

Beaver County ESL Curriculum

PreK-12

Participating Entities

Aliquippa School District
Ambridge Area School District
Beaver Area School District
Beaver Valley Intermediate Unit
Big Beaver Falls Area School District
Blackhawk School District
Center Area School District
Freedom Area School District

Hopewell Area School District
Midland Borough School District
Monaca School District
New Brighton Area School District
Riverside Beaver County School District
Rochester Area School District
South Side Area School District
Western Beaver County School District

Listening, Speaking, Reading and Writing

School Survival Skills

Directions: Before beginning any instruction related directly to curriculum, the following skills should be addressed.

Introduction to Environment	Location	Known	N/A
Bathroom			
Office			
Water Fountains			
Nurse			
Cafeteria			
Library			
Classrooms			
Gym			
Locker			
Computer room			
Playground			
Bus			
Exit signs			
Fire drill			
Introduction to Personnel	Location	Known	N/A
Secretary			
Principal			
Nurse			
Cafeteria staff			
Librarian			
Teacher			
Counselors			
Janitors			
Personal Information	Notes	Known	N/A
Tell his/her name			
Tell his/her age			
Tell his/her home numbers (home, cell)			
Tell his/her address			
Tell his/her birth date			
Tell family names			
Other	Notes	Known	N/A
Classroom Objects according to student needs			
Emergency Situations	Know how to call 911 and what to say		
Identify medical conditions if appropriate	(Allergies, medications, etc...)		

Student Background Information

Student Full Name (Legal): _____ **Student prefers to be called:** _____

Address: _____

Phone Numbers: _____

Name of Parents: _____

Name and Grade of Siblings: _____

Country of Origin: _____ **Language:** _____

Language Structure Differences:

Medical Issues/Needs: _____

Amount of Schooling: _____

English Proficiency Level: _____

Is an interpreter needed? (if yes, possible resources)

At the given level of English language proficiency, English language learners in Beaver County will process, understand, produce, or use:

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p><u>Receptive Skills</u></p> <p><i>Pictorial or graphic representation of the language of the content areas</i></p> <p>Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support</p>	<p><u>Receptive Skills</u></p> <p>General language related to the content areas</p> <p>Phrases or short sentences</p>	<p><u>Receptive Skills</u></p> <p>General and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p>	<p><u>Receptive Skills</u></p> <p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs</p>	<p><u>Receptive Skills</u></p> <p>The technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories essays or reports</p>
<p><u>Productive Skills</u></p>	<p><u>Productive Skills</u></p> <p>Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support</p>	<p><u>Productive Skills</u></p> <p>Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support</p>	<p><u>Productive Skills</u></p> <p>Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support</p>	<p><u>Productive Skills</u></p> <p>Oral or written language approaching comparability to that of English proficient peers when presented with grade level material</p>

English Language Proficiency Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Grade Level Cluster	Level 1 Entering	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Follow simple oral commands with visual cues (such as: TPR).	Demonstrate auditory understanding of the following with visual support: Come in, line up, sit down, stand up, take out, put away, pick up, put down, raise your hand, go to, turn around, circle, underline, cross out, draw a line to	TPR (Total Physical Response)	Observation	Various Realia
1-3	Position manipulatives or realia according to one-step oral commands to show spatial relations (such as: "Put the books on the table.").	Use prepositions accordingly. On/off, up/down, on top of, under, behind, in front of, over, beside/next to, between, in the middle, in/inside, out/outside, into, around	TPR, Visuals Cut/paste	Observation	Pictures, demonstrating spatial prepositions list,
4-5	Identify materials needed from realia and oral statements and complete tasks (such as: making a peanut butter and jelly sandwich).	Follow simple commands using vocabulary clusters: Family, Body Parts, Food Clothing, and animals	Family: draw picture of family from visuals, body parts: show me, create a creature, Simon Says, Food: sort, food pyramid, Clothing: cut outs, dressing dolls, packing suitcases; seasons	Observation	hands-on materials, visuals
6-8	Identify positive and negative behaviors from oral statements supported by illustrations (such as: in school, on the playground, in gym class, or on the bus).	Point or use gestures to indicate understanding of appropriate behaviors in school and social settings	Acting out, visuals, TPR, vocabulary word wall, technology – picture taking, games, flash cards	Observation	Behavioral visual cards, Cultural books, Culture Grams
9-12	Follow instructions or requests supported by gestures from peers (such as: "Meet me at my locker after 8 th period.").	Demonstrate understanding of current idiomatic expressions, gestures, cultural differences, slang and school vocabulary. Follow simple commands and directions.	Visuals, Vocabulary, Peer Tutor, teaching directions, Reenactment	Observation	Facility, hands-on materials, visuals

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Grade Level Cluster	Level 1 Entering	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	State basic autobiographical information using visual cues or prompts as needed.	State name, address, phone number, parents names	Use visuals of phone, house, student's picture, family pictures or student drawing of family to elicit appropriate oral response – repetition	Observation	Visuals, pictures, magazines, etc...
1-3	Give and ask for permission or make requests using gestures as needed.	Ask to go to the bathroom, get a drink of water, or go to the nurse.	Role playing, practice	Observation	Facility, school settings
4-5	Ask for assistance with a task or for needed supplies.	Ask for help or to sharpen pencil, borrow an eraser, or other school supplies	Role playing	Observation	Various school supplies
6-8	Respond to and offer greetings, compliments, introductions, or farewells.	Be able to say, hi, hello, how are you, fine, alright, thank you, please, good-bye, make basic introductions and participate in basic social greetings appropriate for school setting.	Look at movies, use visuals, role playing	observation	Videos, visual pictures
9-12	State preferences for types of music, games, TV programs, or recreational activities.	My favorite is... I like... I don't like....	Use various hands-on materials, and/or pictures to provoke conversation about student preferences	Observation or students' abilities to rank and categorize preferences.	TV shows, music, games, sports, visuals, etc...

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Grade Level Cluster	Level 1 Entering	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Match, sort or classify pictures of family members or familiar icons.	Match, sort or classify shapes, colors, sizes, animals, classroom objects, playground objects, and vocabulary appropriate to student's school	Underline, circle, match, cross out – etc...	Verify accuracy or worksheets, observation or activities	Gather copies of Kindergarten books that will be used in the classroom to develop your list of objects to be classified.
1-3	Respond to icons, pictures, or words on board games or in activities.	Follow directions according to pictures or words found in games or activities	Play games – Candy Land, Uno – card games, etc...	Observation of game play	Games, cards, etc...
4-5	Identify words or phrases associated with school or the community or personal experiences.	Demonstrate comprehension of written sets of vocabulary families and simple verb phrases appropriate to school curriculum.	Modeling and repetition, development of word walls, games, worksheets	Accurate completion of activities worksheets	Games, visuals, worksheets, realia, books, etc...
6-8	Search topics of interest on the internet or in libraries.	Student researches content area material via the internet to support learning in the target language (English)	Research on the internet	Successful printing of found research	Computer, internet – website booklet
9-12	Preview visually supported text to glean basic facts.	Student uses pre-reading skills to identify basic concept of text.	Use student's content area text and while looking at pictures to gather basic facts	Accurate identification of basic facts	Student content area text and hi-interest, low-level materials

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Use drawings to express thoughts and feelings.	Student draws a picture that accurately expresses how they feel.	Role playing, looking at emoticons, moving to drawing	Accuracy of drawings – observation	Paper, crayons, emoticons
1-3	Draw illustrations of personal experiences.	Student draws a picture or series of pictures that illustrates or describes a personal experience.	First – next- last activities reinforced by illustrations.	Observation and simple discussion.	Paper, crayons.
4-5	Work in small groups to draw, label and differentiate pictures that illustrate socially and culturally appropriate behaviors around school or community.	Students select appropriate word or phrase to describe a behavior illustrated in a picture (right/wrong; good/bad)	Role play; simple commands Identify acceptable behavior illustrated in magazine pictures (Goofus/Gallant) Modeling Listening to teacher read simple stories	Observation and simple discussion	Magazines; videos, books, stories, TV shows, immediate environment.
6-8	Respond to requests or invitations, and write “to do” lists through pictures and words.	Student recognizes simple question format and responds with pictures and simple answers.	Formulation of simple commands for word wall - Go to, yes I can/no I can't Sentence patterning Simon Says – card games – interactive games	Observation	Student made cards, games
9-12	Work with a partner to write key points about a topic of common personal interest.	Students select a topic of common interest and bullet key points.	Provide students with three choices (ie music, sports, movies) and encourage them to pick one – and ask them to list 3 to 5 (folks who do it, title them know, adjectives, nouns, places, etc..)	Completion of list	Student generated list – stimulus.

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Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Grade Level Cluster	Level 2 Beginning	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Follow simple commands without visual cues (such as: "Stand up." or "Get in line.").	Demonstrate auditory understanding of the following without any visual assistance: Come in, line up, sit down, stand up, take out, put away, pick up, put down, raise your hand, go to, turn around, circle, underline, cross out, draw a line to	Simon Says, show me, create a picture, gesture to appropriate visual of stated cue, TPR	Observation	Visuals, Hands-on Materials, games
1-3	Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: "Put the cubes in a row across the paper.").	Demonstrate auditory understanding of commands with multiple spatial directions: On/off, up/down, on top of, under, behind, in front of, over, beside/next to, between, in the middle, in/inside, out/outside, into, around and other vocabulary appropriate to school setting	TPR, demonstration, role playing, sequencing	Observation	Hands-on materials, pictures, sequencing books
4-5	Match materials and/or resources needed to complete tasks with their uses based on realia and oral directions.	Categorize materials by vocabulary clusters: (i.e. seasons, weather, school, house, occupations, holidays, and content vocabulary aligned to school's curricula	matching activities, play dress up, and/or games	Observation	Hands-on materials, games, flash cards, visuals
6-8	Role-play examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as: sports rules or turn taking).	Role play to demonstrate appropriate use of current idiomatic expressions, gestures, cultural differences, slang and school behaviors.	Skits	Observations	Interactive games, hands-on materials, posters, magazines
9-12	Process and respond to discourse from unfamiliar speakers (such as: at assemblies or on field trips).	Interpret main idea of auditory lecture or speech.	Use guest speakers, listen to songs, read passages, listen to movies	Answer simple comprehension questions. Draw pictures	Websites: http://www.marcopolo-education.org Videos Hi interest, low level stories that you read to students

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Grade Level Cluster	Level 2 Beginning	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Use one word or short phrase to express likes or dislikes of items or concepts as illustrated.	My favorite is... I like... I don't like.... (foods, animals, clothing, weather)	Show two pictures, do you like, yes or no	Observation	Visual pictures – vocabulary box in IDEA set - realia
1-3	Share feelings and emotions, likes or dislikes.	I like... I don't like... I'm sad... I'm happy... I'm nervous.... I'm surprised... I'm angry... I'm tired.... I'm hungry... I'm bored.... I'm thirsty... I'm sick, etc... I feel...	Using faces with a variety of expressions, match to a feeling, roll-play (introduce action verbs and subject areas)	Observation	Visuals, books, short video tapes
4-5	Ask for or provide the meaning of words, phrases.	What is this, what does this mean	You be the teacher – model appropriate questions and answers and encourage students to “be the teacher” and replicate your behavior	Observation	Realia, media, conversation, classroom situations, word walls, etc...
6-8	Respond to and ask questions or exchange information with peers.	Distinguish questions from statements, demonstrate understanding of question types and form appropriate responses.	Roleplay, repetition – give a statement, you ask a question – play Jeopardy	Observation	Question format resources, printed teacher resources
9-12	Describe preferred movies, magazines, stories, or authors.	Use appropriate vocabulary choices and intonation.	Ask questions, roleplay, repetition, modeling	Observation	Visuals, vignettes, movie lists, stories, books, etc...

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Grade Level Cluster	Level 2 Beginning	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Recognize own name and/or names of familiar adults and children.	Pick out items with their names on them – mom, dad, teacher, classroom friends	Label pictures with names on them – have student pick out theirs. Use classroom setting to choose certain label objects	Observation	Classroom objects, labels, pictures, etc...
1-3	Respond to words or phrases on board games or in activities.	Follow directions according to words found in games or activities	Play games –Sorry, Uno – card games, etc...	Observation of game play	Flash cards, Games, cards, etc...
4-5	Use prior knowledge to make predictions.	While looking at a picture or after reading a portion of simple text in a book, students makes predictions of “what will happen next?”	Ask questions to establish prior knowledge – pre-teach “what will happen next” using visuals before moving to stories, use of worksheets	Observation of ability to predict –observation of written predictions – observation of drawing predicting “what will happen next”	Books, pictures, worksheets
6-8	Classify topics identified through hypermedia or multiple sources.	Student identifies the “key word” or “topic” when looking at ads on billboards, TV commercials, etc...	Tape and view a variety of commercials, look at magazine ads, use catalogs, etc..	Observation of accurate classification, demonstration, creation of a word list, discussion	Media – with advertisements
9-12	Connect information from visually supported text to self.	Student makes personal connection with visually supported text.	Use graphic organizers and encourage students to make connections to the pictures and simple text.	Discussion of personal connections made	Student content area text and hi-interest, low-level materials

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 2 Beginning	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Draw or label familiar objects (such as: family members or classroom objects).	Student accurately identifies object and writes the name of the object OR students accurately draws a picture of identified object	Labeling objects around the room – pictorial word wall, drawing, etc...	Observation	Picture cards, drawings, crayons, etc...
1-3	Draw and label personal experiences, with words or phrases.	Student writes simple words or phrases to describe their own drawings of personal experiences.	Labeling personal experiences with words or phrases (noun-verb sentences) First-next-last – flip charts, manipulative word cards, matching words to pictures	Observation; accuracy of word choice	Flip charts, word cards, paper, crayons, activity sheets
4-5	Write descriptions, based on pictures or personal experiences, of socially and culturally appropriate behaviors in school or community.	Student develops a working vocabulary to describe appropriate school and community behaviors (raise your hand, don't run, stand in line)	Role play Describing pictures Daily observations Creation of word cards	Discussion of written product	Word walls, pictures, magazines, videos, paper/pencil, computer
6-8	Write responses to and create emails, messages, postcards, or notes to friends.	Student appropriately responds to emails, messages, notes, etc.	Classroom mailbox – email time, post cards, pen pals, etc...	Accuracy of completion of the post card- Observation	Post cards, internet access, notes, etc...
9-12	Create a graphic organizer of key points of a topic of personal interest.	Select and create appropriate graphic organizers of key points of topic using vocabulary from bulleted points	Exposure to different graphic organizers and purposes Uses of graphic organizers for specific assignments	Accuracy of the use of graphic organizers	Samples of graphic organizers

English Language Proficiency Standard 1: English language learners communicate in English for
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Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Grade Level Cluster	Level 3 Developing	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Follow oral commands to show simple spatial relations with real life objects, (such as: “Put your hand on your head.”).	Demonstrate auditory understanding of commands with multiple spatial directions: On/off, up/down, on top of, under, behind, in front of, in the middle, in/out, into, and other vocabulary appropriate to school setting	TPR, demonstration, role playing, sequencing, jazz chants	Observation	jazz chants, hands-on materials, visuals, etc...
1-3	Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way.”).	Follow an oral sequence of directions to complete a task.	Folding Paper, math activities, make cards for the holidays, etc. The focus is doing: step 1, step 2, and step 3 – watch me, listen and then you do it.	Completed Project	Vary – hands on-materials
4-5	Follow oral directions to select materials or resources needed to complete tasks.	Follow an oral sequence of directions, choose appropriate materials and complete a task - without cues.	Folding Paper, math activities, make cards for the holidays, etc. The focus is doing: step 1, step 2, and step 3 –listen, choose materials and then you do it.	Self assessment of completed project	Vary – hands on-materials
6-8	Role-play positive ways of interacting socially and culturally based on oral descriptions.	Interpret and then demonstrate through roll-play appropriate behaviors for various social settings	Provide students with a situation or social setting to role play	Student – teacher or group discussion of the assessment	vignettes
9-12	Process and respond to discourse from indirect sources (such as: cassettes or CDs).	Listen and interpret CD’s, videos, etc... with the intent of determining the main idea and/or sequence of events.	Watch segments of a movie, video, listen to a song, etc... Be sure it is of high interest or gender appropriate	Question/answer	Videos, movies, CD’s commercials, etc...

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SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Grade Level Cluster	Level 3 Developing	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Participate/interact in everyday conversation.	Demonstrate knowledge of colors, numbers, weather, pronouns, and vocabulary appropriate to school setting	Roleplay, color, draw, play games, use manipulatives	Observation	Various manipulatives, pictures, work books, and realia
1-3	Discuss interests, opinions, or preferences.	My favorite is... I like... I don't like.... because... Distinguish between fact and opinion	Use various hands-on materials, and/or pictures to provoke conversation about student preferences – ask why and read stories to establish fact vs. opinion	Observation or students' abilities to rank and categorize preferences and distinguish fact from opinion	TV shows, music, games, sports, visuals, etc...
4-5	Ask questions to seek information in order to provide opinions, preferences, or wishes.	When additional information is needed, student asks who, what, where, when or why to gather additional information. Establish and state opinions based on new information.	Introduce; who, what, where, when, why Use lunch menu – discuss food choices Have student choose a book or movie and explain why Build a daily menu from pictures – explain why	Observation	Visuals, menus, stories, movies, etc....
6-8	Initiate or engage in conversation with peers or within small groups.	Ask questions of others. Participate in group conversation.	Teach students the Basketball style of conversation – pass the ball back and forth – you talk when you have the ball	Observation	Object to pass: microphone, ball, etc...
9-12	Recommend games, songs books, films, poems, or computer programs and give reasons for selection.	State opinion of preferred book, game, song, film, etc.. and explain why it is the favorite – using sentence patterns such as because, as a result of, etc..	Cooperative learning situations, use cue cards with sentence starters, encourage students to bring in “favorites” from home – “show and tell”	Observation	Sentence strips

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Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Grade Level Cluster	Level 3 Developing	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Name letters from own name to letters found in classroom print (such as: “T” in Tomas and “Today”).	Identify alphabet letters and basic sounds according to school curriculum. Identify letters in their own name.	Repetition, repetition, repetition – use of key vocabulary – B is butterfly, etc...	Observation with checklist	Letters, pictures, visuals, sounds
1-3	Follow written directions with peer or teacher assistance.	Demonstrate comprehension of simple written commands: understanding of the following with teacher assistance: circle, underline, cross out, draw a line to, list, color, match, and other vocabulary appropriate to school curriculum	Require students to read directions and complete activities with teacher support, in a variety of ways: worksheets, games, “folder activities” Logic puzzles	Observation- accurate completion of worksheets, etc..	worksheets, games, “folder activities” Logic puzzles – www.superduperinc.com (see speech and language teacher)
4-5	Confirm predictions based on prior knowledge.	After making predictions, students compare their prediction with what occurs in the reading	“What did you think would happen?” “What actually happened?” – Use comic strips, simple text, etc... Use of graphic organizers	Accurate completion of a graphic organizer	Graphic organizers, text, comic strips, books, pictures, etc..
6-8	Sort relevant information from irrelevant information on topics gathered from the internet or libraries.	Student reads internet resources and other media and identifies unnecessary words, topics and explains why it is unnecessary.	Highlighting, re-reading without those words, listing of relevant and irrelevant ideas, looking back – find where the information is in the text. Look at internet search results and identify which are relevant to topic searching	Discussion, observation, completion of research activity	Internet, media, resources, etc...
9-12	Skim/scan material to confirm information or hypotheses.	Student uses pre-reading skills to predict outcome of assignment or reading	Teach skim, scan, underling, highlighting, main idea, outlining	Accuracy of outline, discussion of main idea, etc..	hi-interest, low-level materials

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Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 3 Developing	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Write basic personal information (such as: name, telephone number, etc.).	Student accurately writes personal information such as name, address, phone number, birthday, etc...	Repetition of writing the name, etc.. – using a variety of tactile experiences.	Observation of writing	Various tactile realia
1-3	Produce sentences about personal experiences.	Student uses simple sentence format to describe personal experiences.	Create an appropriate sentence using a word wall Manipulative sentence building games – Sentence Scramble, Sentence Zone, sentence modeling, pocket charts	Simple teacher checklist – rubric for self-assessment	Pocket charts, games, worksheets
4-5	Write descriptions of an action to be taken to correct an impolite/inappropriate behavior in school or community.	Student uses appropriate vocabulary to describe consequences of inappropriate behavior in our culture.	Role play; video; discussion; word wall; journal entries; story starters.	Discussion of written product.	Immediate environment; books, pictures, videos
6-8	Write responses to and create ads, suggestions, announcements, journal, entries, complaints, apologies, or thank you notes.	Student correctly writes and responds to ads, suggestions, announcements, etc... (student knows which to write and how to respond for a particular setting/reason)	Office center, complaint box, suggestion box	Accurate format was chosen and completed (i.e – thank you note looks like a thank you note) – Use a check - rubric for each format	Examples of each form – several, check-rubrics for each format, paper, stationary, boxes, etc...
9-12	Work in small groups to develop interview questions for a questionnaire on a topic of personal interest.	Student can develop a questionnaire on a topic of personal interest using correct question formats	Compile a list of question formats: yes/no, wh questions, informational, can/may. Mock interviews Question starter games, question scramble, 20 questions eye-spy	Accuracy of questionnaire using rubric	Student made questionnaires, various games

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Grade Level Cluster	Level 4 Expanding	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Follow oral direction as presented in conversation or drama with a story or music (such as: The Hokey Pokey).	Identify specific actions within a story and reenact the action or respond accordingly.	Read a story and have them reenact. Use Jazz chants, play games such as Hokey Pokey, I went to grandmother's house and bought, etc...	Observation of student interaction	Jazz chants, stories, games, fairy tales
1-3	Follow specific oral directions without visual or nonverbal support (such as: "Write your name on the top left-hand side of the paper.").	Follow specific oral directions that contain more complex sentence structure. (i.e. Adjectives, verb phrases, superlatives, etc...)	Put the blue paper on the red circle Place the smallest red triangle on the largest square.	Observation or completed project Student can self-correct	Hands-on materials, visuals, attribute blocks
4-5	Sequence use of materials or resources needed to complete tasks based on oral directions.	Follow more specific oral directions that contain complex sentence structure to complete a task that requires the sequencing of materials.	Demonstration speeches, play games (be sure to provide students with oral directions – they must choose materials and use them in proper sequence to complete task)	Observation of completed project	Recipes, games, demonstration ideas
6-8	Role-play or identify situations of peer pressure based on oral descriptions.	Identify situations of peer pressure, express an opinion and choose and appropriate response.	Read situational text, show movies, personal stories	Observation of roll-play and student's level of interaction	Vignettes, movies, real life stories
9-12	Follow telephone conversations, process and respond to announcements over the intercom.	Select a topic for conversation (from life's experience) and role playthe event	Give students real-life scenarios to role play– make a reservation for the airline, talk to the doctor	Observation of roll-play and student's level of interaction	Vignettes, multi-media, real life stories, etc...

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Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Grade Level	Level 4 Expanding	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
Cluster					
PRE K-K	Respond to specific questions in everyday conversation.	Distinguish questions from statements, demonstrate understanding of question types and form appropriate responses.	Roleplay, repetition – give a statement, you ask a question – What animal says, ...	Observation	Question format resources, printed teacher resources
1-3	Persuade peers to join in activities or games.	Initiate conversation using persuasive verbs.	Vocabulary word walls – introduce persuasive verbs, role playing	Observation	Game simulation, vignettes
4-5	Ask for or provide clarification of information by restating ideas.	I meant... Did you mean...	Can you tell me that in a different way? Reporting back activities.	Observation	Menus, realia, various stories, etc...
6-8	Use idiomatic expressions or slang in conversation.	Use current idiomatic expressions, gestures, and slang in appropriate settings.	Teach idioms – show a picture of “hitting the nail on the head” – making a mountain out of a mole hill. Have kids draw pictures of idioms	Observations	Interactive games, hands-on materials, posters, magazines, books of idioms
9-12	Discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles.	Verbally identify strengths and weaknesses while using vocabulary appropriate to the genre.	Pre-teach vocabulary appropriate to the genre, use of Graphic Organizers to organize pros and cons, then show and tell, interview or debate	Observations – with rubrics	Books, classroom materials, poems, films, graphic organizers, word walls

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Grade Level Cluster	Level 4 Expanding	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Match pictures of common objects to familiar words (such as: ball, book, etc.).	When given a label, students can match shapes, colors, sizes, animals, classroom objects, playground objects, and vocabulary appropriate to student's school	Games, Go find... pull item out of bags, etc...	Observation	Tactile objects, color coded objects, labels, word walls, etc...
1-3	Follow written directions supported visually.	Demonstrate comprehension of more complex written commands with visual support	Require students to read directions and complete activities in a variety of ways: worksheets, games, "folder activities" Logic puzzles – Increase directions from one activity to several at once – string of instructions	Observation- accurate completion of worksheets, etc...	worksheets, games, "folder activities" Logic puzzles – www.superduperinc.com (see speech and language teacher)
4-5	Compare/contrast personal experiences using a variety of printed material.	Students accurately compare their culture (or other topic) to typical American culture (or other topic) after reading selected printed material.	Hi interest, low level text used to encourage discussion, use of graphic organizers, Holidays, etc...	Accurate completion of the assignment or participation in discussion	Hi interest, low level text, printed materials
6-8	Arrange information on topics gathered from the internet or libraries in logical order.	Student chooses appropriate method and/or graphic organizer for assignment.	Teach the use of a variety of graphic organizers	Accurate choosing of graphic organizer for appropriate assignment without assistance	Packet of graphic organizers, clip art resources, etc...
9-12	Synthesize information from a variety of print resources.	After reading a variety of sources, student selects most appropriate text for assignment given.	Discussion of why you picked this – what is the assignment asking of you – how do you find the appropriate resources, graphic organizers	Accurate completion of written assignment – rubric	Variety of text, sources, graphic organizers, rubric etc...

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Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 4 Expanding	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Write labels for visual representations of everyday objects.	Student accurately writes labels for a variety of vocabulary theme sets (family, colors, food, animals, body parts, shapes, etc...)	Repetition of writing the name, etc.. – using a variety of tactile experiences.	Observation of writing	Various tactile realia
1-3	Produce illustrated stories based on personal experiences.	Student writes a sequential series of sentences explaining a personal experience in story format with drawings.	Writing using the computer, library visits to examine illustrated stories for ideas; Rewriting for accuracy	Evaluation of story; rubric; Teacher conferencing	Library; writing and drawing materials.
4-5	Create written plans to correct impolite/inappropriate behavior in school or community.	Student writes manual describing appropriate behaviors in school or community.	If/then clauses – cause/effect Categorize manual (classroom, cafeteria, bus) Illustrate manual Read and role play manual in class	Accurate manual with checklist and rubric Reenact incidents in manual to evaluate understanding of written form	Computer, paper/pencil
6-8	Write responses to multimedia and create raps, songs, poetry, or prose.	Student reads a poem or listens to a song and accurately writes a personal reflection of the piece and/or student accurately writes a poem or song.	Poetry lessons, exposure to poetry vs. prose, look at music genre – rap, etc... Modeling the rhythm of the language – Teach structure of poetry and vocabulary	Self evaluation – rubric, accuracy of research skills, etc...	Multi-media, rubrics
9-12	Write a summary of material collected from questionnaires on topics of personal interest.	Student will summarize and organize information gathered from interactive activities	Development of summarizing skills	Rubric to assesses accuracy of summary with discussion	Rubric, student generated

English Language Proficiency Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Grade Level Cluster	Level 5 Bridging	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Follow sequential commands without visual or non-verbal cues (such as: "Take out your book and open it to page 10.").	Follow specific oral directions that contain more complex sentence structure. (i.e. Adjectives, verb phrases, superlatives, etc...)	Put the blue paper on the red circle Place the smallest red triangle on the largest square.	Observation or completed project Student can self-correct	Hands-on materials, visuals, attribute blocks
1-3	Follow sequence from multiple oral directions (such as: "Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.").	Follow more specific oral directions that contain complex sentence structure to complete a task that requires the sequencing of materials.	Demonstration speeches, play games (be sure to provide students with oral directions – they must choose materials and use them in proper sequence to complete task)	Observation of completed project	Recipes, games, demonstration ideas
4-5	Evaluate use of materials or resources needed to complete tasks based on oral discourse.	Make appropriate judgments about how, when and/or why to use particular materials while listening to and participating in conversation.	Present an oral assignment with specific rubric (i.e. – Create an Animal that is three dimensional and stands at least 2 feet high) and give students a great deal of materials from which to complete assignment	Rubric	Craft materials, hands-on materials - Various
6-8	Role-play consequences of succumbing to peer pressure based on oral scenarios.	After listening to a movie segment, situational text or a personal story –identify possible consequences of succumbing to peer pressure.	Read situational text, show movies, personal stories - skits	Observation of roll-play and student's level of interaction	Vignettes, movies, real life stories
9-12	Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages).	Make judgments and establish opinions of oral messages received.	Use current topics, music titles, simulated phone conversations, etc... dialogue about the appropriateness of its use in various settings.	Observation of student's level of interaction and their ability to make appropriate judgments	Current topics, music titles, etc...

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Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Grade Level Cluster	Level 5 Bridging	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Ask and answer relevant questions and share experiences.	Actively participating in conversation and asking appropriate questions about specific experiences.	Read a book- connect to the text, watch a movie and discuss, share personal experiences, Show and Tell	Observation	Books, movies, personal experiences
1-3	Negotiate solutions to problems, interpersonal misunderstandings, or disputes.	Justify opinion or actions, listen to justification of others and suggest compromise.	Read a story – discuss the conflict and resolution, Skits, roll-play, conflict resolution instruction according to school's established policies	Observation	School policy, text on conflict resolution, various stories, movies, etc...
4-5	Ask for or provide specific information that confirms or denies beliefs.	Initiate conversation to seek additional information in order to clarify beliefs	Provide students with vocabulary that encourages more complex questioning. (i.e. – can you give me an example, What makes you think that? Why do you feel that way?)	Observation	Technology – research, library, etc...
6-8	Use humor or sarcasm in conversation.	Uses gestures and expressions with contemporary language for purposes of humor or sarcasm.	Model humor and sarcasm. Use comic strips and set the stage - using vignettes and/or cue cards	Observation	Comic strips, vignettes, cue cards, magazines, reader's digest, toys, etc...
9-12	Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.	Verbally express opinions and discuss similarities and differences between written text and movies.	Read novels and/or plays – discuss Watch movies or pieces or movies – discuss and then compare	Observation	Novels, plays, classroom materials, movies, text, magazines, etc...

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Grade Level Cluster	Level 5 Bridging	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Read words/phrases that is functional print (such as stop, exit, etc.).	Read words/symbols that are found in the “real world” as opposed to classroom objects – K-mart, McDonalds, etc...	Field trip around the school and/or outside the building, use of pictures, repetition	Observation with the use of a checklist	Pictures, visuals, menus, etc...
1-3	Follow written directions independently.	Demonstrate comprehension of more complex written commands independently	Require students to read directions and complete activities in a variety of ways: worksheets, games, “folder activities” Logic puzzles – Increase directions from one activity to several at once – string of instructions	Observation- accurate completion of worksheets, etc..	worksheets, games, “folder activities” Logic puzzles – www.superduperinc.com (see speech and language teacher)
4-5	Evaluate validity of information based on personal experiences and/or prior knowledge.	Student demonstrates ability to distinguish fact from fiction, fact from opinion, fantasy from reality and reads and rereads to check for accuracy of prior knowledge.	Talking to the text, identify unknown vocabulary, contextual clues, underlining, summarizing, identify question words	Short answer, T/F, Open-ended, Cloze statements, etc...	Text, overheads, chart paper, markers, journals, endless....
6-8	Confirm or summarize information on topics gathered from the internet or libraries.	Student reads and accurately summarizing main topic and/or assignment using a variety of text sources.	Working with student to organize and write research paper or other assignment.	Finalize/Complete assignment (research paper, project, essay, etc..) – Rubric will be used	Variety, internet, texts, research, note cards, highlighters, etc...
9-12	Evaluate hypotheses based on information from text.	After reading a variety of sources, student persuades debates, refutes or supports the text with evidence from text and personal experience.	Debates, persuasive essays, conversations, teach bibliography	Presentation of the paper or speech or debate, etc...	Variety, internet, texts, research, note cards, highlighters, etc...

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Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 5 Bridging	Specific Student Indicators/Skills	Instructional Activities	How will this be Assessed?	Materials/Resources
PRE K-K	Represent stories and/or experiences through a combination of pictures, words and phrases.	Student retells story by drawing pictures of beginning middle and end.	Read story – draw pictures – sequencing activities	Accuracy of the sequence of the story events through the drawing	Story books, paper, crayons, etc... – Graphic organizer, beginning, middle, end.
1-3	Maintain diaries or journals of personal experiences.	Student expresses in written form personal experiences on a daily basis.	Allow independent time for journal entries with minimal teacher assistance	Self-assessment	Journal; pencil
4-5	Create posters or multimedia brochures contrasting polite or appropriate American school behaviors with those of the students' native culture/country.	Student compiles and creates project illustrating understanding of appropriate cultural behaviors.	Independent time to produce project with some assistance in computer lab, library, interviews, etc.	Presentation of project based on rubric	Reference materials; computer; various media; school staff
6-8	Write responses to and create humor, idioms, or language that contains multiple meanings.	Student correctly responds to and/or creates idioms or language that contains multiple meaning. Student demonstrates comprehension of humorous writing.	Exposure to comic strips, teaching of idioms, teaching of multiple meaning words and phrases including slang	Accuracy of written according to pre-established rubric.	Comic strips, idiom books, TV shows, movie clips
9-12	Make written conclusions and inferences from data collected from questionnaires and other resources.	Collect additional resources and write a conclusion based on all data collected	Internet research – Lessons on conclusion writing skills	Accuracy of product using rubric	Internet, graphic organizers and rubric.