacher, students learn variations of the English sound system, develop phonetic awareness, practice pronunciation, and build background language in a comfortable atmosphere.

### **CALLA (Cognitive Academic Language Learning Approach)**

The principles of CALLA, developed by Dr. Anna Chamot, involve teaching language skills through grade appropriate, content-based topics. This provides learning strategies for both content and language acquisition.

### **Learning Strategies**

The classroom texts allows for differentiating instruction by providing guidelines for teaching strategies and helping students develop awareness of their own learning styles.

### **Cooperative Learning**

Cooperative learning activities are dispersed through the program to give students the opportunity to work in groups to share what they know and learn new information and skills (think pair share). Cooperative grouping promotes positive interdependence, individual accountability, face-to-face interaction, group processing, and development of social skills.

### **Integrated Curriculum**

Throughout the program, students learn how language and ideas cross the curriculum and how they may be applied in their mainstream classroom and to society.

### **Multicultural Understanding**

The program will respect and preserve each group's culture, while at the same time acknowledge the interdependence of these cultures. The variety of activities will take into account the varied backgrounds and learning styles. This will help the students understand their different backgrounds and facilitates communication among them, their families and society.

### **Assessment**

The ESL teacher will use varied assessment tools to allow for a comprehensive evaluation of student achievement. The following techniques are intended to provide students with a variety of opportunities to demonstrate their content area knowledge and English Language competency:

- Teacher observation
- Interviews
- Tests and quizzes
- Presentations
- Projects/Portfolios
- Journals
- Self-assessments

## WIDA PROFICIENCY LEVELS

Milltown's ESL Curriculum is based on the following WIDA Performance Definitions.

PROFICIENCY LEVEL	PERFORMANCE CRITERIA
6 Reaching	<ul style="list-style-type: none"> <li>• Specialized or technical language reflective of the content area at grade level</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• Oral or written communication in English comparable to proficient English peers</li> </ul>
5 Bridging	<ul style="list-style-type: none"> <li>• The technical language of content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;</li> <li>• Oral or written language approaching comparability to that of proficient English peers when presented with grade-level material.</li> </ul>
4 Expanding	<ul style="list-style-type: none"> <li>• Specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs;</li> <li>• 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 visual, graphic, or interactive support</li> </ul>
3 Developing	<ul style="list-style-type: none"> <li>• General and some specific language of the content areas;</li> <li>• Expanded sentences in oral interaction or written paragraphs;</li> <li>• 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 visual, graphic, or interactive support</li> </ul>
2 Beginning	<ul style="list-style-type: none"> <li>• General language related to the content areas;</li> <li>• Phrases of short sentences;</li> <li>• 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, graphic, or interactive support</li> </ul>
1 Entering	<ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of the content areas;</li> <li>• Words or chunks of language when presented with one-step commands, directions, WH- or choice questions, or statements with visual, graphic, or interactive support</li> </ul>

## LEVEL 1: ENTERING

### READING: Level 1

#### **ESL District Descriptive Statement:**

Student comprehends and produces little or no English. They may be able to use isolated words. They are not familiar with American culture, customs, or classroom procedures. They need visual clues for comprehension.

- Linguistic Complexity: Single words
- Vocabulary Usage: Most common vocabulary
- Language Control: Memorized language

#### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Match icons and symbols to corresponding pictures, identify name in print, find matching words or pictures, find labeled real-life classroom objects

1-2: Identify symbols, icons, and environmental print, connect print to visuals, match real-life familiar objects to labels, follow directions using diagrams or pictures

3-5: Match icons or diagrams with words/concepts, identify cognates from first language, as applicable, make sound/symbol/word relations, match illustrated words/phrases in differing contexts (e.g., on the board, in a book)

6-8: Associate letters with sounds and objects, match content-related objects/pictures to words, identify common symbols, signs, and words, recognize concepts of print, find single word responses to WH-questions (e.g., "who," "what," "when," "where") related to illustrated text, use picture dictionaries/illustrated glossaries.

#### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Identify environmental print related to hygiene or safety around school

1-2: Match icons or pictures to same on board games or in activities with a partner

3-5: Identify words or phrases related to self or personal experiences from illustrated text

6-8: Search for topics on the Internet, in libraries, or other sources with a partner from a list

#### Standard 2: Communicate in Language Arts

Pre-K-K: Match pictures and icons with those that are the same with a partner

1-2: Demonstrate concepts about print by pointing or through gestures, sequence a series of pictures to tell stories

3-5: Match labels or identify facts from illustrations and phrases (e.g., "I see, There is . . ."), use cues for sounding out unfamiliar words with accompanying visuals

6-8: Identify words of phrases supported by illustrations associated with various genres (e.g., adventures, ballads, science fiction, mythology)

## **Common Core State Anchor Standards for Reading**

### **Key Ideas and Details**

- R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

- R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.
- R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.6 Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Idea**

- R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

- R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## WRITING: Level 1

### **ESL District Descriptive Statement:**

Students can write their names, copy words and limited memorized material, as well as use left-to-right progression. They understand basic spatial relationship between lines and words.

### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Draw pictures and scribble, circle or underline pictures, symbols, and numbers, trace figures and letters, make symbols, figures or letters from models and realia (e.g., straws, clay)  
1-2: Copy written language, use first language (L1, when L1 is a medium of instruction) to help form words in English, communicate through drawings, label familiar objects or pictures  
3-5: Label objects, pictures, or diagrams from word/phrase banks, communicate ideas by drawing, copy words, phrases, and short sentences, answer oral questions with single words  
6-8: Draw content-related pictures, produce high frequency words, label pictures and graphs, create vocabulary/concept cards, generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)

### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Produce drawings of familiar games from home or school based on class models (using language experience in L1 or L2)  
1-2: Draw or orally dictate personal experiences in L1 or L2 from pictures or photographs  
3-5: Draw, label, and classify pictures of substances or objects around school, home, or community related to health and safety from visuals in L1 or L2  
6-8: Respond to requests or invitations supported visually using words and polite phrases

#### Standard 2: Communicate in Language Arts

Pre-K-K: Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)  
1-2: Reproduce symbols, letters, or pictures from illustrated charts or displays with a partner  
3-5: Produce personal word/phrase lists from labeled pictures (e.g., chores or shopping) and check with a partner  
6-8: Brainstorm words or phrases relevant to the task with a partner (e.g., using bilingual or picture dictionaries) in L1 or L2

## **Common Core State Anchor Standards for Writing**

### **Text Types and Purposes**

- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating of the subject under investigation.
- W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## SPEAKING: Level 1

### ESL District Descriptive Statement for Speaking:

Speakers at Level 1 may have no real functional ability. Given time and cues, they may be able to exchange greetings, give their name, and name a number of familiar objects. They can, in time, imitate others' English and rely on memorized phrases. Students may use strategies to respond to and/or initiate simple statements or requests.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K: Identify people or objects in illustrated short stories, repeat words, simple phrases, answer yes/no questions about personal information, name classroom and everyday objects.

1-2: Repeat simple words, phrases, and memorized chunks of language, respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase, identify and name everyday objects, participate in whole group chants and songs

3-5: Express basic needs or conditions, name pre-taught objects, people, diagrams, or pictures, recite words or phrases from pictures of everyday objects and oral modeling, answer yes/no and choice questions

6-8: Answer yes/no and choice questions, begin to use general and high frequency vocabulary, repeat words, short phrases, memorized chunks, answer select WH- questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Repeat answers to questions about position or location of real life objects or persons (e.g., "Where is Bob?" Here.

1-2: Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")

3-5: Seek assistance on information related to school tasks (e.g., supplies or assignments) from peers or teachers in L1 or L2.

6-8: Respond to and offer greetings, compliments, introductions, or farewells with teachers or peers in L1 and L2.

#### Standard 2: Communicate in Language Arts

Pre-K-K: Repeat key words in rhymes from picture cues in a whole group

1-2: Repeat new language related to story pictures modeled by teachers

3-5: Describe self with words and gestures (e.g., features, clothing, or likes and dislikes)

6-8: Answer choice or yes/no questions regarding visually supported information from multi-media (e.g., on ads, cartoons, signs, or posters)

## LISTENING: Level 1

### ESL District Descriptive Statement for Listening:

Students at an entering level have a very limited understanding and rely almost entirely on visual cues for comprehension. Students' understanding is limited to occasional isolated words such as cognates, borrowed words, and high frequency phrases. As students develop, they will comprehend short phrases supported by context and clear speech, simple questions, commands, and basic personal information.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Match oral language to classroom and everyday objects, point to stated pictures in context, respond non-verbally to oral commands or statements (e.g., through physical movement), find familiar people and places named orally

1-2: Follow modeled, one-step oral directions (e.g., "Find a pencil."), identify pictures of everyday objects as stated orally (e.g., in books), point to real-life objects reflective of content-related vocabulary or oral statements, mimic gestures or movement associated with statements (e.g., "This is my left hand.")

3-5: Point to stated pictures, words, or phrases, follow one-step oral directions (e.g., physically or through drawings), identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?"), match classroom oral language to daily routines

6-8: Follow one-step oral commands/instructions, match social language to visual/graphic displays, identify objects, people or places from oral statements/questions using gestures (e.g., pointing), match instructional language with visual representation (e.g., "Use a sharpened pencil.")

### English Proficiency Standards

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)

1-2: Follow oral directions according to complex commands using manipulatives or real life objects (e.g., "Put the cubes in a row across the paper.")

3-5: Identify materials needed to complete tasks from realia and oral statements and check with a partner

6-8: Point out school behavior from gestures or illustrations and oral statements with a partner (e.g., in class, on the playground, in gym class, on the bus)

#### Standard 2: Communicate in Language Arts

Pre-K-K: Point to features of big books in a large group (e.g., covers, title, author, illustrator) according to oral commands

1-2: Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants, or poems)

3-5: Point to letter combinations, words, parts of books, or illustrations in response to teachers' reading of illustrated books to show comprehension

6-8: Match oral commands with learning strategies represented visually and compare with a partner (e.g., "Fill in bubbles on answer sheets.")

## **Common Core Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
- SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

MATERIALS/ACTIVITIES/METHODS OF ASSESSMENT: Level 1

MATERIALS

Core Literature: *Moving Into English* (Harcourt), *Amazing English!* (Addison-Wellesley), *Reading Rods for English Language Learners*, *The New Oxford Picture Dictionary*, *My ABC Story Book* (Kindergarten), *Basic Vocabulary Builder: Blackline Masters*, *Shining Star* series (upper grades). See Appendix for teacher support materials.

Additional materials:

- Coloring Books
- Flashcards
- Magazine pictures
- Puppets
- Available board games and small group games. See Appendix for approved materials.

ACTIVITIES

Activities and academic goals may include:

- Skits
- Review activities
- Dialogues
- Tracing letters and numbers
- Modeling/Scaffolding
- Recitation
- Songs (e.g., Hokey Pokey, Head, Shoulders, Knees, and Toes, Old McDonald, The Farmer in the Dell, Twinkle, Twinkle Little Star, and other nursery rhymes.) (See Appendix for approved materials.)

METHODS OF ASSESSMENT

Oral questioning and answering (sample exemplary thinking questions).

<p>Reading</p> <p>1) What does this word begin with?</p> <p>2) Who were the main characters?</p>	<p>Writing</p> <p>1) Can you write your last name?</p> <p>2) How would you write an upper case "b"?</p>
<p>Listening</p> <p>1) Do these words rhyme?</p> <p>2) Which words start with "d"?</p>	<p>Speaking</p> <p>1) Tell me your birthday.</p> <p>2) Tell me your address.</p>

MINIMUM STANDARDS

- Weekly: Guided dialogue with peers and/or teacher; letter or word identification
- Monthly: Listen to, read aloud, respond to stories
- Quarterly: Identify related words within a theme

Other:

- Written exercises (e.g., draw pictures of words that start with an "a").
- Teacher observation
- Standardized tests and ACCESS for ELLs
- District-developed grade level tests
- Student work portfolio/use of graphic organizers (Appendix) and individual rubrics by level (Appendix).

## LEVEL 2: BEGINNING

### READING: Level 2

#### **ESL District Descriptive Statement:**

Students can understand simple material for informative or social purposes. They comprehend the purpose of short, general public statements, life skills texts, and formulaic messages. They understand the main idea within texts that contain simple language structure and syntax as well as visual clues. Students can guess the meanings of new words or phrases through the use of cognates and textual context and can distinguish between formal and informal texts.

- Linguistic Complexity: Phrases, short sentences
- Vocabulary Usage: High frequency vocabulary
- Language Control: Language with errors where meaning is obscured

#### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Match examples of the same form of print, distinguish between same and different forms of print (e.g., single letters and symbols), demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page), match labeled pictures to those in illustrated scenes

1-2: Search for pictures associated with word patterns, identify and interpret pre-taught labeled diagrams, match voice to print by pointing to icons, letters, or illustrated words, sort words into word families.

3-5: Identify facts and explicit messages from illustrated text, find changes to root words in context, identify elements of story grammar (e.g., characters, setting), follow visually supported written directions (e.g., "Draw a star in the sky.")

6-8: Sequence illustrated text of fictional and nonfictional events, locate main ideas in a series of simple sentences, find information from text structure (e.g., titles, graphs, glossary), follow text read aloud (e.g., tapes, teacher, paired-readings), sort/group pre-taught words/phrases, use pre-taught vocabulary (e.g., word banks) to complete simple sentences, use L1 to support L2 (e.g., cognates), use bilingual dictionaries and glossaries.

#### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

##### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Find real-life objects or pictures related to hygiene and safety that match environmental print around classroom or school (e.g., labels for soap, sink, etc.)

1-2: Place pictures with words or phrases with corresponding pictures on board games in activities with a partner

3-5: Make predictions from illustrated text using prior knowledge or personal experiences

6-8: Classify topics identified in websites/other sources with partner from (class) list

##### Standard 2: Communicate in Language Arts

Pre-K-K: Sort pictures and icons that are the same or different with a partner

1-2: Match voice to print by pointing to icons, letters, or illustrated words, match a series of pictures that tell stories with sequence words (e.g., first, then, last)

3-5: Identify language associated with fact in fiction or nonfiction illustrated paragraphs (e.g., "I know that . . .," "It is true that. . ."), use visually supported context cues to derive meaning and facilitate fluency

6-8: Match vocabulary or expressions in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)

## **Common Core State Anchor Standards for Reading**

### **Key Ideas and Details**

R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.

R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.6 Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Idea**

R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## WRITING: Level 2

### ESL District Descriptive Statement:

Students at this level can express basic personal needs and compose short informal passages based on familiar topics and personal experience. They utilize a limited set of vocabulary and simple sentence structure, but have a tendency to make frequent errors in spelling, grammar, and mechanics.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Connect oral language to print (e.g., language experience), reproduce letters, symbols, and numbers from models in context, copy icons of familiar environmental print, draw objects from models and label with letters.

1-2: Provide information using graphic organizers, generate lists of words/phrases from banks or walls, complete modeled sentence starters (e.g., "I like \_\_\_\_."), describe people, places, or objects from illustrated examples and models.

3-5: Make lists from labels or with peers, complete/produce sentences from word/phrase banks or walls, fill in graphic organizers, charts, and tables, make comparisons using real-life or visually-supported materials

6-8: Complete pattern sentences, extend "sentence starters" with original ideas, connect simple sentences, complete graphic organizers/forms with personal information, respond to yes/no, choice, and some WH- questions

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Relate information about familiar games from home or school based on class models (using language experience in L1 or L2)

1-2: Label personal experiences in L1 or L2 using pictures or photographs

3-5: Describe pictures of health and safety practices around school, home, or community from visuals (e.g., pedestrian safety) in L1 or L2

6-8: Respond to and initiate e-mail, messages, postcards, or notes to friends or siblings using informal register

#### Standard 2: Communicate in Language Arts

Pre-K: Reproduce symbols or letters from models using realia (e.g., straws)

1-2: Pair rhyming words from illustrated charts or displays with a partner

3-5: Create phrases/short sentences as personal reminders from models (e.g., homework assignments) and check with a partner

6-8: Check conventions or mechanics with resources (e.g., computers, peers, or visual models) and confirm with a partner in L1 or L2

## **Common Core Anchor Standards for Writing**

### **Text Types and Purposes**

- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating of the subject under investigation.
- W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## SPEAKING: Level 2

### ESL District Descriptive Statement for Speaking:

Students at the beginning level can use level-appropriate strategies to initiate and respond to simple statements and engage in simple face-to-face conversations with more fluent speakers of the same age group. Students rely on repetition, circumlocution, and nonverbal cues to communicate. They are able to make and respond to simple requests. They can create speech apart from formulaic phrases, but it will contain errors. Additionally, students can explain, in a simple and logically structured summary, information just learned or events that just happened.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Restate some facts from illustrated short stories, describe pictures, classroom objects or familiar people using simple phrases, answer questions with one or two words (e.g., "Where is Sonia?"), complete phrases in rhymes, songs, and chants

1-2: Use first language to fill in gaps in oral English (code switch), repeat facts or statements, describe what people do from action pictures (e.g., jobs of community workers), compare real-life objects (e.g., "smaller," "biggest")

3-5: Ask simple, everyday questions (e.g., "Who is absent?"), restate content-based facts, describe pictures, events, objects, and people using phrases or short sentences, share basic social information with peers

6-8: Convey content through high frequency words/phrases, state big/main ideas from classroom conversation, describe situations from modeled sentences, describe routines and everyday events, express everyday needs and wants, communicate in social situations, make requests

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Respond to questions or commands about position or location of real-life objects or persons using relational words (e.g., "Where's the bunny?" Over there.)

1-2: Share likes or dislikes with a partner in L1 or L2

3-5: Respond to questions about information related to school tasks (e.g., meaning of words or uses of relevant resources) from peers or teachers in L1 or L2

6-8: Ask questions or exchange information with teachers or peers in L1 and L2

#### Standard 2: Communicate in Language Arts

Pre-K-K: Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group

1-2: Describe people or places depicted in story pictures or wordless picture books in small groups or pairs

3-5: Compare self with familiar persons (e.g., friends, family members, or movie stars) using photographs, pictures, or graphic organizers

6-8: Restate or paraphrase visually supported information from multimedia (e.g., in newspapers, magazines, or broadcasts)

## LISTENING: Level 2

### ESL District Descriptive Statement for Listening:

Students at this level comprehend simple statements, directions, and questions. Students can discriminate aurally between major phonological elements in English. They can listen for and understand common and/or strategic information in the classroom. They begin to derive meaning from context and develop a better understanding of content.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Sort pictures or objects according to oral instructions, match pictures, objects or movements to oral descriptions, follow one-step oral directions (e.g., "stand up"; "sit down"), identify simple patterns described orally, respond with gestures to songs, chants, or stories modeled by teachers

1-2: Match oral reading of stories to illustrations, carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25."), sequence a series of oral statements using real objects or pictures, locate objects described orally

3-5: Categorize content-based pictures or objects from oral descriptions, arrange pictures or objects per oral information, follow two-step oral directions, draw in response to oral descriptions, evaluate oral information (e.g., about lunch options)

6-8: Follow multi-step oral commands/instructions, classify/sort content-related visuals per oral descriptions, sequence visuals per oral directions, identify information on charts or tables based on oral statements

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Respond to chants, based on illustrations, using gestures, movement, or instruments modeled by teachers in a whole group.

1-2: Follow oral directions according to complex manipulatives or real life objects (e.g., "Put the cubes in a row across the paper.")

3-5: Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner.

6-8: Identify examples of school etiquette based on gestures or illustrations and oral description with a partner (e.g., turn-taking).

#### Standard 2: Communicate in Language Arts

Pre-K-K: 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

1-2: Role play in small groups familiar, everyday activities modeled in illustrated story books read by teachers

3-5: Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension

6-8: Follow oral directions associated with learning strategies represented visually and compare with a partner

## **Common Core Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
- SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

MATERIALS/ACTIVITIES/METHODS OF ASSESSMENT: Level 2

MATERIALS

Core Literature: *Moving Into English* (Harcourt), *Amazing English!* (Addison-Wellesley), *Reading Rods for English Language Learners*, *The New Oxford Picture Dictionary*, *My ABC Story Book* (Kindergarten), *Basic Vocabulary Builder: Blackline Masters*, *Shining Star* series (upper grades). See Appendix for teacher support materials.

Additional materials:

- Coloring Books
- Flashcards
- Magazine pictures
- Puppets
- Available board games and small group games. See Appendix for approved materials.

ACTIVITIES

Activities and academic goals may include:

- Skits
- Review activities
- Dialogues
- Tracing letters and numbers
- Modeling/Scaffolding
- Recitation
- Songs (e.g., Hokey Pokey, Head, Shoulders, Knees, and Toes, Old McDonald, The Farmer in the Dell, Twinkle, Twinkle Little Star, and other nursery rhymes.) (See Appendix for approved materials.)

METHODS OF ASSESSMENT

Oral questioning and answering (sample exemplary thinking questions).

Reading 1) What does this word begin with? 2) Who were the main characters?	Writing 1) Can you write your last name? 2) How would you write an upper case "b"?
Listening 1) Do these words rhyme? 2) Which words start with "d"?	Speaking 1) Tell me your birthday. 2) Tell me your address.

MINIMUM STANDARDS

- Weekly: Guided dialogue with peers and/or teacher; letter or word identification
- Monthly: Listen to, read aloud, respond to stories
- Quarterly: Identify related words within a theme

Other:

- Written exercises (e.g., draw pictures of words that start with an "a").
- Teacher observation
- Standardized tests and ACCESS for ELLs
- District-developed grade level tests
- Student work portfolio/use of graphic organizers (Appendix) and individual rubrics by level (Appendix).

## LEVEL 3: DEVELOPING

### READING: Level 3

#### ESL District Descriptive Statement:

Students at the Developing Level understand more complex texts with a familiar context. They use contextual and visual clues to derive meaning, but have difficulty with unfamiliar sentence patterns. They begin to understand key points and details of expository texts of a particular interest and begin to separate main ideas from supporting ideas. They comprehend how words, morphemes, and word order convey meaning. Additionally, students understand inference, word connotations, and word collocations. They begin broadening their reading selections.

- Linguistic Complexity: Series of related sentences
- Vocabulary Usage: General and some specific vocabulary
- Language Control: Language with errors but meaning is retained

#### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Use pictures to identify words, classify visuals according to labels or icons (e.g., animals v. plants), demonstrate concepts of print (e.g., title, author, illustrator), sort labeled pictures by attribute (e.g., number, initial sound)

1-2: Make text-to-self connections with prompting, select titles to match a series of pictures, sort illustrated content words into categories, match phrases and sentences to pictures

3-5: Interpret information or data from charts and graphs, identify main ideas and some details, sequence events in stories or content-based processes, use context clues and illustrations to determine meaning of words/phrases

6-8: Identify topic sentences, main ideas, and details in paragraphs, identify multiple meanings of words in context (e.g., "cell," "table"), use context clues, make predictions based on illustrated text, identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed"), differentiate between fact and opinion, answer questions about explicit information in texts, use English dictionaries and glossaries

#### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

##### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Identify icons, symbols, and words related to hygiene and safety found in environmental print around classroom or school in L1 or L2

1-2: Respond to words or phrases on board games or in activities by carrying out actions with a partner

3-5: Confirm predictions based on prior knowledge or personal experiences from illustrated text

6-8: Sort information on topics of choice gathered from multiple sources with a partner

##### Standard 2: Communicate in Language Arts

Pre-K-K: Classify illustrated words that are the same or different with a partner

1-2: Cross-check pictures with phonics clues with a partner

Select titles that correspond that a sequence of pictures

3-5: Identify language associated with opinion in fiction or nonfiction illustrated text (e.g., "I think that . . . ;" "We believe that . . . ;" "It could be . . . ")

Use punctuation cues to facilitate expression and fluency with visually supported text  
6-8: Associate types of genres with language structures in illustrated text or oral description  
(e.g., a long time ago, in ancient Greece)

## **Common Core State Anchor Standards for Reading**

### **Key Ideas and Details**

- R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

- R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.
- R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.6 Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Idea**

- R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

- R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## WRITING: Level 3

### ESL District Descriptive Statement:

Students at this level can write simple texts, uncomplicated personal and business letters, and short reporting using high frequency, grade appropriate vocabulary and language structures. They can write brief analyses of complex content, when given the opportunity for organization and advance preparation, although errors will occur. They can express their opinion using past, present, and future ideas. Students will begin using dictionaries and will perform basic revision and editing tasks. They will explore different genres and construct written work for different audiences by expanding register variation, voice, and tone.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Communicate using letters, symbols, and numbers in context, make illustrated “notes” and cards with distinct letter combinations, make connections between speech and writing, reproduce familiar words from labeled models or illustrations

1-2: Engage in prewriting strategies (e.g., use of graphic organizers), form simple sentences using word/phrase banks, participate in interactive journal writing, give content-based information using visuals or graphics

3-5: Produce simple expository or narrative text, string related sentences together, compare/contrast content-based information, describe events, people, processes, procedures

6-8: Produce short paragraphs with main ideas and some details (e.g., column notes), create compound sentences (e.g., with conjunctions), explain steps in problem-solving, compare/contrast information, events, characters, give opinions, preferences, and reactions along with reasons

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Tell how to play familiar games from home or school based on class models (using language experience in L1 or L2)

1-2: Produce phrases or sentences about personal experiences in L1 or L2

3-5: Describe procedures to take for health and safety at school, home, or community from visuals (e.g., accidents on the playground) in L1 or L2

6-8: Respond to and initiate suggestions, announcements, journal entries, complaints, apologies, or thank you letters using semiformal register

#### Standard 2: Communicate in Language Arts

Pre-K-K: Trace symbols or letters associated with pictures or realia

1-2: Produce and organize rhyming words or word families from pictures on charts or displays, or graphic organizers with a partner

3-5: Edit guided writing (e.g., for conventions and structures) based on teacher feedback

6-8: Engage in peer editing (e.g., using checklists) during process writing and make notations to partner in L1 or L2

## **Common Core Anchor Standards for Writing**

### **Text Types and Purposes**

- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating of the subject under investigation.
- W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## SPEAKING: Level 3

### ESL District Descriptive Statement for Speaking:

Students can initiate a conversation, face-to-face or on the phone, with fluent speakers of English, with some hesitation and circumlocution. They use common verb tense forms but still make errors in formation and selection. They can express details and use word order accurately in simple sentences in regard to familiar conversation but have difficulty with academic language. They use pronouns and inflections and continue to use gestures/nonverbal cues to clarify meaning and sustain conversation. Students may begin to use self-correction when speaking.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Retell short narrative stories through pictures, repeat sentences from rhymes and patterned stories, make predictions (e.g., "What will happen next?"), answer explicit questions from stories read aloud (e.g., who, what, or where)

1-2: Ask questions of a social nature, express feelings (e.g., "I'm happy because . . ."), retell simple stories from picture cues, sort and explain grouping of objects (e.g., sink v. float), make predictions or hypotheses, distinguish features of content-based phenomena (e.g., caterpillar, butterfly)

3-5: Answer simple content-based questions, re/tell short stories or events, make predictions or hypotheses from discourse, offer solutions to social conflict, present content-based information, engage in problem-solving

6-8: Begin to express time through multiple tenses, retell/rephrase ideas from speech, give brief oral content-based presentations, state opinions, connect ideas in discourse using transitions (e.g., "but," "then"), use different registers inside and outside of class, state big/main ideas with some supporting details, ask for clarification (e.g., self-monitor).

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Identify position or location of real life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner")

1-2: Paraphrase or combine likes or dislikes with a partner (e.g., "She likes cake and ice cream.") in L1 or L2

3-5: Ask questions to seek information or provide opinions, preferences, or wishes to peers in L1 or L2

6-8: Initiate or engage in conversations with peers or in small groups in L1 and L2

#### Standard 2: Communicate in Language Arts

Pre-K-K: Rehearse short rhymes using gestures from picture cues in whole or small groups

1-2: State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs

3-5: Compare self with characters in literary works using graphic organizers and technology

6-8: Present visually supported information from multimedia (e.g., on the Internet, CDs, or software)

## LISTENING: Level 3

### ESL District Descriptive Statement for Listening:

Students can comprehend short conversations on everyday topics, when listening to peers, familiar adults, and selected other adults (e.g., teachers, public service providers) either face-to-face or on the phone. Students rely less on repetition, rephrasing, and nonverbal cues for comprehension. They understand frequently used verb tenses and patterns in simple sentences and will demonstrate comprehension of short expressions, but will have a limited understanding of longer communications. Student can demonstrate phonological discrimination of many auditory elements of English. They can follow multi-step directions as well as more complex conversations.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Follow two-step oral directions, one step at a time, draw pictures in response to oral instructions, respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down), act out songs and stories using gestures

1-2: Follow modeled multi-step oral directions, sequence pictures of stories read aloud (e.g., beginning, middle, and end), match people with jobs or objects with functions based on oral descriptions, classify objects according to descriptive oral statements

3-5: Follow multi-step oral directions, identify illustrated main ideas from paragraph-level oral discourse, match literal meanings of oral descriptions or oral reading to illustrations, sequence pictures from oral stories, processes, or procedures

6-8: Categorize content-based examples from oral directions, match main ideas of familiar text read aloud to visuals, use learning strategies described orally, identify everyday examples of content-based concepts described orally, associate oral language with different time frames

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Respond to songs based on illustrations, using gestures, movement, or instruments modeled by teachers in a whole group

1-2: Follow oral directions by comparing them with visual cues, or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")

3-5: Select materials or resources needed to complete tasks based on realia and oral descriptions and check with a partner

6-8: Interact in social and cultural school situations based on oral descriptions in small groups (e.g., in the lunchroom)

#### Standard 2: Communicate in Language Arts

Pre-K-K: Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions

1-2: Role play characters seen in plays, videos, or illustrated stories read by teachers in small groups

3-5: Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension

6-8: Use learning strategies according to oral directions and compare with a partner (e.g., "Answer easy questions first on tests.")

## **Common Core Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
- SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**MATERIALS/ACTIVITIES /METHODS OF ASSESSMENT: Level 3**

MATERIALS

Core Literature: *Moving Into English* (Harcourt), *Amazing English!* (Addison-Wellesley), *Reading Rods for English Language Learners*, *The New Oxford Picture Dictionary*, *My ABC Story Book* (Kindergarten), *Basic Vocabulary Builder: Blackline Masters*, *Shining Star* series (upper grades). See Appendix for teacher support materials.

Additional materials:

Coloring Books

Flashcards

Magazine pictures

Puppets

Available board games and small group games. See Appendix for approved materials.

Other Possibilities: Simon Says, Game board (produce sentences), "My Neighbor Likes . . .

ACTIVITIES

Activities and academic goals may include:

Cooperative learning

Make up a story

Give your partner directions to draw a picture

Dialogues

Use various tenses

Match meanings to pictures

Word family exercises

Describe objects

Songs/Chants. (See Appendix for approved materials.)

METHODS OF ASSESSMENT

Oral questioning and answering (sample exemplary thinking questions).

<p>Reading</p> <p>1) What does that picture tell you?</p> <p>2) Do you think that really happened?</p>	<p>Writing</p> <p>1) Can you write your name?</p> <p>2) Write the sentence: The ball is red.</p>
<p>Listening</p> <p>1) Tell me what happened in that story?</p> <p>2) What do you think will happen to Sue?</p>	<p>Speaking</p> <p>1) How are you feeling?</p> <p>2) Tell me about your family.</p>

MINIMUM STANDARDS

Weekly: Edit peer/own work, give oral directions to a game

Monthly: Complete a graphic organizer for a given topic

Quarterly: Track progress in individualized reading incentive program

Other:

Written exercises (e.g., write a small poem).

Teacher observation

Standardized tests and ACCESS for ELLs

District-developed grade level tests

Student work portfolio / use of graphic organizers (Appendix) and individual rubrics by level (Appendix).

Informal reading inventories

## LEVEL 4: EXPANDING

### READING: Level 4

#### **ESL District Descriptive Statement:**

Students at the Expanding Level can comprehend the content of most texts of appropriate grade-level. They can understand most factual information in non-technical prose as well as texts with less dependence on context or background knowledge of topic. They have an understanding of more sophisticated cohesive devices and a greater accuracy in interpreting. They will read literature for pleasure. Students can separate main ideas from supporting ideas and, as a result, they can analyze material written for the general public. Student has an ability to interpret text based on an understanding of the purpose of the text.

- Linguistic Complexity: Moderate discourse
- Vocabulary Usage: Specialized and some technical vocabulary
- Language Control: Language with minimal errors

#### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Identify some high-frequency words in context, order a series of labeled pictures described orally to tell stories, match pictures to phrases/short sentences, classify labeled pictures by two attributes (e.g., size and color)

1-2: Put words in order to form sentences, identify basic elements of fictional stories (e.g., title, setting, characters), follow sentence-level directions, distinguish between general and specific language (e.g., flower v. rose) in context

3-5: Classify features of various genres of text (e.g., “and they lived happily ever after”—fairy tales), match graphic organizers to different texts (e.g., compare/contrast with Venn diagram), find details that support main ideas, differentiate between fact and opinion in narrative and expository text

6-8: Order paragraphs, identify summaries of passages, identify figurative language (e.g., “dark as night”), interpret adapted classics or modified text, match cause to effect, identify specific language of different genres and informational texts, use an array of strategies (e.g., skim and scan for information)

#### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

##### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Connect environmental print related to hygiene and safety to teacher reading of illustrated books in L1 or L2

1-2: Follow grade-level written directions for board games/activities with a partner/teacher assistance

3-5: Compare/contrast personal experiences with illustrated text

6-8: Arrange information on topics of choice gathered from multiple sources in logical order with a partner

##### Standard 2: Communicate in Language Arts

Pre-K-K: Identify letters in illustrated words that are the same or different with a partner

- 1-2: Use phonics clues to sound out illustrated words in context  
Sequence a series of sentences to related pictures
- 3-5: Differentiate between statements of fact and opinion found in various illustrated reading selections  
Use self-correcting strategies to increase fluency with visually supported text
- 6-8: Pair illustrated summaries with excerpts from genres read orally or in writing (e.g., mythology, science fiction, or ballads)

## **Common Core State Anchor Standards for Reading**

### **Key Ideas and Details**

- R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

- R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.
- R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.6 Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Idea**

- R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

- R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## WRITING: Level 4

### ESL District Descriptive Statement:

Students at this level can write multi-paragraph essays, journals, personal, and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion. They are able to show good control of English word structure and of the most frequently used grammatical structures, but errors may still occur, particularly when the students are writing about complex themes, when the topic is beyond their experience, or when the content is rich in technical academic vocabulary. They can express ideas sequentially using a broad range of vocabulary, idioms, structures, and verb tenses. They begin to detect and edit for grammar, structure, and diction.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Produce symbols and strings of letters associated with pictures, draw pictures and use words to tell a story, label familiar people and objects from models, produce familiar words/phrases from environmental print and illustrated text

1-2: Produce original sentences, create messages for social purposes (e.g., get well cards), compose journal entries about personal experiences, use classroom resources (e.g., picture dictionaries) to compose sentences

3-5: Take notes using graphic organizers, summarize content-based information, author multiple forms of writing (e.g., expository, narrative, persuasive) from models, explain strategies or use of information in solving problems

6-8: Create multiple-paragraph essays, justify ideas, produce content-related reports, use details/examples to support ideas, use transition words to create cohesive passages, compose intro/body/conclusion, paraphrase or summarize text, take notes (e.g., for research)

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Depict stories about familiar games from home or school with the class (using language experience in L1 or L2)

1-2: Maintain diaries or journals of related sentences about personal experiences in L1 or L2

3-5: Provide examples and strategies for maintaining health and safety at school, home, or community from visuals in L1 or L2

6-8: Respond to teachers (e.g., feedback from journals) or complete assignments using formal register

#### Standard 2: Communicate in Language Arts

Pre-K-K: Copy letters of beginning sounds from labeled pictures in context

1-2: Use rhyming words or word families in phrases or short sentences from illustrated charts or displays with a partner

3-5: Edit and revise writing (using word processing or rubrics) based on class or peer reviews

6-8: Self-edit during process writing using multiple resources (e.g., thesauruses or dictionaries) and check with a partner

## **Common Core Anchor Standards for Writing**

### **Text Types and Purposes**

- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating of the subject under investigation.
- W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## SPEAKING: Level 4

### ESL District Descriptive Statement for Speaking:

Students at the Expanding Level can handle most communicative situations with confidence but may need help with any complication or difficulty they encounter in language productions, especially in academic subjects. They can engage in extended discussions on a broad range of topics that extend beyond their daily lives. Their vocabulary, with some circumlocutions, is sufficient to communicate precisely at the appropriate level. They demonstrate mastery of elementary constructions. They show greater precision in the choice of prepositions, modal verbs, and idiomatic phrases. Students can narrate the sequence of events and instructions with the proper tenses, form, and structure.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Retell narrative stories through pictures with emerging detail, sing repetitive songs and chants independently, compare attributes of real objects (e.g., size, shape, color), indicate spatial relations of real-life objects using phrases or short sentences

1-2: Ask questions for social and academic purposes, participate in class discussions on familiar social and academic topics, retell stories with details, sequence stories with transitions

3-5: Answer opinion questions with supporting details, discuss stories, issues, and concepts, give content-based oral reports, offer creative solutions to issues/problems, compare/contrast content-based functions and relationships

6-8: Paraphrase and summarize ideas presented orally, defend a point of view, explain outcomes, explain and compare content-based concepts, connect ideas with supporting details/evidence, substantiate opinions with reasons and evidence

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., "The ball goes up. The ball comes down.")

1-2: Give reasons for likes, dislikes, or needs with a partner (e.g., "I like \_\_\_\_\_ because . . .") in L1 or L2

3-5: Clarify information by restating or rephrasing ideas, opinions, or preferences with peers in L1 or L2

6-8: Initiate, respond to, or clarify meaning of idiomatic expressions, slang, or nuances in conversation with peers in L1 or L2

#### Standard 2: Communicate in Language Arts

Pre-K-K: Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions

1-2: Reenact scenes seen in plays, videos, or illustrated stories read by teachers in small groups

3-5: Respond nonverbally to teachers or peers (during guided reading) to demonstrate comprehension strategies

6-8: Practice using learning strategies described orally in a variety of familiar situations and verify with a partner (e.g., note taking)

## LISTENING: Level 4

### ESL District Descriptive Statement for Listening:

Students can understand standard speech delivered in most authentic settings with some repetition and rewording. They can understand the main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics, feature programs on radio and television, movies and other media designed for a native-speaking audience. They comprehend a wide range of language forms, vocabulary, idioms, and structures learned in and outside of language classes and content areas classes. Students at this stage can often detect affective undertones and understand inferences in spoken language with some repetition and rephrasing. They can understand a variety of speech samples from diverse forms of English. They can demonstrate phonological discrimination of most auditory elements in English.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Find pictures that match oral descriptions, follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line."), distinguish between what happens first and next in oral activities or readings, role play in response to stories read aloud

1-2: Compare/contrast objects by physical attributes (e.g., size, shape, color) based on oral information, find details in illustrated, narrative, or expository text read aloud, identify illustrated activities from oral descriptions, locate objects, figures, places based on visuals/detailed description.

3-5: Interpret oral information and apply to new situations, identify illustrated main ideas and supporting details from oral discourse, infer from and act on oral information, role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media

6-8: Identify main ideas and details of oral discourse, complete content-related tasks or assignments based on oral discourse, apply learning strategies to new situations, role play, dramatize, or re-enact scenarios from oral reading

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Interpret songs (e.g., melodies from diverse cultures) based on illustrations, through movement or playing of instruments in small groups or individually

1-2: 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.")

3-5: Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner

6-8: Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)

#### Standard 2: Communicate in Language Arts

Pre-K-K: Complete short rhymes using gestures from picture cues in whole or small groups

1-2: Tell stories from pictures or wordless picture books in small groups or pairs

3-5: Compare self with motives or points of view of characters in literary words using graphic organizers and technology

6-8: Summarize or integrate visually supported information from multimedia (e.g., in trade books, books on tape, or videos)

## **Common Core Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
- SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**MATERIALS/ACTIVITIES/METHODS OF ASSESSMENT: Level 4**

MATERIALS

Core Literature: *Moving Into English* (Harcourt), *Amazing English!* (Addison-Wellesley), *Reading Rods for English Language Learners*, *The New Oxford Picture Dictionary*, *My ABC Story Book* (Kindergarten), *Basic Vocabulary Builder: Blackline Masters*, *Shining Star* series (upper grades). See Appendix for teacher support materials.

Additional materials:

Flashcards

Magazines/Storybooks

Available board games and small group games. See Appendix for approved materials.

Other Possibilities: Simon Says, Game board (produce sentences), "My Neighbor Likes . . .

ACTIVITIES

Activities and academic goals may include:

Cooperative learning

Make up a story

Give your partner directions to draw a picture

Dialogues

Use various tenses

Modeling/Scaffolding

Describe objects

Songs. (See Appendix for approved materials.)

METHODS OF ASSESSMENT

Oral questioning and answering (sample exemplary thinking questions).

<p>Reading</p> <p>1) Looking at this picture, how do you think the story will end?</p> <p>2) What is the main idea of this story?</p>	<p>Writing</p> <p>1) How would you start a letter to a friend?</p> <p>2) Can you create your own story?</p>
<p>Listening</p> <p>1) Can you tell me about a movie in your own words?</p> <p>2) What do you think the author was trying to tell us in her book?</p>	<p>Speaking</p> <p>1) Can you tell me about the 4<sup>th</sup> of July?</p> <p>2) Will you tell the class what you did for the weekend?</p>

MINIMUM STANDARDS

Weekly: Edit peer/own work, respond to letter in dialogue journal, give oral directions to a game

Monthly: Complete a graphic organizer for a given topic; Write a paragraph (or more) on the topic

Quarterly: Track progress in individualized reading incentive program

Other:

Teacher observation

Standardized tests and ACCESS for ELLs

District-developed grade level tests

Student work portfolio / use of graphic organizers (Appendix) and individual rubrics by level (Appendix).

## LEVEL 5: BRIDGING

### READING: Level 5

#### **ESL District Descriptive Statement:**

Students understand and obtain meaning from a wide range of texts available to native English speakers. They can read extended academic texts at the appropriate level containing multiple perspectives. They have mastered the strategies of reading, approach native English-speaking students at their grade level, and are approaching grade-level mastery of the language structures and vocabulary that are characteristic of texts in the academic content areas.

- Linguistic Complexity: Complex discourse
- Vocabulary Usage: Specialized and technical vocabulary
- Language Control: Language comparable to English peers

#### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Find school-related vocabulary items, differentiate between letters, words, and sentences, string words together to make short sentences, indicate features of words, phrases, or sentences that are the same and different

1-2: Begin using features of non-fiction text to aid comprehension, use learning strategies (e.g., context clues), identify main ideas, match figurative language to illustrations (e.g., "as big as a house")

3-5: Summarize information from multiple related sources, answer analytical questions about grade-level text, identify, explain, and give examples of figures of speech, draw conclusions from explicit and implicit text at or near grade level

6-8: Differentiate and apply multiple meanings of words/phrases, apply strategies to new situations, infer meaning from modified grade-level text, critique material and support argument, sort grade-level text by genre

#### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

##### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources

1-2: Share "oral reading" of illustrated books related to hygiene and safety with a partner

3-5: Follow grade level written directions for board games or activities independently

6-8: Evaluate validity of information based on personal experiences

##### Standard 2: Communicate in Language Arts

Pre-K-K: Point out features of words that are the same and different with a partner (e.g., capital vs. lower case letters)

1-2: Predict words or phrases based on context cues in grade-level text, sequence short paragraphs to tell stories

3-5: Identify authors' intent associated with fact or opinion in fiction or nonfiction from grade level text, use strategies to adjust pace and expression while reading orally

6-8: Infer types of genres associated with written descriptions or summaries from grade level text

## **Common Core State Anchor Standards for Reading**

### **Key Ideas and Details**

- R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

- R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.
- R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R.6 Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Idea**

- R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

- R.10 Read and comprehend complex literary and informational texts independently and proficiently.

## WRITING: Level 5

### **ESL District Descriptive Statement:**

Students are approaching fluency in academic writing within the content areas. They demonstrate an increasing ability to successfully employ the subtleties of written language for different audiences and purposes.

### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Create content-based representations through pictures and words, make "story books" with drawings and words, produce words/phrases independently, relate everyday experiences using phrases/short sentences

1-2: Create a related series of sentences in response to prompts, produce content-related sentences, compose stories, explain processes or procedures using connected sentences

3-5: Produce extended responses of original text approaching grade level, apply content-based information to new contexts, connect or integrate personal experiences with literature/content, create grade-level stories or reports

6-8: Create expository text to explain graphs/charts, produce research reports using multiple sources/citations, begin using analogies, critique literary essays or articles.

### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Create class books about games from home or school (using language experience in L1 or L2)

1-2: Produce illustrated stories based on personal experiences

3-5: Create pieces (e.g., brochures or newsletters) about safety or health issues with examples for classroom, school, home, or community

6-8: Respond to and initiate a variety of writing forms using register appropriate to audience

#### Standard 2: Communicate in Language Arts

Pre-K-K: Produce letters of beginning sounds from pictures in context

1-2: Create original stories or poems using rhyming words or word families in sentences from charts or displays

3-5: Self-assess and revise writing (using word processing or rubrics) to produce final drafts

6-8: Self-assess process writing using rubrics or other resources and explain editing strategies

## **Common Core Anchor Standards for Writing**

### **Text Types and Purposes**

- W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

- W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating of the subject under investigation.
- W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

- W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## SPEAKING: Level 5

### **ESL District Descriptive Statement for Speaking:**

Students can engage in most social situations with confidence and mastery of complex language structures. Speaking in the academic content areas is characterized by fluency and accuracy in language production.

### **WIDA CAN DO Descriptors**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Tell original stories with emerging detail, explain situations (e.g., involving feelings), offer personal opinions, express like, dislikes, or preferences with reasons

1-2: Use academic vocabulary in class discussions, express and support ideas with examples, give oral presentations on content-based topics approaching grade level, initiate conversation with peers and teachers

3-5: Justify/defend opinions or explanations with evidence, give content-based presentations using technical vocabulary, sequence steps in grade-level problem-solving, explain in detail results of inquiry (e.g., scientific experiments)

6-8: Defend a point of view and give reasons, use and explain metaphors and similes, communicate with fluency in social and academic contexts, negotiate meaning in group discussions, discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

### **English Proficiency Standards**

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K: Describe position or location of real-life objects or persons using sentences

1-2: Convince a partner to share your likes, dislikes, or needs in L1 or L2

3-5: Offer specific information that supports opinions or preferences with peers

6-8: Express or respond to humor or sarcasm in conversation

#### Standard 2: Communicate in Language Arts

Pre-K-K: Recite rhymes using gestures from memory in small groups

1-2: Create original stories from series of pictures, wordless picture books, or personal experiences

3-5: Explain differences between self-motives or points of view and those of characters in literary works using technology

6-8: Give reviews of information from multimedia that include interpretations, critiques, or self-reflections

## LISTENING: Level 5

### ESL District Descriptive Statement for Listening:

Students can understand most standard speech. They apply their linguistic skills and knowledge, including vocabulary, idioms, and complex grammatical structures, to the learning of academic content.

### WIDA CAN DO Descriptors

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed for the following tasks.

Pre-K-K: Order pictures of events according to sequential language, arrange objects or pictures according to descriptive oral discourse, identify pictures/realia associated with grade-level academic concepts from oral descriptions, make patterns from real objects or pictures based on detailed oral descriptions

1-2: Use context clues to gain meaning from grade-level text read orally, apply ideas from oral discussions to new situations, interpret information from oral reading of narrative or expository text, identify ideas/concepts expressed with grade-level content-specific language

3-5: Carry out oral instructions containing grade-level, content-base language, construct models or use manipulatives to problem-solve based on oral discourse, distinguish between literal and figurative language in oral discourse, form opinions of people, places, or ideas from oral scenarios

6-8: Use oral information to accomplish grade-level tasks, evaluate intent of speech and act accordingly, make inferences from grade-level text read aloud, discriminate among multiple genres read orally

### English Proficiency Standards

The study of previously learned skills will continue at a more advanced level. Students at this level will become more proficient in all of the previous grade level skills as well as:

#### Standard 1: ELLs Communicate for Social and Instructional Purposes

Pre-K-K: Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., "Put your right foot in . . .")

1-2: 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.")

3-5: Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")

6-8: Interpret oral scenarios or readings on character development through role play

#### Standard 2: Communicate in Language Arts

Pre-K-K: Match illustrations to oral reading of related sentences or short stories

1-2: Reenact or dramatize grade level stories that are read by teachers or seen

3-5: Connect information from oral reading of grade level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")

6-8: Apply learning strategies described orally to new situations

## **Common Core Anchor Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

- SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
- SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**MATERIALS/ACTIVITIES/METHODS OF ASSESSMENT: Level 5**

MATERIALS

Core Literature: *Moving Into English* (Harcourt), *Amazing English!* (Addison-Wellesley), *Reading Rods for English Language Learners*, *The New Oxford Picture Dictionary*, *My ABC Story Book* (Kindergarten), *Basic Vocabulary Builder: Blackline Masters*, *Shining Star* series (upper grades), *The Oxford Picture Dictionary for the Content Areas*, *Everyday English*—Books 1, 2, and 3. See Appendix for teacher support materials.

Additional materials:

Flashcards

Magazines/Storybooks

Available board games and small group games. See Appendix for approved materials.

ACTIVITIES

Activities and academic goals may include:

Cooperative learning

Skits

Dialogues

Use various tenses

Modeling/Scaffolding

Writing letters and compositions

Songs. (See Appendix for approved materials.)

METHODS OF ASSESSMENT

Oral questioning and answering (sample exemplary thinking questions).

<p><u>Reading</u></p> <ol style="list-style-type: none"> <li>1) Describe the setting of this story.</li> <li>2) Compare/contrast the main character’s life to your own life.</li> <li>3) How would you have resolved the conflict?</li> </ol>	<p><u>Writing</u></p> <ol style="list-style-type: none"> <li>1) Outline the sequence of the events leading to the climax of the story.</li> <li>2) Write a list of facts from the story that will help solve the problem.</li> <li>3) Write a letter to main character advising him/her on how to solve the problem.</li> </ol>
<p><u>Listening</u></p> <ol style="list-style-type: none"> <li>1) What was the main idea of this speaker’s report?</li> <li>2) What questions might this presentation raise?</li> <li>3) How would you evaluate this performance? Explain.</li> </ol>	<p><u>Speaking</u></p> <ol style="list-style-type: none"> <li>1) Describe a holiday celebrated in your native country.</li> <li>2) Compare/contrast that holiday to one celebrated in America.</li> <li>3) Create a new holiday that would celebrate both cultures.</li> </ol>

MINIMUM STANDARDS

Weekly: Edit peer/own work, respond to letter in dialogue journal, explain oral directions to a game

Monthly: Composition on a given topic

Quarterly: Track progress in individualized reading incentive program

Other:

Written exercises (e.g., letters, short stories, book reports)

Standardized tests and ACCESS for ELLs

District-developed grade level tests

Student work portfolio / use of graphic organizer and individual rubrics by level

# Appendix A

## Approved Materials

### ESL Teacher Resources/Organizations

- Center for Applied Linguistics (CAL). Washington, DC. Web-site: [www.cal.org](http://www.cal.org)
- Center for Research on Education, Diversity & Excellence (CREDE). University of California, Santa Cruz. Web-site: [www.crede.ucsc.edu](http://www.crede.ucsc.edu)
- Claire, Elizabeth. 1988. *ESL Teacher's Activities Kit*. Englewood Cliffs, NJ: Prentice Hall.
- Dresser, Norine. 2005. *Multicultural Manners*. Hoboken, NJ: John Wiley & Sons.
- Ediger, Anne. 2001. Teaching Children Literacy Skills in a Second Language. In Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, pps. 153–170.
- Freeman, David and Yvonne. 2004. *Essential Linguistics*. Portsmouth, NH: Heinemann.
- Helmer, Sylvia and Catherine Eddy. 2003. *Look at Me When I Talk to You: ESL Learners in Non-ESL Classrooms*. Ontario, CA: Pippin Publishing.
- Hirsch, Charles and Deborah Beres Supple. 1996. *61 Cooperative Learning Activities in ESL*. Portland, ME: J. Weston Walch.
- Josel, Carol A. 1994. *Ready-To-Use ESL Activities for Every Month of the School Year*. West Nyack, NY: The Center for Applied Research in Education.
- Learning Resources. *Assessment & Intervention Handbook: Literacy*. 2009. Vernon Hills, IL.
- Maculaitis, Jean and Mona Scheraga. 1992. *The Complete ESL/EFL Resource Book: Strategies, Activities, and Units for the Classroom*. Lincolnwood, IL: National Textbook Company.
- National Governors Association (NGA). *Common Core State Standards*. 2012. Washington, DC.
- Oxford, Rebecca. 2000. Teaching Culture in the Language Classroom: Toward A New Philosophy. In James E. Alatis (ed.), *Georgetown University Round Table on Languages and Linguistics*: 26–45.
- Robb, Laura. 2003. *Teaching Reading in Social Studies, Science, and Math*. New York, NY: Scholastic
- Samway, Katharine Davies and Dorothy Taylor. 2007. *Teaching English Language Learners: Strategies That Work: Grades K-5*. New York: Scholastic.
- \_\_\_\_\_. 2008. *Teaching English Language Learners: Strategies That Work: Grades 6 & Up*. New York: Scholastic.
- Skolnick, Joan, Nancy Dulberg and Thea Maestre. 2004. *Through Other Eyes: Developing Empathy and Multicultural Perspectives in the Social Sciences*. Ontario, CA: Pippin Publishing.
- Teachers of English to Speakers of Other Languages (TESOL). 2006. *ESL Standards for Pre-K–12 Students*. Alexandria: TESOL. Web-site: [www.tesol.org](http://www.tesol.org)
- Yatvin, Joanne. 2009. *Teaching Writing in Mixed-Language Classrooms*. NY: Scholastic.
- WIDA Consortium. 2008. *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12*. State of Wisconsin.

# Appendix B

## Additional Resources

## Reading Resources

- Alphabet Letters and Pictures Kit*. 2009. New York: Scholastic.
- Broukal, Milada. 2001. *What a Life! Stories of Amazing People*. High Beginning, Intermediate. White Plains, NY: Pearson Education.
- Chamot, Anna Uhl, Catharine W. Keatley, and Kristina Anstrom. 2005. *Shining Star series*. White Plains, NY: Pearson Education.
- Conklin, Tom. 2010. *Nonfiction Comprehension Cliffhangers: Grades 4-8*. New York: NY: Scholastic.
- \_\_\_\_\_. 2003. *Comprehension Cliffhanger Stories: Grades 4-8*. New York: NY: Scholastic.
- Cummings, Renee, and Meish Goldish. 1999. *Fundamental Phonics, Books 1, 2, and 3*. McGraw-Hill.
- Daily Academic Vocabulary: Grades 3, 4, 5, 6+*. Monterey, CA: Evan-Moor.
- Daily Reading Comprehension: Grade 6+*. 2010. Monterey, CA: Evan-Moor Corp.
- Doyle, Bill. 2010. *Comprehension Cliffhangers: Mysteries*. New York: NY: Scholastic.
- Eisele, Beat, et al. 2002. *My ABC Storybook*. White Plains, NY: Pearson Education.
- \_\_\_\_\_. 2002. *My ABC Storybook—Workbook*. White Plains, NY: Pearson Education.
- \_\_\_\_\_. 2002. *My ABC Storybook—Teacher’s Edition*. White Plains, NY: Pearson Education.
- Flores, Debra, Alyssa Moran, and Tracey Orzo. 2004. *Grades 4-6 Reading Comprehension*. Huntington Beach, CA: Creative Teaching Press, Inc.
- Heyer, Sandra. 1998. *Very Easy True Stories*. White Plains, NY: Pearson Education.
- Hot Topics High Interest Reading: Levels A and B*. Monterey, CA: Evan-Moor Corp.
- LakeShore. *Daily Language Practice Journal: Grades 1-3*. Carson, CA: Lakeshore.
- \_\_\_\_\_. *Daily Language Practice Journal: Grades 4-6*. Carson, CA: Lakeshore.
- \_\_\_\_\_. *Nonfiction Reading Comprehension Folders: Grades 3-4*. Carson, CA: Lakeshore.
- \_\_\_\_\_. *Nonfiction Reading Comprehension Folders: Grades: 5-6*. Carson, CA: Lakeshore.
- McCarthy, Tara. 2004. *Spotlight on ... Literary Elements: Teacher Guide*. New York, NY: Scholastic.
- Moger, Susan. 2006. *A Poem for Every Day!* NY: Scholastic.
- Nickelsen, LeAnn and Sarah Glasscock. 2004. *Inference & Cause and Effect*. New York, NY: Scholastic.
- \_\_\_\_\_. 2004. *Sequencing & Context Clues*. New York, NY: Scholastic.
- Picture Sorting for Phonemic Awareness*. 2003. New York: Scholastic.

*Photo Tiles Kit: Initial and Final Consonants*. 2009. New York: Scholastic.

*Photo Tiles Kit: Word Families*. 2009. New York: Scholastic.

*Read and Understanding with Leveled Texts: Grades 1, 2, 3, 4, 5, 6+*. Monterey, CA: Evan-Moor.

*Sentence-Building Tiles*. 2009. New York: Scholastic.

Wiley, Kaye. 1999. *Newcomer Phonics*. White Plains, NY: Pearson Education.

### **Writing Resources**

*Daily 6-Trait Writing: Grade 6+*. 2010. Monterey, CA: Evan-Moor Corp.

LakeShore. *The Writer's Notebook*. 2010. Carson, CA: Lakeshore.

McCarthy, Tara. 2009. *100 Writing Lessons: Narrative, Descriptive, Expository, Persuasive. Grades 4-8*. New York, NY: Scholastic.

Sigmon, Cheryl and Sylvia M. Ford. 2006. *Just-Right Writing Mini-Lessons: Grades 4-6*. New York, NY: Scholastic.

### **Dictionaries**

*The American Heritage Dictionary for Learners of English*. 2002. New York: Houghton-Mifflin.

*The American Heritage Children's Dictionary*. 2003. New York: Houghton-Mifflin.

Flora, Sherrill B. 2005. *Building Essential Vocabulary*. Minneapolis, MN: Key Education Publishing Co.

Kauffman, Dorothy and Gary Apple. 2000. *The Oxford Picture Dictionary for the Content Areas*. New York: Oxford University Press.

Kauffman, Dorothy, John Rosenthal, Marilyn Rosenthal, and Gary Apple. 2000. *The Oxford Picture Dictionary for the Content Areas—Teacher's Book*. New York: Oxford University Press.

Keyes, Joan Ross. 1998. *The Oxford Picture Dictionary for Kids*. New York: Oxford University Press.

Parnwell, E.C. 1988. *The New Oxford Picture Dictionary*. New York: Oxford University Press.

## Web Sites

<http://state.nj.us/education> (NJ Department of Education)  
<http://www.nj.gov/education/bilingual/> (Bilingual Education)  
<http://www.nj.gov/education/bilingual/resources/newcomer.htm> (Newcomer resources)  
<http://www.wida.us> (WIDA Consortium)  
<http://www.cal.org> (Center for Applied Linguistics)  
<http://www.tesol.org> Teachers of English to Speakers of Other Languages (TESOL)  
<http://eslcafe.com/> Dave's ESL Café  
<http://www.brainpop.com> and [www.brainpopjr.com](http://www.brainpopjr.com)  
<http://www.studyisland.com>

## Speaking/ Pronunciation Websites (Technology for Curriculum):

[www.soundsofenglish.org/tips.htm#bingo](http://www.soundsofenglish.org/tips.htm#bingo)  
[www.uiowa.edu/~acadtech/phonetics/#](http://www.uiowa.edu/~acadtech/phonetics/#)  
[www.stuff.co.uk/calcul\\_nd.htm](http://www.stuff.co.uk/calcul_nd.htm)

## Vowels:

[www.soundsofenglish.org/hollys\\_corner/hot\\_potatoes/phonetics\\_flashcards\\_vowels.htm](http://www.soundsofenglish.org/hollys_corner/hot_potatoes/phonetics_flashcards_vowels.htm)  
[www.bbc.co.uk/schools/wordsandpictures/index.shtml](http://www.bbc.co.uk/schools/wordsandpictures/index.shtml)

## Consonant clusters:

[www.bbc.co.uk/schools/wordsandpictures/clusters/blender/game.shtml](http://www.bbc.co.uk/schools/wordsandpictures/clusters/blender/game.shtml)

## Minimal pairs:

[www.soundsofenglish.org/pronunciation.i.htm](http://www.soundsofenglish.org/pronunciation.i.htm)  
[www.fonetiks.org/shiporsheep](http://www.fonetiks.org/shiporsheep)  
[www.manythings.org/pp](http://www.manythings.org/pp)

## Word endings

[www.soundsofenglish.org/activities/ex1.htm](http://www.soundsofenglish.org/activities/ex1.htm)

## Stress:

[www.soundsofenglish.org/pronunciation/suprasegmentals/index.html#explanation](http://www.soundsofenglish.org/pronunciation/suprasegmentals/index.html#explanation)  
[www.soundsofenglish.org/hollys\\_corner/wordstress/ex2.htm](http://www.soundsofenglish.org/hollys_corner/wordstress/ex2.htm)

## Can/Can't

[www.soundsofenglish.org/hollys\\_corner/hot\\_potatoes/can\\_cloze1.htm](http://www.soundsofenglish.org/hollys_corner/hot_potatoes/can_cloze1.htm)  
<http://eleaston.com/pr/stress-quiz01.html>

## Tongue Twisters

[www.geocities.com/Athens/8136/tonguetwisters.html](http://www.geocities.com/Athens/8136/tonguetwisters.html)  
[www.uebersetzun.at/twister](http://www.uebersetzun.at/twister)  
[www.elfs.com/MMz.html](http://www.elfs.com/MMz.html)  
[www.esl-resources.com/tonguetwisters/01.htm](http://www.esl-resources.com/tonguetwisters/01.htm)

## Technology (Webtools for School)

### Technology for ELLs

Wiggle Works (on computers)

1. Read aloud
2. Students can read independently
3. Use the magnet board to practice spelling words from the story
4. Writing section. Uses a story starter so student can finish the sentence.
5. Use paint tools to illustrate their story.

Number Recovered (in resources folder). Use with 3<sup>rd</sup> graders to practice place value and tally marks

Mousetrap. Use for onomatopoeia.

Ice Cream Truck. Use for 2<sup>nd</sup> and 3<sup>rd</sup> grade.

Letterbugs. Use for independent phonics.

Read About. Use with 4<sup>th</sup>/5<sup>th</sup> graders

SRI – 3<sup>rd</sup> to 6<sup>th</sup> graders

Rosetta Stone: Use for upper-level grades

Hear Builder: K-2 grades

Type to Learn: 5-8 grades

Read About: 4-8 grades (depending on reading level)

Reading Eggs: 1-3 (depending on reading level)

### Creating Images with Music

Animoto: easy music videos [www.animoto.com](http://www.animoto.com)

[www.tripwow.com](http://www.tripwow.com)

[www.glogster.com](http://www.glogster.com)

[www.photopeach.com](http://www.photopeach.com)

### Creating Images with Voice

[www.fotobabble.com](http://www.fotobabble.com)

[www.voicethread.com](http://www.voicethread.com)

[www.littlebirdtales.com](http://www.littlebirdtales.com)

### Words and Stories

Cartoon maker: [www.tinyurl.com/speakupcartoon](http://www.tinyurl.com/speakupcartoon)

[www.makebeliefscomix.com](http://www.makebeliefscomix.com)

[www.classtools.net](http://www.classtools.net) (to check for plagiarizing texts)

[www.bookemon.com](http://www.bookemon.com)

[www.storybird.com](http://www.storybird.com)

[www.zooburst.com](http://www.zooburst.com)

[www.edmodo.com](http://www.edmodo.com)

# Appendix C

## GRAPHIC ORGANIZERS/ASSESSMENTS FOR READING AND WRITING

Use First Graphic Organizers: Reading (Scholastic, Rhonda Graff Silver) to have student demonstrate language skills for various reading skills. These graphic organizers can be used for any grade K-8 with a language proficiency of beginning or lower intermediate. Use for Kindergarten to second grade for all levels.

<b>Pre-Reading Skills</b>	<b>Page</b>
Pre-reading Pondering (considers title and a quick picture glance through book)	10
Think It Over (use title and pictures to make connections to own experiences)	12
Predict and Check (Make predictions before and during reading)	14
<b>Character</b>	
The Proof is in the Character (Make inferences about a character, provide proof from text)	16
Character Connections ( Note a character's feelings and use text to support)	18
Character Change ( Notice how events in a story can change a character's beliefs or actions)	20
Same and Different (Compare and contrast with a Venn Diagram)	22
Character Report (Use text references and inferencing skills to understand character)	24
Character Columns (Analyze a character by identifying what he/she sees, does and feels)	26
Character Comparison (Compare and contrast themselves to a character)	28
<b>Sequence</b>	
Sequence Circle (Retell a story using transition words to convey the passage of time or events)	30
Time Passes (Students will use to recognize and understand time changes in a story)	32
Balloon Retelling (Retell a story, using the structure of beginning, middle, and end)	34
Story Map (Identify the characters, setting, conflict, and resolution of a story).	36
Beginning, Middle, End (Identify parts of a story)	38
<b>Main Idea</b>	
An Important Point (Identify an important point from a story and write key information to support it)	40
Scoops of Details (Identify the main idea of a story, using 3 details to support it)	42
Main Idea Celebration (Identify the main idea of a story and give examples to support it)	44
The Main Idea Box (Identify the main idea of a story and provide 2 details to support it)	46
<b>Vocabulary</b>	
Wondrous Words! (Find interesting words and phrases in a book and learn about the importance of interesting word choice in reading and writing.	48
Bucket of Words (Learn new vocabulary from a story by accessing prior knowledge)	50
<b>Reading Response</b>	
I Wonder . . . (Build comprehension by questions and thinking about what they've read)	52
Question It! (Identify important information from the story by answering: Who, what, where, when and why?)	54
Let's Compare! (Compare and contrast 2 version of the same story—similar to Venn diagram)	56
Deep Thinkers (Share prior knowledge, ask questions, make associations to text)	58
What It means to Me (Choose a specific incident or theme from text and connect it to their lives)	60
All Aboard! (Complete 3 sections on a train in response to what they've read)	62
Stroke of Information (Various: character and 3 traits, 3 different settings, problem and 3 solutions)	64
My favorite things (Respond to text by choosing a favorite character, word, phrase or event)	66
<b>Nonfiction</b>	
Nonfiction News (Identify and illustrate 2 key facts)	68
Nonfiction Vocabulary (Focus and expand on 2 key words from text)	70

ESL Curriculum

Use "50 Graphic organizers for Reading, Writing and More" (Scholastic, Karen Bromley, Linda Irwin DeVitis & Marica Modlo) to have student demonstrate language skills for various reading skills. These graphic organizers can be used for any grades 4 to 8 with a language proficiency of intermediate/high.

<b>Reading</b>	<b>Page</b>
The Big Question Research Map	18
Bookmark Organizer	20
Character Map	22
Character Relationships map	24
Circle Organizer	26
Clock/Time Organizer	28
Coat of Arms Map	30
Concept Definition Map	32
Data Chart	34
Discussion Web	36
Feature Matrix	38
Finding Math Factors Organizer	40
Getting Into character Map	42
Hierarchical Organizer	44
Icon Map	46
KWL Chart	48
Main Idea Pyramid Organizer	50
Math Sentences Organizer	50
Mind Map	54
Multiple Intelligence Planner	56
Multiple Meaning Map	58
Multiple timeline	60
One and All Organizer	62
Pictograph	64
Plot Diagram	66
Read/View/Compare Map	68
See Shell Category Map	70
T-Chart	72
Three-Word Main Idea Map	74
Vee Map	76
Venn Diagram	78
Vocabulary/Concept Organizer	80
Who Am I? Introductory Map	82
Word Tree	84
Book Summary Organizer	86
Decision-Making Guide	88
KWL Sequence Chart	90
Planning Organizer	92
Pre-reading Organizer	94
Reading and Writing Goal Pyramid	96
Self-Assessment Organizer	92
Story Feeling/Event Timeline	94
Using Many Sources chart	96
<b>Writing Organizers</b>	
Assessment Y-Pie Map	98
Central Idea Organizer	100
Comparison Organizer	102
Persuade 4B Map	104
Problem-Solution Organizer	106
What Happened Organizer	108

# Appendix D

## Individual Rubrics by Level

**LEVEL 1: ENTERING**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Reading:</b>			
Distinguish printed word from picture			
Hold book right side up			
Show interest in books			
Read and explain own writing and drawing			
Understand real from make-believe			
Understand that letters represent sounds			
<b>Writing:</b>			
Write first name and last name			
Label pictures/graphs			
Write the letters of the alphabet			
Understand concepts of print			
<b>Speaking:</b>			
Tell first and last name, age			
Tell address and phone number			
Initiate and respond to greetings			
Name the days/months			
Name letters of the alphabet			
Give examples of rhyming words			
Name numbers 1-100/common colors			
Name parts of the body/clothing			
Use single word responses to WH- ques.			
Answer yes/no, choice questions			
Name common farm animals			
Name objects in the home/school			
Name common foods			
Name members of immediate family			
Name buildings in a town/workers			
Name words for simple activities			
Name words for special relationships			
Tell and retell main idea of a story or experience/make predictions			
Read and explain own writing and drawing			
<b>Listening:</b>			
Listen attentively and retell story			
Identify the major events/elements in a story			
Follow oral directions (one-step)			
Match letter sound with printed symbol			
Identify initial consonants			
<b>Viewing:</b>			
Present information pictorially			
Recall information from charts, graphs			
Remain attentive during presentations			

**LEVEL 2: BEGINNING**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Reading:</b>			
Use beginning/ending consonants to decode			
Sort vocabulary			
Sequence ideas from a story			
Use vowels in decoding single syllable words			
Blend beginning, middle, and ending sounds to recognize and read words			
Read basic sight words			
Read for comprehension by using clues			
Understand fiction and nonfiction			
Identify the elements of a story			
Use information from charts, graphs			
<b>Writing:</b>			
Write first name and last name			
Write the letters of the alphabet			
Understand concepts of print			
Use graphic organizers			
Write dictated words and sentences			
Write phrases/sentences for many purposes			
<b>Speaking:</b>			
Tell his or her first name/age/address/phone			
Initiate and respond to common greetings			
Name family members			
Name the days/months/seasons			
<i>Identify/Understand words for:</i>			
Letters of the alphabet/numbers (1-100)			
Common colors			
Family members			
Parts of the body			
Common animals			
Common objects/routines at home/school			
Common clothing			
Buildings in a town/professions			
Common foods			
Transportation/special relationships			
Initiate questions in the past, present, future			
Tell and retell story in logical order			
Express thoughts and feelings on topics to include cultural similarities and differences			
Ask questions about a story			
<b>Listening:</b>			
Follow multi-step oral directions			
Answer questions about a story or picture			
Listen/can identify major elements in a story			
Respond to questions in past, present, future			
<b>Viewing:</b>			
Use information from charts, graphs			
Understand performances, visual arts, media			

**LEVEL 3: DEVELOPING**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Reading:</b>			
Read level-appropriate text with comprehension			
Read fluently, adjusting reading rate for different purpose, with support			
Read for comprehension by using meaning clues			
Use sound cues to identify unfamiliar words			
Use semantic cues			
Interpret charts			
Use syntactic cues			
Retell/summarize/paraphrase text			
Identify main idea/supporting details			
Make predictions when reading			
Read and compare/contrast setting, characters and events			
Describe character and setting in fictional selections and poetry			
Demonstrate literal comprehension skills			
<b>Writing:</b>			
Write with correct capitalization and punctuation			
Show increased use of "standard" spelling			
Write declarative/interrogative/exclam. sentences			
Write clear, concise paragraph using topic sentence, supporting details, conclusion			
Identify parts of and write an friendly letter			
Use graphic organizers			
Create stories in writing			
Write across the curriculum			
Use a variety of strategies when developing ideas			
Revise writing for clarity			
<b>Speaking:</b>			
Articulate complete sentence(s) about:			
Parts of the body			
Family members			
Food			
Clothing			
Common objects found in the home			
Animals			
Professions			
American Holidays			
Grade-level content areas			

**LEVEL 3: DEVELOPING (CONTINUED)**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Speaking (con't):</b>			
Present tense of simple verbs			
Present progressive verbs			
Past tense of simple verbs			
Nouns, adjective, adverbs, prepositions			
Correct pronouns			
Correct word order			
Articulate complete sentences with correct verb/subject agreement			
Initiate questions in:			
Present tense			
Past tense			
Future tense			
Respond appropriately to spoken questions			
Respond negatively to spoken questions			
Tell, retell a story using expanded vocabulary and sentence structure			
Initiate questions			
Express thought and feelings on a variety of topics			
Articulate step-by-step directions			
Articulate descriptive speech on a given topic			
Clearly communicates brief oral reports to a group with the purpose of informing, influencing, or entertaining			
<b>Listening:</b>			
Respond appropriately to personal questions			
Respond appropriately to questions about an oral story			
Identify the major elements of an oral story			
Identify spoken words			
Retell main ideas of an oral story or speech			
Listen to others' point of view and accurately restates what was stated			
Demonstrate comprehension of a story, interview, and oral report of an event or incident			
<b>Viewing:</b>			
Use visual information from charts, graphs			
Begin to find and use books and technological resources in the library/media			
Respond to/express appreciation for live performances, visual arts, electronic media			

**LEVEL 4: EXPANDING**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Reading:</b>			
Compare and contrast stories			
Interpret and evaluate what is read			
Make inferences, predictions, conclusions			
Use self-monitoring techniques to check comprehension			
Use skimming, scanning, detailed reading and note taking			
Read fluently, adjusting reading rate for different purposes			
Retell, summarize, and paraphrase text read independently			
Identify and analyze story elements/ themes			
Interpret bias in written text by identifying elements of fact and opinion			
Recognize that authors write for different purposes, such as persuading, informing, entertaining, and instructing			
Develop an awareness of the commonalities and culture as well as the human experience			
Recognize cause and effect and predict an outcome based on information			
Understand role of characters including personality traits and supporting details			
Read and use printed material to generate connections to other disciplines and real-life situations			
<b>Writing:</b>			
Write from experiences, thoughts, and feelings			
Use graphic organizers			
Use conventions of grammar and spelling			
Revise and edit a piece for content/organization, usage, sentence construction, and mechanics			
Demonstrate clarity, organization, and use of sequence in expository and narrative writing			
Develop a written piece both independently and collaboratively			
Compare and contrast media sources such as book and video			
Understand that writing can impact the reader's actions and attitudes			

**LEVEL 4: EXPANDING (CONTINUED)**

<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet expectations</b>
<b>Writing (con't):</b>			
Summarize and paraphrase ideas generated from a variety of sources			
Convey an opinion			
Present information			
Tell a story			
Express thoughts and ideas			
Use the conventions of spoken English, such as grammar and appropriate tones of address			
Participate regularly in a variety of formal and informal oral language activities (games)			
Restate, interpret, respond to, and evaluate increasingly complex directions			
Demonstrate a command of the features of speaking when delivering presentations			
Articulate complete sentences and/or paragraphs relating to grade level content areas			
<b>Listening:</b>			
Collect relevant information in note form with support			
Identify the main idea and important details from an oral report or discussions			
Listen to others' points of view and accurately restates what was stated			
Respond to and evaluates increasingly complex directions			
Develop listening strategies, such as seeking relevant questions and making predictions, to understand what is heard			
Listen actively in a variety of situations to receive information, take notes, and responds appropriately			
Interpret, evaluate, and respond to oral information			
<b>Viewing:</b>			
Use visual representations to respond to and evaluate text			
Take notes for a variety of purposes, using visual information from presentations, observations, and other visual media			
Use visual representations to articulate information, report data			
Select varying forms of media to convey information			
Interpret and evaluate media for credibility			
Evaluate and express opinion of live performances, visual arts, electronic media			

**LEVEL 5: BRIDGING**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Reading:</b>			
Gather, summarize, and interpret material from a variety of sources for different purposes			
Read developmentally appropriate texts with comprehension			
Identify and analyze literary devices such as metaphor, simile, imagery, and foreshadowing			
Infer the meaning of a selection using convincing evidence			
Read more than one work by a single author			
Read and uses printed material to generate connections to other disciplines and real-life situations			
Collect and synthesize content for research from multiple sources representing varied perspective and disciplines			
Recognize that authors write for different purposes: persuading, informing, entertaining, and instructing			
Read to understand people/culture/history			
Compare, contrast literary genre			
Analyze the figurative language, foreshadowing, symbolism, and connotations			
Develop an awareness of the commonalities and culture as well as the human experience			
<b>Writing:</b>			
Develop a written piece both independently and collaboratively			
Compose, revise, edit, and publish text that is diverse in content and form and used for different purposes			
Synthesize information from multiple sources and cite the sources of information for a written work			
Revise and edit a piece for content/organization, usage, sentence construction, and mechanics			
Use elaboration to engage the audience			
Establish and use criteria for self and for group development and evaluation of a written piece			
Understand that writing can impact the reader's actions and attitudes			

**LEVEL 5: BRIDGING (CONTINUED)**

<b>Category</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does not meet expectations</b>
<b>Speaking:</b>			
Participate regularly in a variety of formal and informal oral language activities			
Demonstrate command of speaking when delivering presentations to audiences			
Communicate accurately and effectively			
Demonstrate expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience			
Monitor progress by receiving and using constructive feedback/recognizing the reactions of an audience to modify an oral presentation			
Locate, select, and make use of information in a variety of texts, media, references, and technological sources			
Engage in extended discussions with fluent speakers on a broad range of topics			
Narrate a sequence of events with appropriate temporal markers, tense, and modality forms			
<b>Listening:</b>			
Listen actively in a variety of situations to receive information, take notes, and respond appropriately			
Interpret, evaluate, and respond to oral information demonstrating understanding and appreciation of language			
Restate, interpret, respond to, and evaluate complex directions, information			
Collect relevant information in note form			
Take notes and respond appropriately			
Respond to a speaker's performance and subject matter by asking relevant questions and evaluate the speaker's presentation			
Incorporate multiple, main ideas in an organized pattern supported by relevant details			
<b>Viewing:</b>			
Locate, select, and make use of information in a variety of texts, media, references, and technological sources			
Gather, select, integrate, organize, and prepare non-textual visual information for a specific presentation			
Recognize and respond to the conventions of viewed messages such as humor, irony, setting, and metaphor			

**LEVEL 5: BRIDGING (CONTINUED)**

Category	Exceeds Expectations	Meets Expectations	Does not meet expectations
<b>Speaking:</b>			
Participate regularly in a variety of formal and informal oral language activities			
Demonstrate command of speaking when delivering presentations to audiences			
Communicate accurately and effectively			
Demonstrate expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience			
Monitor progress by receiving and using constructive feedback/recognizing the reactions of an audience to modify an oral presentation			
Locate, select, and make use of information in a variety of texts, media, references, and technological sources			
Engage in extended discussions with fluent speakers on a broad range of topics			
Narrate a sequence of events with appropriate temporal markers, tense, and modality forms			
<b>Listening:</b>			
Listen actively in a variety of situations to receive information, take notes, and respond appropriately			
Interpret, evaluate, and respond to oral information demonstrating understanding and appreciation of language			
Restate, interpret, respond to, and evaluate complex directions, information			
Collect relevant information in note form			
Take notes and respond appropriately			
Respond to a speaker's performance and subject matter by asking relevant questions and evaluate the speaker's presentation			
Incorporate multiple, main ideas in an organized pattern supported by relevant details			
<b>Viewing:</b>			
Locate, select, and make use of information in a variety of texts, media, references, and technological sources			
Gather, select, integrate, organize, and prepare non-textual visual information for a specific presentation			
Recognize and respond to the conventions of viewed messages such as humor, irony, setting, and metaphor			

# Appendix E

## Academic Vocabulary

**ACADEMIC VOCABULARY  
KINDERGARTEN**

**Science**

air	living
animal	magnets
birds	night
butterfly	nonliving
caterpillar	observe
change	offspring
day	plants
experiment	predict
fish	reptiles
float	seasons
Earth	sink
insects	senses
liquid	water
	weather

**Language Arts**

alphabet	problem
author	question mark
capital	real
character	rhyme
colors	sentence
exclamation mark	setting
first	sight word
front cover	solution
illustrator	sound
last	space
letter	spelling
lowercase	syllable
make believe	title page
next	uppercase
period	word

**Social Studies**

American	leader
New Jersey	long ago
citizen	map
city	neighborhood
community helper	responsible
country	rules
fairness	school
feelings	services
friendship	sharing
globe	state
goods	symbols
holiday	water
land	

**Math**

add	length
after	less
alike	longer than
altogether	more
before	number
calendar	pattern
cone	same
cube	shapes
different	shorter than
glyph	sort
graph	sphere
guess	take away
half	taller than
how many	time
in all	Weight
left/right	

**ACADEMIC VOCABULARY**  
**1st Grade**

**Science**

classify	ocean
conclusion	precipitation
condensation	rain gauge
desert	root
evaporation	science
fall/autumn	scientist
flower	seed
forest	shadows
habitat	spring
investigate	stem
leaves	summer
magnets	temperature
Matter: solid, liquid, gas	thermometer
mountain	wind vane
needs	winter
observation	

**Language Arts**

adjective	predict
apostrophe	pronoun
beginning/middle/end	proper noun
contractions	punctuation
capitalization	question
cause and effect	root/base word
common noun	segment
compound word	sensory details
consonant	sequence
description	sound blend
events	statement
exclamation	title
fantasy	verb/predicate
fiction/nonfiction	vocabulary
narrative	vowel
noun/subject	wish/want
opinion	

**Social Studies**

America	map key
American symbols	money
celebrate	national holidays
change	needs
citizenship	oceans
continents	respect
democracy	services
direction	time line
diversity	town
election	traditions
family	transportation
freedom	U.S.A.
goods	vote
hero	wants
history	world

**Math**

above	in all
after	less than
bar graph	minus
behind	more than
below	nickel
cylinder	number sentence
difference	ones
dime	pattern
doubles	pennies
equal	picture graph
estimate	quarter
fact families	related facts
few(er) (est)	subtract
greater than	sum
half hour	tally chart
	tens

**ACADEMIC VOCABULARY**  
**2nd Grade**

**Science**

adapted	pitch
boulder	prairie
consumer	prey
environment	producer
erosion	reproduction
food chain	resource (natural)
fossil	rock
gas	roots
germinate	soil
life cycle	solid
liquid	states of matter
microscope	vibrate
mineral	volume
nutrients	weathering

**Language Arts**

abbreviation	indent
alliteration	multiple meaning word
antonym	opinion
atlas	paragraph
author's purpose	plural
closing	prefix
comma	quotation mark
compare/contrast	reference material
detail	review
dictionary	suffix
edit	synonym
encyclopedia	table of contents
fact	thesaurus
greeting	

**Social Studies**

ancestor	landform
artifact	law
buyer	legend
Congress	military force
consumer	past
diplomacy	present
directional indicator	primary source
documents	producer
economy	rural
government	secondary source
government branches	suburb
grid	Supreme Court
immigration	trade
interview	treaty
	urban

**Math**

angle	greatest value
array	halves
bar graph	height
centimeter	hexagon
coins	length
column	less than
compare	line plot
data	pentagon
decimal point	pictograph
digits	polygon
dollar sign	quadrilateral
estimate	regroup
expanded form	tally mark
fourths	unequal
greater than	

**ACADEMIC VOCABULARY**  
**3<sup>rd</sup> Grade**

**Science**

asteroid	inner planets
astronomy	lunar eclipse
atom	molecule
constellation	moon's orbit
Density	moon's phases
element	organism
earthquake	outer planets
Earth's axis	producer
Earth's orbit	recycle
Earth's surface	revolution
evidence	rotation
germinate	solar system
	telescope

**Language Arts**

adverb	introduction
command	irregular nouns
context clue	narrator
cursive	opinion
declarative sentence	persuasive
exclamatory sentence	plot
expository	point of view
genre	root word
glossary	subject
grammar	syllables
guide words	verb tenses
inference	word family
interrogative sentence	

**Social Studies**

ballot	human resource
border	import
campaign	independence
candidate	industry
capital	inhabitants
Capitol	jury
coastal area	metropolitan area
Constitution	minority
continent	natural resource
county	peninsula
culture	petition
demand	port
discovery	private property
equator	public property
export	raw materials
fossil	reusable resources
founder	services
geography	supply
goods	wage
governor	waterway

**Math**

acute angle	ounce
area	outcome
capacity	parallel lines
center	parallelogram
decimal	perimeter
decimeter	perpendicular lines
degrees Fahrenheit	probability
denominator	product
dividend	quotient
divisor	ray
equilateral triangle	remainder
expanded form	rhombus
horizontal	right angle
intersection of lines	scalene triangle
isosceles triangle	standard form
meter	3 dimensional shape
multiple	vertical
multiple-step problem	volume
numerator	
obtuse angle	

**ACADEMIC VOCABULARY**  
4<sup>th</sup> Grade

**Science**

circuit	landforms
consumer	luster
decomposer	magnet
ecosystem	magnetic field
electric current	magnetic pole
electric field	mineral
electromagnet	observation
environment	producer
erosion	rock cycle
food chain	scientific method
food web	sedimentary rock
hardness	static electricity
hypothesis	streak
igneous rock	transport
investigation	weathering

**Language Arts**

character traits	plagiarism
conjunctions	preposition
conventions	publish
chronological order	resolution
edit	resource
evidence	response
foreshadowing	revise
fragment	sentence fluency
hyperbole	sequence
ideas and content	similarity
idiom	simile
imperative	supporting details
index	theme
main idea	thesis statement
metaphor	viewpoint
organization	voice
personification	word choice

**Social Studies**

agriculture	lines of latitude
coastal plain	lines of longitude
conservation	Lenape
Constitution	lines of longitude
culture	local government
equality	nomad
fertile	region
harbor	reservoir
hemispheres	revolution
immigrant	territory
industries	Transcontinental Railroad
independence	state government (branches)

**Math**

commutative law	ordered pair
coordinates grids	parentheses
diameter	prime number
difference	product
equation	quotient
equivalent decimals	radius
equivalent fractions	simplest form
expression	sum
like fractions	x-axis
median	x-coordinate
mixed number	y-axis
negative numbers	y-coordinate
Grouping Property of Multiplication	variable

**ACADEMIC VOCABULARY**  
5<sup>th</sup> Grade

**Science**

atmosphere	molecules
atoms	nucleus
cell	organ
cellular respiratory	periodic table
circulatory system	photosynthesis
compound	products
atmosphere	properties
digestive system	reactants
elements	respiratory system
metal	salt
mixture	molecules
	wind turbines

**Language Arts**

anthology	hook
author's purpose	imagery
classifying	independent clause
climax	moral
colon	motives
composition	myth
comprehension	noun
conflict	persuasion
dependent clause	pronoun
drafting	pro vs. con
draw conclusions	quotation/dialogue
editing	revising
evidence	strategy
falling action	symbolism
figurative language	thesaurus
generalizations	transitions
homograph	verb

**Social Studies**

ally	militia
amendment	minutemen
Articles of Confederation	negotiate
Bill of Rights	Parliament
boycott	Patriot
convention	petition
Declaration of Independence	pioneer
delegate	ratify
democracy	religious toleration
Executive Branch	republic
Judicial Branch	repeal
justice	representation
Legislative Branch	revolution
legislature	separation of powers
liberty	slavery
Louisiana Purchase	Union
Loyalist	veto

**Math**

algebraic expressions	mean
angles	numerator
base	order of operations
circle graphs	percent
compute	polygons
denominator	prime factorization
difference	product
dividend	protractor
divisible	quotient
divisor	simplest form/reduce
evaluate	sum
exponent	surface area
factor	units
factor tree	value
greatest common factor	variables
integer	volume
interval	protractor
least common multiple	

**ACADEMIC VOCABULARY**  
**6<sup>th</sup> Grade**

**Science**

abrasion	mass
Absolute dating	mezosphere
altitude	ozone
atmosphere	predator/prey
carnivore	radiation
Celcius	reflection
chemical weathering	refraction
compression	relative dating
constructive force	Rock: igneous, metamorphic, sedimentary
Consumer/producer	seismic wave
convection current	stratosphere
fault	superposition
fossil	symbiotic
friction	syncline
herbivore	thermosphere
hurricane	thunder
ionosphere	tornado
magnetic forces	troposphere
mantle	wave: electromagnetic, mechanical, longitudinal, transverse

**Language Arts**

affix	protagonist
analyze	resolution
antagonist	rising action
appositive	reflective thinking
clause	stereotype
conventions	subjective view
counter argument	subplot
criticism	supporting details
evaluate	suspense
exposition	symbolism
falling action	syntax
footnote	synthesize
foreshadowing	textual evidence
interpretation	theme
irony	tone
narration	transition
paraphrase	voice
summarize	word origin
perspective	

**Social Studies**

agriculture	hieroglyphics
barter	Import & export
bureaucracy	Irrigation
capital	latitude/longitude
climate	migration/immigration
civilization	monarchy
constitution	papyrus
culture	pharaoh
diversity	scarcity/surplus
economy	society
democracy	urban/rural
dictatorship	vegetation

**Math**

area	multiple
complementary	negative number
composite	numerator
denominator	percent
difference	perimeter
equation	prime
equivalent	product
exponents	proportion
expression	quotient
factor	range
greater than	simplify
less than	supplementary
mean	symmetry
median	variable
mode	

**ACADEMIC VOCABULARY**  
**7<sup>th</sup> Grade**

**Science**

asexual reproduction	photosynthesis
biodiversity	potential energy
catastrophic events	producer
compound	qualitative
constant	quantitative
consumer	recessive
cycle	response
decomposer	revolution
dependent variable	rotation
dominant	sexual reproduction
element	simple machine
equilibrium	stability
function	stimulus
graph	structure
hypothesis	succession
independent variable	system
kinetic energy	table
lunar phase	weathering
periodic table	

**Language Arts**

analyze	literary interpretation
assumption/assume	mood
cliché	open-ended question
compile	parallelism
counter argument	proverb
critical thinking	stereotyping
cross reference	subordinate clause
definitional note	symbolism
documentary	text evidence
dynamic character	types of poetry
expository writing	verify
fluency	viewpoint
infinitive	word origin
interpret	

**Social Studies**

aquifer	interdependence
annexation	majority/minority
barbed wire	municipal
boom and bust cycles	popular sovereignty
cavalry	presidio
demographics	progressive movement
diversity	public education
equal rights	republicanism
era	resolution
escarpment	revolution
expansion	separation of powers
fossil fuel	secession
governance	statehood
irrigation	two-party system
individual rights	windmill

**Math**

absolute value	percent of change
adjacent angles	Polygons
algorithms	proportions
complementary angles	radical (square root)
composite experiment	ratios
compound event	reciprocal
consecutive	scale
corresponding sides	similarity
equivalent	square
exponents	square root
factorial	Straight angle
geometric model	supplementary angles
linear equations	transversal
negative integers	unit rate
net	vertical angles
numerical expression	volume

**ACADEMIC VOCABULARY**  
**8<sup>th</sup> Grade**

**Science**

carbon cycle	independent variable
chemical equation	indirect evidence
chemical formula	interdependence
climatic change	map
constant	media
cycle	Newton’s laws
density	nitrogen cycle
dependent variable	plate tectonics
direct evidence	properties of atoms
endothermic	Punnett square
exothermic	qualitative
feedback mechanisms	quantitative
function	response
Graph	rock cycle
hypothesis	specific heat

**Language Arts**

allusion	interpret
analyze	jargon
antecedent	logic (inductive/deductive)
bias	mnemonic device
coherent order	participial phrases
debate	preface
derivation	primacy source
editorial	reliability
facilitator	secondary source
footnote	shades of meaning
generalization	synthesis
gerund/gerund phrase	tension
historical context	thesis statement
inconsistency	literary elements (irony, mood, foreshadowing, flashback, tone, symbolism)

**Social Studies**

abolitionist	mercantilism
assassination	national security
banking system	naturalized citizen
central government	neutrality
civic virtue	nullification
civil disobedience	ordinance
compromise	peaceful resolution
confederation	proclamation
doctrine	protective tariff
emancipation	radical reconstruction
enlightenment	recession
federalist	resettlement
free enterprise	sectionalism
freedman	suffrage
geographic distribution	taxation
inaugural address	temperance
judicial review	triangular trade
landmark case	unalienable rights
Manifest destiny	

**Math**

algebraic equation	like terms
algebraic expression	negative correlation
box-and-whiskers plot	negative exponent
combinations	non-proportional linear relationship
commission	polynomial
composite figure	principal square root
independent event	Pythagorean Theorem
dilation	quartile
domain	radical (square root)
function	range (dependent variable)
geometric sequence	scale factor
histogram	scatterplot
independent event	scientific notation
interquartile range	statistical data
irrational numbers	total surface area
lateral surface area	

