

Audubon Public Schools



Curriculum Guide K-12 ESL

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Course Description

Kindergarten - Second

In the kindergarten, first and second grade units, the instruction specifically address the general background knowledge and academic language that ELLs need in order to build knowledge and vocabulary. Consequently, these units are an extension of the literacy block; reading foundational skills are included but not emphasized in this portion of the lesson.

Grades Three - Twelve

In grades 3 -12, the topic or theme is connected to excerpts to be read in the unit assessment since ELLs need multiple exposures to vocabulary and concepts. Reading the text “cold” is virtually building a tower of blocks with a significant number of blocks missing. Therefore, unit authors included lessons, questions and activities that build background knowledge most likely missing with children from other cultures (e.g., cowboys, NASCAR driving). In all grade levels, the first lesson is connected to a topic that is familiar to the students and the subsequent lessons systemically build toward the new content knowledge needed to comprehend the text, all the while addressing CCSS and ELD standards along the way

Overview/Progressions: K-12 ESL

Figure A: The English Language Development Standards

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

New Jersey Student Learning Standards for English Language Arts (NJSLS)

Anchor Standards: Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. 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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. 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.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

New Jersey Student Learning Standards for English Language Arts

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Anchor Standards: Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. 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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. 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. New Jersey Student Learning Standards for English

Anchor Standards: Speaking & Listening

Comprehension and Collaboration

NJSLSA.SL1. 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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. 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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Anchor Standards: Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language NJSLSA.L3. 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

NJSLSA.L4. 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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. 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.

ELD Standards and WIDA CAN DO Descriptors

Kindergarten

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Classroom Collaboration	Speaking
2: The Language of Language Arts	Features of print	Listening
3: The Language of Mathematics	Attributes of Objects	Speaking
4: The Language of Science	Body parts & senses	Reading
5: The Language of Social Studies	Self & Family	Writing
Complementary: The Language of Music & Performing Arts	Rhythm	Listening

WIDA CAN DO Descriptors: Kindergarten

	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
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<p>Listening</p>	<p>1.1 Listen and match words to things</p> <p>1.2 Listen and point to pictures</p> <p>1.3 Listen and do things</p> <p>1.4 Listen to names and find people and places</p>	<p>2.1 Listen to directions and sort things</p> <p>2.2 Listen to descriptions and match things</p> <p>2.3 Listen to one-step directions and do things</p> <p>2.4 Listen and find patterns</p> <p>2.5 Listen to stories and make gestures</p>	<p>3.1 Listen and follow two-step directions, one step at a time</p> <p>3.2 Listen and draw pictures</p> <p>3.3 Listen and show "Yes" or "No"</p> <p>3.4 Listen and act out songs/stories with gestures</p>	<p>4.1 Listen to descriptions and find matching pictures</p> <p>4.2 Listen to directions and use a picture to check that I understand</p> <p>4.3 Listen to stories and tell what comes first and what comes next</p> <p>4.4 Listen to stories and act out a part</p>	<p>5.1 Listen and put pictures in the right order</p> <p>5.2 Listen and arrange pictures</p> <p>5.3 Listen and find the pictures or things that match what the teacher says</p> <p>5.4 Listen and make a pattern that the teacher explains</p>
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Speaking	1.1 Say the names of pictures of people or things in stories	2.1 Tell some things that happened in a story	3.1 Retell short stories with pictures	4.1 Retell stories with pictures with details	5.1 Make up stories and tell them
	1.2 Say the same thing as the teacher	2.2 Tell about pictures, things, and people	3.2 Repeat sentences from rhymes and patterned stories	4.2 Sing songs and say chants by myself	5.2 Tell how I feel
	1.3 Answer yes or no to questions about myself	2.3 Answer questions with one or two words	3.3 Tell what will happen next	4.3 Tell what is the same and what is different in things	5.3 Tell what I think
	1.4 Name things in the classroom, house, and outside	2.4 Finish the rhyme (song or chant)	3.4 Answer questions about stories I hear	4.4 Tell where things are	5.4 Tell what I like/dislike and why I like/dislike it
	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging

<p>Reading</p>	<p>1.1 Match symbols to pictures</p> <p>1.2 Find my name</p> <p>1.3 Find words and pictures that match</p> <p>1.4 Find things in my classroom</p>	<p>2.1 Match kinds of writing</p> <p>2.2 Tell which types of writing are the same and which are different</p> <p>2.3 Show how to read a book</p> <p>2.4 Match picture cards to pictures in book</p>	<p>3.1 Use pictures to figure out words</p> <p>3.2 Sorting things using words and pictures</p> <p>3.3 Tell who the author and illustrator are</p> <p>3.4 Sort pictures</p>	<p>4.1 Find sight words in a story</p> <p>4.2 Put pictures in order to tell a story</p> <p>4.3 Match pictures and words</p> <p>4.4 Sort a picture into two groups</p>	<p>5.1 Find things that go with "school"</p> <p>5.2 Tell the different between a letter, a word, and a sentence</p> <p>5.3 Put words together to make short sentences</p> <p>5.4 Find parts of words and sentences that are the same</p>
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<p>Writing</p>	<p>1.1 Draw pictures and scribble</p> <p>1.2 Circle or underline pictures, symbols, and numbers</p> <p>1.3 Trace pictures and letters</p> <p>1.4 Make letters with clay (pipe cleaners, straws...)</p>	<p>2.1 Find the word the teacher says</p> <p>2.2 Copy words from the page in a story</p> <p>2.3 Copy signs I see or the teacher tells me about</p> <p>2.4 Draw things and write what they are</p>	<p>3.1 Write to tell something</p> <p>3.2 Write notes with pictures and words</p> <p>3.3 Make connections between speech and writing</p> <p>3.4 Write words from labeled pictures</p>	<p>4.1 Write about a picture</p> <p>4.2 Draw pictures and use words to tell a story</p> <p>4.3 Label people and things</p> <p>4.4 Write words that tell things I see often</p>	<p>5.1 Tell about something using pictures and words</p> <p>5.2 Make a book with pictures and words</p> <p>5.3 Write things by myself</p> <p>5.4 Write about my life</p>
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ELD Standards and WIDA CAN DO Descriptors

Grade 1

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Recreational Classroom Activities	Reading
2: The Language of Language Arts	Text elements	Writing
3: The Language of Mathematics	Measurement of objects	Listening
4: The Language of Science	Force & motion	Listening
5: The Language of Social Studies	Neighborhoods/Communities	Speaking
Complementary: The Language of Humanities	Multiculturalism	Reading

Grade 2

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	School areas, personnel, & activities	Listening
2: The Language of Language Arts	Storytelling/Experiential recounting	Speaking
3: The Language of Mathematics	Money	Reading
4: The Language of Science	Life Cycles	Writing
5: The Language of Social Studies	Historical times & people	Reading
Complementary: The Language of Visual Arts	Visual characteristics	Speaking

WIDA CAN DO Descriptors: Grade Level Cluster 1-2

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 to:

	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
Listening	1.1 Follow one-step directions 1.2 Find pictures of things the teacher tells me 1.3 Point to things that my teacher says 1.4 Listen and do what the teacher does	2.1 Match pictures to a story I hear 2.2 Follow two and three step directions 2.3 Listen and put things in the order 2.4 Listen and find things	3.1 Follow directions with more than one step 3.2 Put pictures in order to retell a story 3.3 Match people and jobs 3.4 Listen and sort things	4.1 Listen and tell how things are alike and different 4.2 Find details in stories that are read aloud 4.3 Find the picture that I am told about 4.4 Find things that are described to me	5.1 Figure out what words don't know mean from listening to a story 5.2 Use ideas from discussions 5.3 Tell the meaning of what the teacher reads 5.4 Match an explanation to a picture or a term

<p>Speaking</p>	<p>1.1 Repeat words and phrases 1.2 Answer questions about things I see 1.3 Tell the names of things that I see a lot 1.4 Sing and chant with the class</p>	<p>2.1 Use my home language to help me speak English 2.2 Repeat facts or statements 2.3 Tell what jobs people do from pictures 2.4 Compare things</p>	<p>3.1 Ask questions about people 3.2 Tell how I feel 3.3 Retell stories with pictures 3.4 Sort things and tell how I sorted them 3.5 Tell what I think will happen 3.6 Tell about parts (levels, order) of things</p>	<p>4.1 Ask questions to find about people and school 4.2 Talk in whole class discussions 4.3 Retell stories with details 4.4 Put stories in order using order words</p>	<p>5.1 Use academic vocabulary in class discussions 5.2 Tell and support ideas with examples 5.3 Give oral reports 5.4 Start conversation with children and teachers</p>
	<p>Level 1: Entering</p>	<p>Level 2: Emerging</p>	<p>Level 3: Developing</p>	<p>Level 4: Expanding</p>	<p>Level 5: Bridging</p>

<p>Reading</p>	<p>1.1 Show the sign that goes with something</p> <p>1.2 Match words and pictures</p> <p>1.3 Match real things to words</p> <p>1.4 Follow directions using pictures</p> <p>1.5 Find pictures to match patterns</p>	<p>2.1 Find and explain pictures I've seen before</p> <p>2.2 Match what the teacher says to pictures and letters</p> <p>2.3 Sort words into word families</p>	<p>3.1 Make text-to-self connections</p> <p>3.2 Choose a title to match pictures</p> <p>3.3 Sorts labeled pictures</p> <p>3.4 Match sentences to pictures</p>	<p>4.1 Put words in order to make sentences</p> <p>4.2 Tell about setting and characters in a story</p> <p>4.3 Follow whole-sentence directions</p> <p>4.4 Tell the difference between general and specific things</p>	<p>5.1 Read non-fiction texts and use text features to help me understand</p> <p>5.2 Use reading strategies</p> <p>5.3 Tell main idea</p> <p>5.4 Match figurative language to pictures</p>
<p>Writing</p>	<p>1.1 Copy written words</p> <p>1.2 Listen to the teacher explain how to write a word and write it</p> <p>1.3 Write things with pictures</p> <p>1.4 Label things and pictures</p>	<p>2.1 Use graphic organizers</p> <p>2.2 Make lists from word wall</p> <p>2.3 Finish sentences that the teacher starts</p> <p>2.4 Write about people, places, and things from pictures</p>	<p>3.1 Do prewriting</p> <p>3.2 Make sentences using the word bank</p> <p>3.3 Write in journal</p> <p>3.4 Tell about something using pictures</p>	<p>4.1 Making sentences by myself</p> <p>4.2 Write cards or letters</p> <p>4.3 Write in my journal about my life</p> <p>4.4 Use dictionaries and word walls to write sentences</p>	<p>5.1 Write several sentences about a prompt</p> <p>5.2 Write content-related sentences</p> <p>5.3 Write stories</p> <p>5.4 Explain how to do something</p>

ELD Standards and WIDA CAN DO Descriptors

Grade 3

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Research interests	Writing
2: The Language of Language Arts	Giving feedback for revision	Writing
3: The Language of Mathematics	Area	Listening
4: The Language of Science	Electricity & Magnets	Speaking
5: The Language of Social Studies	Civic participation	Reading
Complementary: The Language of Health & Physical Education	Healthy Choices	Listening

Grade 4

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Community practices	Speaking
2: The Language of Language Arts	Narration	Reading
3: The Language of Mathematics	Lines & angles	Writing
4: The Language of Science	Earth history/materials	Listening
5: The Language of Social Studies	Maps & globes/Locations	Listening
Complementary: Th Language of Technology & Engineering	Multimedia publishing	Writing

Grade 5

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Peer Assessment	Speaking
2: The Language of Language Arts	Text Evidence	Listening
3: The Language of Mathematics	Coordinate Plane	Speaking
4: The Language of Science	Solar System	Reading
5: The Language of Social Studies	Exploration	Writing
Complementary: The Language of Music & Performing Arts	Song lyrics	Reading

WIDA CAN DO Descriptors: Grade Level Cluster 3-5

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 to:

	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
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<p>Listening</p>	<p>1.1 Listen and point to pictures or words</p> <p>1.2 Follow one-step directions</p> <p>1.3 Listen and find things or people</p> <p>1.4 Listen to the teacher and do the classroom routines.</p>	<p>2.1 Listen to descriptions and sort pictures.</p> <p>2.2 Listen and arrange pictures.</p> <p>2.3 Follow two-step directions.</p> <p>2.4 Listen and draw pictures.</p> <p>2.5 Listen to choices and express an opinion.</p>	<p>3.1 Follow directions.</p> <p>3.2 Listen to an explanation and match it to a picture.</p> <p>3.3 Match descriptions to illustrations.</p> <p>3.4 Listen to a story and sort pictures. [Listen to an explanation and ...]</p>	<p>4.1 Listen to information and apply to a new situation.</p> <p>4.2 Listen to an explanation and point out details on an illustration.</p> <p>4.3 Listen to [a story, an explanation]</p> <p>4.4 Listen about authors [scientists, etc.] and act out what you hear.</p>	<p>5.1 Listen to follow instructions about [math or microscopes or whatever]</p> <p>5.2 [Using a model], listen to a problem and use models to figure it out.</p> <p>5.3 Listen and explain figurative language.</p> <p>5.4 Listen to [stories, explanations] and give opinions.</p>
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Speaking	<p>1.1 Tell what you need. Tell how you feel.</p> <p>1.2 Say the names of things.</p> <p>1.3 Repeat words and phrases from pictures.</p> <p>1.4 Answer yes/no questions. Answer choice questions.</p>	<p>2.1 Ask everyday questions.</p> <p>2.2 Restate facts about school topics.</p> <p>2.3 Describe [people, events, objects, or people].</p> <p>2.4 Talk about yourself with other students.</p>	<p>3.1 Answer [simple] questions about [school subjects]</p> <p>3.2 Re-tell stories. [Re-tell events.]</p> <p>3.3 Listen to [stories, explanations] and make predictions. Listen to [stories, explanations] and guess why things happened.</p> <p>3.4 Offer solutions to social conflicts.</p> <p>3.5 Make presentations.</p> <p>3.6 Solve problems.</p>	<p>4.1 Give reasons for an opinion.</p> <p>4.2 Discuss stories, issues and concepts.</p> <p>4.3 Give oral reports.</p> <p>4.4 Compare solutions to a problem.</p> <p>4.5 Compare and contrast [ideas from a subject].</p>	<p>5.1 Use evidence to defend opinions.</p> <p>5.2 Give oral presentations using technical vocabulary.</p> <p>5.3 List the steps you take to solve a problem.</p> <p>5.4 Explain the results of an experiment.</p>
		Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding

<p>Reading</p>	<p>1.1 Match symbols to words [or concepts] 1.2 Identify cognates. 1.3 Make sound/symbol/word relations 1.4 Match words on the board to words and pictures.</p>	<p>2.1 Read texts with illustrations and identify facts and ideas. 2.2 Find changes to root words in sentences or stories. 2.3 Identify elements of stories [characters, setting, etc.] 2.4 Follow written directions. (visually supported)</p>	<p>3.1 Interpret data from charts and graphs. 3.2 Identify main ideas and some details. 3.3 Sequence events in stories [articles, explanations, historical accounts]. 3.4 Use context clues and illustrations to figure out the meaning of words or phrases.</p>	<p>4.1 Classify features of genres. 4.2 Choose the graphic organizer that matches a text. 4.3 Find details that support main ideas. 4.4 Distinguish fact and opinion.</p>	<p>5.1 Summarize information from [#] sources. 5.2 Answer thought questions. 5.3 Identify and explain examples of figures of speech. [Give examples of figures of speech.] 5.4 Make inferences.</p>
<p>Writing</p>	<p>1.1 Write the words that tell about things 1.2 Tell what I think by drawing 1.3 Copy words and short sentences 1.4 Answer questions with one word</p>	<p>2.1 Make lists from labels or with other students 2.2 Finish or write sentences using word walls 2.3 Fill in graphic organizers, charts, and tables 2.4 Write a comparison about [some realia]</p>	<p>3.1 Write stories or reports 3.2 Write sentences that go together 3.3 Write what is the same and different about two sets of information 3.4 Write about things or people or ways to do something</p>	<p>4.1 Use graphic organizer to take notes 4.2 Summarize information about a subject 4.3 Write different kinds of texts 4.4 Tell how I solved a problem</p>	<p>5.1 Write responses to texts near my grade level 5.2 Write about [new situation] using information I learned in class 5.3 Make text-to-self connections 5.4 Write stories or reports</p>

ELD Standards and WIDA CAN DO Descriptors

Grade 6

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Behavioral expectations	Reading
2: The Language of Language Arts	Peer editing	Writing
3: The Language of Mathematics	Ratio & rate	Writing
4: The Language of Science	Ecosystems	Listening
5: The Language of Social Studies	Forms & organization of government	Speaking
Complementary: The Language of Humanities	Interpretation of oral histories	Speaking

Grade 7

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Reflective Listening	Listening
2: The Language of Language Arts	Main ideas	Speaking
3: The Language of Mathematics	Algebraic equations	Reading
4: The Language of Science	Scientific inquiry	Writing
5: The Language of Social Studies	Agriculture	Reading
Complementary: The Language of Visual Arts	Art media, techniques & processes	Listening

Grade 8

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Peer pressure	Writing
2: The Language of Language Arts	Literature analysis	Listening
3: The Language of Mathematics	Transformation of two-dimensional figures	Listening
4: The Language of Science	Forms of energy	Speaking
5: The Language of Social Studies	Globalization	Reading
Complementary: The Language of Health & Physical Education	Personal health & fitness	Writing

WIDA CAN DO Descriptors: Grade Level Cluster 6-8

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 to:

	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
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<p>Listening</p>	<p>1.1 Follow one-step directions 1.2 Match everyday language to pictures 1.3 Point to things that my teacher says 1.4 Match school language to pictures</p>	<p>2.1 Follow directions with more than one step 2.2 Listen and sort pictures 2.3 Listen and put pictures in order 2.4 Listen and find information on charts and tables</p>	<p>3.1 Listen and sort things the teacher says 3.2 Listen and match main ideas of texts to pictures 3.3 Listen and use strategies 3.4 Listen to ideas from _____ and find examples 3.5 Match words and phrases to past, present, or future</p>	<p>4.1 Listen and tell main ideas and details of conversations 4.2 Finish work based on what the teacher tells you 4.3 Use strategies in new situations 4.4 Act out scenes from a story</p>	<p>5.1 Listen and use information to finish work 5.2 Evaluate unspoken reasons for what someone says and respond 5.3 Make inferences from texts read aloud 5.4 Tell the difference between genres</p>
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<h2>Speaking</h2>	<ul style="list-style-type: none"> 1.1 Answer yes/no and choice questions 1.2 Use words that are common 1.3 Repeat words and sentences 1.4 Answer who, what, when, where, and why questions 	<ul style="list-style-type: none"> 2.1 Use everyday language to talk about school subjects 2.2 Tell main ideas from class 2.3 Use example sentences to describe situations. 2.4 Tell about things we do everyday 2.5 Tell what I need or want 2.6 Talk to friends 2.7 Ask for things 	<ul style="list-style-type: none"> 3.1 Talk about time using multiple tenses. 3.2 Retell ideas you heard 3.3 Give short presentations about _____ 3.4 Tell what I think 3.5 I can use transitions (like "but" or "then") to connect ideas. 3.6 I can use different registers inside and outside class. 3.7 Tell main idea and details 3.8 Ask for help understanding 	<ul style="list-style-type: none"> 4.1 Summarize ideas 4.2 Defend a point of view 4.3 Tell how things end 4.4 Explain and compare concepts 4.5 Connect ideas with supporting details and evidence. 4.6 Support opinions with reasons and evidence. 	<ul style="list-style-type: none"> 5.1 Defend a point of view and give reasons. 5.2 Use and explain metaphors and similes. 5.3 Communicate fluently in school and social situations 5.4 Talk about and give examples of abstract ideas
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<p>Reading</p>	<p>1.1 Know that letters and sounds match to things</p> <p>1.2 Match school things to words</p> <p>1.3 Find everyday signs and words</p> <p>1.4 Find author and illustrator</p> <p>1.5 Find one-word answers to who, what, when, and where questions in a story</p> <p>1.7 Use picture dictionaries</p>	<p>2.1 Put pictures in order based on text</p> <p>2.2 Find main idea in a sentence</p> <p>2.3 Find information from text features</p> <p>2.4 Follow along while listening</p> <p>2.5 Sort words and phrases</p> <p>2.7 Use words I know to finish sentences</p> <p>2.8 Use my home language to help learn English.</p> <p>2.9 Use bilingual dictionaries and glossaries.</p>	<p>3.1 Identify topic sentences, main ideas, and details in paragraphs</p> <p>3.2 Identify words that mean more than one thing</p> <p>3.3 Use context clues</p> <p>3.4 Make predictions based on pictures from a story</p> <p>3.5 Explain how prefixes and suffixes change meaning</p> <p>3.7 Tell fact from opinion</p> <p>3.8 Answer questions about what I read</p> <p>3.9 Use English dictionaries and glossaries</p>	<p>4.1 Put paragraphs in order</p> <p>4.2 Match a summary to the original passage</p> <p>4.3 Identify figurative language (e.g., “dark as night”)</p> <p>4.4 Read and interpret [adapted classics or modified text]</p> <p>4.5 Match cause to effect</p> <p>4.7 Match specific language to genres or texts that use it</p> <p>4.8 Use many strategies to understand what I read</p>	<p>5.1 Use words with multiple meanings</p> <p>5.2 Apply strategies to new situations [but you’ll probably state the strategy to be used.]</p> <p>5.3 Make inferences about meanings in text</p> <p>5.4 Critique material and support argument</p> <p>5.5 Sort grade-level text by genre</p>
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<p>Writing</p>	<p>1.1 Draw pictures about _____</p> <p>1.2 Use common words</p> <p>1.3 Label pictures and graphs</p> <p>1.4 Make vocabulary cards</p> <p>1.5 Write lists from word banks</p>	<p>2.1 Finish pattern sentences</p> <p>2.2 Finish sentences with my own ideas</p> <p>2.3 Put sentences together</p> <p>2.4 Finish graphic organizers with information about me</p> <p>2.5 Answer yes or no to who, what, when, where, and why questions</p>	<p>3.1 Write paragraphs with main idea and details</p> <p>3.2 Write compound sentences</p> <p>3.3 Tell steps for solving a problem</p> <p>3.4 Tell what is the same and different between events and characters</p> <p>3.5 Tell what I think, like, or feel with my reasons</p>	<p>4.1 Write essay with several paragraphs</p> <p>4.2 Prove that ideas are good</p> <p>4.3 Write reports</p> <p>4.4 Use details/examples to support ideas</p> <p>4.5 Use transitions</p> <p>4.6 Write introduction, body, and conclusion</p> <p>4.7 Summarize text</p> <p>4.8 Take notes</p>	<p>5.1 Write explanations of graphs or charts</p> <p>5.2 Write reports using multiple sources/citations</p> <p>5.3 Begin using analogies</p> <p>5.4 Tell what you think about a text</p>
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ELD Standards and WIDA CAN DO Descriptors

Grades 9-10

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Collaborative discussion	Speaking
2: The Language of Language Arts	Bias	Reading
3: The Language of Mathematics	Right Triangles	Writing
4: The Language of Science	Dependent & Independent variables	Speaking
5: The Language of Social Studies	Supply & demand	Listening
Complementary: The Language of Technology & Engineering	Technology & ethics	Reading

Grades 11-12

ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Informed decisions (college & career)	Reading
2: The Language of Language Arts	Satire	Listening
3: The Language of Mathematics	Mathematical relations & functions	Speaking
4: The Language of Science	Chemical reactions	Reading
5: The Language of Social Studies	Historical figures & times	Writing
Complementary: The Language of Music & Performing Arts	Musical genres	Speaking

WIDA CAN DO Descriptors: Grade Level Cluster 9-12

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 to:

	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
Listening	1.1 Listen and point to parts of things 1.2 Listen and match ideas with pictures 1.3 Listen and group things 1.4 Listen and tell what something is	2.1 Listen and match what I hear to pictures 2.2 Listen and tell if it is in the past, present or future 2.3 Listen and put pictures in order	3.1 Listen and tell what I think 3.2 Listen and tell main ideas and details 3.3 Listen and use strategies 3.4 Listen and sort examples	4.1 Listen and tell what a word means 4.2 Listen and figure out what I need to do 4.3 Categorize genres read aloud 4.4 Listen and compare traits	5.1 Figure out cause and effect 5.2 Listen and make inferences based on satire, sarcasm, or humor 5.3 Listen and find differences in speech (e.g., hyperbole, satire, comedy) 5.4 Listen and figure out what is intended and act accordingly

Speaking	<ul style="list-style-type: none"> 1.1 Answer yes or no questions 1.2 Tell information about myself 1.3 Name everyday objects and pre-taught vocabulary 1.4 Repeat words and sentences 	<ul style="list-style-type: none"> 2.1 Tell about people, places, things, and things that happen 2.2 Ask who, what, when, where, why questions to help me understand 2.3 Tell about school-related things 2.4 Talk about things in pictures 	<ul style="list-style-type: none"> 3.1 Tell ways to solve problems 3.2 Compare and contrast how people are 3.3 Put processes, cycles, procedures, and events in order 3.4 Interview people to get information 3.5 Make predictions based on ideas 	<ul style="list-style-type: none"> 4.1 Choose a side and use evidence to defend it 4.2 Tell about issues and ideas 4.3 Compare and contrast how people see things 4.4 Make choices and tell pros and cons of them 4.5 Use and explain slang and idioms 4.6 Use speaking strategies 	<ul style="list-style-type: none"> 5.1 Give multimedia oral presentations on grade-level material 5.2 Participate in debates on issues using specific language 5.3 Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") 5.4 Figure out meaning in discussions
	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging

<p>Reading</p>	<p>1.1 Match pictures or things to words 1.2 Read things I see in school everyday 1.3 Answer who, what, when, where, and why questions about a story 1.4 Use dictionaries</p>	<p>2.1 Match ideas/things/information to where they came from 2.2 Sort information from graphs 2.3 Follow directions from what I see or read 2.4 Match sentences to pictures 2.5 Tell what is the same and what is different in things 2.6 Find main idea in a sentence</p>	<p>3.1 Understand words with multiple meanings 3.2 Find topic sentence, main ideas, and details 3.3 Answer questions about what I read 3.4 Tell the difference between fact and opinion 3.5 Put paragraphs/sentences in order</p>	<p>4.1 Compare and contrast 4.2 Understand information 4.3 Infer meaning 4.4 Match cause to effect 4.5 Tell how useful data or graphic information</p>	<p>5.1 Tell the meaning of grade-level literature 5.2 Draw conclusions after reading different sources on a topic 5.3 Infer importance of data or information 5.4 Find proof of bias or credibility of a source</p>
<p>Writing</p>	<p>1.1 Label pictures 1.2 Listen and write things about myself 1.3 Write short answers 1.4 Finish the sentence</p>	<p>2.1 Make lists of words that go together 2.2 Take notes 2.3 Write questions 2.4 Write to tell something using letters or email</p>	<p>3.1 Write reports using a form 3.2 Write short pretend and true stories 3.3 Write my ideas on a graphic organizer 3.4 Compare and think about how I did using a rubric</p>	<p>4.1 Summarize notes from lecture or text 4.2 Revise work based on feedback 4.3 Write stories and reports for different purposes 4.4 Defend ideas and opinions 4.5 Write reports on school-related</p>	<p>5.1 Write reports using multiple sources 5.2 Write stories, essays, reports, etc. from different genres 5.3 Edit and comment on a peer's writing using a rubric 5.4 Explain things using details</p>

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	