Bloomingdale School District

Curriculum for English as a Second Language

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ESL Teacher

The Bloomingdale School District's English as a Second Language Curriculum is coordinated with the Wida (World-Class Instructional Design and Assessment) and the New Jersey Student Learning Standards.

The goal of the ESL Program is for all ELLs to reach proficiency in speaking, listening, reading, and writing in English. This proficiency will allow the ELL to achieve success not only in academic areas but socially and emotionally as well.

Students who are in the ESL program participate each day for 40 minutes in a pull-out setting.

Wida Standards Proficiency Levels

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging
6. Reaching

Assessments

September   Wida Model

March   Wida Access for ELLs

Students are informally assessed throughout each marking period. The results are recorded in the ESL report card or progress report.

Exit Criteria

Exiting the program is based upon:

1. Access score of 4.5 or higher
2. Classroom and ESL teacher recommendation
3. Report Card/ESL report card or Progress Report
4. Traditional assessments used by both classroom and ESL teacher

Wida Standards

The Wida Standards are used in conjunction with the Wida Can Do Descriptors. The Can Do Descriptors guides both classroom and ESL teacher as to where each ELL should be in regard to his/her proficiency level. The Can Do Descriptors clearly state what the ELL is capable of accomplishing in speaking, listening, reading, and writing.

Wida Standards

Standard 1   Social and Instructional Language

Standard 2   Language of Language Arts

Standard 3   Language of Mathematics

Standard 4   Language of Science

Standard 5   Language of Social Studies

Kindergarten

Social and Instructional Language

Students will be able to:

Contribute to group discussions

 Identify Classroom objects

Follow 2 step directions

Follow directions to play games

Follow school/classroom rules

Wida Standard 1

NJ Language Arts Literature Standards

SLK.1, SLK.3, SLK.4, SLK.6, LK.1

Language of Language Arts

Students will be able to:

Identify letters, letter sounds, and keywords

Identify consonant digraphs and the sounds they make

27 sight words (trick words)

Recite poems, songs, and finger plays

Listen to stories

Retell the stories heard

Understand the concept of rhyming

Follow words from left to right

Read beginning level stories by following a pattern and using picture clues

Wida Standard 2

NJ Language Arts Literature Standards

RLK.6, RLK.7, RFK.2, RFK.2.a, RFK.2b, RFK.2c, RFK.2.e, RFK. 3, RFK.4, WK.1, WK.2

Language of Mathematics

Students will be able to:

Identify geometric shapes

Understand how to use a calendar

State time by the hour/half hour

Identify numbers randomly from 1-30

Match numbers with their corresponding amount

Count to 100

Follow a basic pattern

Wida Standard 3

NJ Mathematics Standards

KCC.A.1, KCC.A.3, KCC.B, KCC.C, KMD.B, KG.A, KG.B

Language of Science

Students will be able to:

Identify Animals/Animal Babies

Distinguish Living/Non-Living Things

Understanding Weather

Understanding Seasons

Wida Standards 4

KESS3.1, KESS3.2, KESS2.1, KPS3.1

Language of Social Studies

Students will be able to:

Identify Community Helpers

Understand the relationships of friends and family

Understand the importance of food and culture

Identify Transportation

Wida Standard 5

NJ Social Studies Standards

6.1. P.B.1, 6.1.P.B.2, 6.1.P.D.1, 6.1.P.D.2, 6.1.P.D.3, 6.1.P.D.4

Sample Kindergarten Lesson: Learning about the Calendar and Numbers 1-10

Wida Standards: Wida Standard 1, Wida Standard 2, Wida Standard 3

NJ Standards: RF.K3, RF.K3d, L.K5c, SL.K5, K.CCA.3, KCC.B.4, KCC.B.5

Language Domain: Listening, Speaking, Reading, Writing

Objective: Students will be introduced to the calendar and numbers 1-10.

Procedure: Begin by singing, "The Month is September" and move on to other songs, "Days of the Week" and "Months of the Year". Count the days in the month of September. Recite the finger play, "Way up in the Apple Tree". (Use felt board to enact this.) Tell students that today we are just going to work on numbers 1-10. Using number card puzzles have students match the number with its corresponding amount. As a follow up, the students will be given number cards with numbers from 1-10 and they will count out manipulatives for the amount on the card.

Assessment: Students will be given a paper with numbers from 1-10. They will be asked to draw the correct amount of objects for each number given in random order.

Enrichment: Show students the number words (one to ten) and see how many are able to identify the number word with its corresponding number.

End the lesson by reading the book, *Ten Little Lady Bugs.*

Materials: Large Calendar, Months of the Year Poster, Days of the Week Poster, Felt Pieces for the Apple Tree finger play, Felt Board, Card Puzzles, Manipulatives, Paper assessment, Number word cards, *Ten Little Lady Bugs*

K

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF RECOUNT

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Pointing to pictures described orally in context *(e.g., "the big dog")* • Finding familiar people, places, or objects named orally *(e.g., "Where's a chair?")*	**Process recounts by** • Responding with gestures to songs, chants, or stories modeled by teachers • Matching familiar pictures, objects, or movements to oral statements *(e.g., "Clap your hands.")*	**Process recounts by** • Acting out songs, chants, stories and poems with gestures as a whole group • Following sequential language for oral directions one step at a time *(e.g., "Walk to the door. Now, come to the circle.")*	**Process recounts by** • Role playing in response to illustrated stories read aloud • Matching extended oral descriptions of content-related topics to illustrations or graphics *(e.g., "The bright yellow ball is shining in the sky.")*	**Process recounts by** • Arranging content-related objects or illustrations according to oral discourse with a partner • Making patterns from real objects or pictures based on detailed oral descriptions from a model *(e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.")*	**Process recounts by** • Identifying drawings or other visual displays from elaborate descriptions with details • Identifying detailed information in oral discourse or through multimedia

Recount by	Recount by	Recount by	Recount by	Recount by	Recount by
• Repeating words, simple phrases or expressions from familiar stories as a whole class • Participating in group songs, chants, or poems using gestures or physical movement	• Restating some language associated with illustrated short stories or informational text *(e.g., "I see." "I hear.")* • Re-enacting various roles when interacting in pairs or in small groups	• Retelling main events in short narrative stories to peers using pictures • Describing attributes of familiar objects, people, and places	• Retelling familiar stories through a series of pictures • Sharing personal stories or experiences with others *(e.g., in multiple languages)*	• Relating school-based content and personal experiences with peers and adults • Rephrasing events from stories or information with a partner *(e.g., class rules or routines)*	• Retelling familiar stories, including key details with prompting and support • Describing details about characters, settings, and major events in illustrated stories with prompting and support

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Matching icons and symbols to corresponding pictures • Identifying labeled real-life classroom objects *(e.g., tables, books, door)*	**Process recounts by** • Reproducing content-related information in oral text through drawings • Acting out familiar rhymes from text read aloud or chanted in small groups	**Process recounts by** • Identifying familiar words in context *(e.g., in Big Books or wall charts)* in small groups • Recognizing persons and settings in illustrated text read aloud	**Process recounts by** • Identifying words in picture dictionaries *(e.g., in multiple languages)* • Recognizing common types of text *(e.g., storybooks, poems)* read aloud	**Process recounts by** • Ordering words to form short sentences from oral models *(e.g., using pocket charts, cards)* • Identifying language related to spatial relations *(e.g., in front of, next to, in between)*	**Process recounts by** • Identifying major events in stories with prompting and support • Identifying main ideas and details in common types of illustrated text *(e.g., trade books, rhymes)*

Recount by	Recount by	Recount by	Recount by	Recount by	Recount by
• Dictating personal information scribed by adults *(e.g., about self and family members)* • Reproducing icons or environmental print related to self from models	• Reproducing symbols, numbers, and illustrated words from models in context • Drawing and labeling familiar people, objects, or events from models *(e.g., word walls, posters, cards)*	• Reproducing familiar words from labeled models or illustrations *(e.g., labeled dioramas)* • Restating facts about personal experiences shared with classmates *(e.g., through illustrated text)*	• Producing familiar words and phrases from environmental print and illustrated text • Drawing and describing different parts of stories, personal experiences, or events *(e.g., written conversations)* with a peer	• Describing everyday experiences using illustrated phrases and short sentences • Producing illustrated stories about self or family *(e.g., using one or more languages)*	• Stating information to answer modeled questions about experiences with guidance • Using new words and phrases acquired through conversations or oral reading in short illustrated sentences

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Identifying illustrated activities described orally • Following modeled actions to show likes or dislikes *(e.g., using "or" words and phrases, "read" or "write")*	**Process explanations by** • Matching real-life objects to illustrations about their use based on oral statements • Identifying people and places associated with everyday events described orally *(e.g., "It is Monday. You are at school.")*	**Process explanations by** • Identifying language associated with features of objects or print *(e.g., "Show me a word in the title.")* • Following peer-modeled oral commands with a partner	**Process explanations by** • Drawing individual phases or steps to "how" questions *(e.g., "How does a caterpillar change into a butterfly?")* • Pointing out illustrated details that match oral descriptions of cycles or procedures	**Process explanations by** • Identifying illustrations related to cause and effect from oral information • Reenacting procedural information obtained from videos or other media *(e.g., "Show me how to make day and night.")*	**Process explanations by** • Recognizing language related to scientific or mathematical processes • Identifying patterns in procedures or natural phenomena in illustrated stories read aloud

Explain by	**Explain by**	**Explain by**	**Explain by**	**Explain by**	**Explain by**
• Identifying familiar objects used in everyday routines and activities with a partner *(e.g., in the home language and English)* • Rehearsing and acting out key steps in procedures or classroom routines following models *(e.g., "Put away toys. Get in line.")*	• Describing uses of everyday objects or roles of familiar people *(e.g., "Teacher reads.")* • Stating attributes and classifying objects into illustrated categories to show how they go together *(e.g., shapes, colors, sizes)*	• Comparing sizes of familiar phenomena *(e.g., bigger than/ smaller than, longer/ wider)* • Stating reasons for classroom routines or procedures with a partner *(e.g., expected behaviors)*	• Describing classroom routines *(e.g., putting away puzzles)* • Comparing and contrasting placement of real- life objects and phenomena *(e.g., "on the table" v. "under the table")*	• Providing details related to classroom activities and tasks in small groups *(e.g., how we work together)* • Describing steps in familiar cycles and processes *(e.g., getting in a circle to play a game)*	• Comparing two objects using measurable attributes *(e.g., "The table is higher than the chair.")* • Describing the causes or effects of different phenomena based on observations and experiences *(e.g., pull/push, sink/float)*

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Matching illustrations with modeled language with a partner • Identifying steps in procedures from illustrations and icons *(e.g., "It goes up. It comes down.")*	**Process explanations by** • Identifying illustrated words or icons to show why *(e.g., in play-based activities)* • Following illustrated directions with a peer *(e.g., to form shapes or patterns)*	**Process explanations by** • Pointing out causes or motives in illustrated stories read aloud • Showing relationships depicted in informational text with real-life objects *(e.g., "5 is more than 3.")*	**Process explanations by** • Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures *(e.g., "the big tall giraffe and the teeny tiny mouse")* • Classifying how to resolve situations faced by characters or in content-related text using graphic organizers	**Process explanations by** • Matching familiar descriptive phrases to objects or illustrations with a partner *(e.g., steps in morning routines)* • Comparing how to do something in different ways from illustrated stories *(e.g., making fruit salad)*	**Process explanations by** • Drawing sketches or models to show how to solve problems read from illustrated informational text • Locating descriptive language related to "how" or "why" in illustrated text in small groups

Explain by	**Explain by**	**Explain by**	**Explain by**	**Explain by**	**Explain by**
• Describing familiar routines by drawing pictures and dictating to adults *(e.g., in one or more languages)* • Drawing what comes next *(e.g., in stories or experiments)*	• Connecting oral language to print *(e.g., through language experience)* • Reproducing labeled pictures or photographs to describe processes or procedures *(e.g., producing an album)*	• Describing familiar events or phenomena using sentence starters and drawings • Identifying self as an author through pictures and invented words *(e.g., by keeping a journal)*	• Describing how to do something through a sequence of pictures and words • Composing group drafts on different processes based on oral input or experiences modeled by teachers	• Describing uses of tools or objects with a peer *(e.g., from illustrated phrase walls)* • Sequencing content- related processes by drawing and describing objects *(e.g., from seeds to plants)*	• Stating steps of familiar routines or events by drawing, dictating, and writing • Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text

K

KEY USE OF ARGUE

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by • Identifying personal choices *(e.g., "Show me your favorite…")* from different examples • Classifying everyday objects by descriptive features *(e.g., red ones, blue ones)*	**Process arguments by** • Discriminating between words and phrases related to personal choices *(e.g., "The park or the zoo?")* • Identifying oral preferences stated by others *(e.g., choosing pictures or objects)*	**Process arguments by** • Acting out opposites using gestures *(e.g., through songs or chants)* • Responding non-verbally to show agreement or disagreement with opinions of others *(e.g., thumbs up, thumbs down)*	**Process arguments by** • Drawing to make predictions from illustrated stories read aloud *(e.g., "What happens next?")* • Classifying fact from fiction in oral discourse *(e.g., through physical responses or sorting pictures)*	**Process arguments by** • Agreeing or disagreeing with oral claims using gestures *(e.g., "Tomorrow will be hotter than today.")* • Identifying reasons for choices in real life scenarios read aloud *(e.g., by circling pictures)*	**Process arguments by** • Interpreting which side to take and why from dialogs or short conversations • Identifying details of stories or scenarios read aloud that represent different points of view

Argue by	**Argue by**	**Argue by**	**Argue by**	**Argue by**	**Argue by**
• Stating personal likes from oral prompts *(e.g., sports, food, animals)* • Naming choices from models *(e.g., "Apple or banana?")*	• Stating personal preferences *(e.g., "I like this.")* • Agreeing or disagreeing with familiar questions *(e.g., "Are you ready?" "Yes I am.")*	• Stating personal preferences or opinions *(e.g., "Recess is best.")* • Predicting everyday situations or events from illustrations	• Expressing likes, dislikes, or preferences with reasons *(e.g., "I like ____ because ____.")* • Giving reasons for classifying familiar objects with classmates *(e.g., in open sorts)*	• Offering personal opinions about content-related ideas in small groups • Giving reasons for content-related information when modeled *(e.g., "These animals go together because they have spots.")*	• Agreeing or disagreeing with reasons for categorizing content-related information with a partner • Stating personal opinions with justification for content-related ideas or topics

K

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KEY USE OF ARGUE

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**
• Pointing to labeled pictures or objects of personal preferences • Matching illustrations to words of personal interest as modeled	• Classifying labeled pictures of personal choices from stories according to different character traits • Making choices from illustrated descriptions read aloud and sharing with peers *(e.g., based on "or" phrases)*	• Predicting next steps, actions, or events in informational text and stories read aloud *(e.g., by pointing to pictures)* • Indicating agreement or disagreement with authors' points of view of text read aloud with a partner	• Interpreting pictures in informational text as true or false in small groups • Comparing choices of different characters in illustrated text read aloud *(e.g., using T charts)*	• Evaluating situations in picture books and matching them to related reasons for choices • Agreeing or disagreeing with actions of characters in illustrated text read aloud	• Identifying different points of view from illustrated text with prompting and support • Identifying similarities in and differences between two texts on the same topic *(e.g., pasting or matching words found in both sources)*

Argue by	**Argue by**	**Argue by**	**Argue by**	**Argue by**	**Argue by**
• Illustrating likes or dislikes from real-life objects or pictures • Drawing or making collages about personal interests or content-related topics in small groups	• Drawing and reproducing words about preferences *(e.g., from charts or posters)* • Stating personal choices from models *(e.g., labeling photos or drawings of self)*	• Agreeing or disagreeing with choices *(e.g., producing "yes" or "no")* from models • Completing text about personal opinions on different topics *(e.g., "I like ___.")*	• Producing statements about choices using different models as examples *(e.g., "I want to ___.")* • Building short sentences from personal preferences using pictures or photos with partners	• Making requests to indicate preferences *(e.g., "Can I have ...?")* • Listing reasons for content-related choices with guidance and support *(e.g., "Why do you like number 5?")*	• Composing opinion pieces using content-related language with prompting and support • Making claims using content-related language about topics or books *(e.g., dictated to adults)*

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Discuss by • Attending to the speaker to demonstrate understanding • Following routines, chants, and songs	**Discuss by** • Addressing others according to relationship *(e.g., student-student, student-teacher)* • Participating in exchanges between peers *(e.g., thumb buddies, turn and talk)*	**Discuss by** • Working together collaboratively *(e.g., taking turns, listening to others)* • Using language and body movement to include others in conversations	**Discuss by** • Proposing ideas to contribute to conversations • Asking questions to request clarification	**Discuss by** • Asking questions to extend conversations • Demonstrating active listening to show respect to the speaker	**Discuss by** • Sustaining conversations on a topic • Building on comments/ responses of others

*Except for Level 6, for which there is no ceiling.

Grades 1-2

Social and Instructional Language

Students will be able to:

Understand and follow classroom/school rules

Follow Multi-step directions

State their feelings

State their opinion

Recite personal information

Cooperate and participate in group activities

Wida Standard 1

NJ Language Arts Literature Standards

SL1.1, SL2.1, SL1.2, SL2.2, SL1.3, SL2.3, SL1.4, SL2.4, SL1.6, SL2.6

Language of Language Arts

Students will be able to:

Understand digraphs, glued sounds, and vowel teams

Acquire a trick word vocabulary

State story elements

Retell a story that one has read or listened to

Write a paragraph

Read or listen to fictional stories, non-fiction texts, poetry, and folktales

Wida Standard 2

NJ Language Arts Literature Standards

RL1.1,RL2.1, RL1.2, RL2.2, RL1.3, RL2.3, RL1.4, Rl2.4, RL2.5, RL1.7, RL2.7, RL1.10, RL2.10, RF1.2, RF1.3, RF2.3, RF1.3a, RF1.3b, RFl.3c, RF1.3d, RF2.3, RF2.3a, RF2.3b, RF2.3c, RF2.3d, W.1.1, W.2.1, W.1.2, W.1.3, W.2.3, L.1.1, L.2.1, L.1.2, L.2.2, L.1.4, L.2.4, L.1.5, L.2.5,

Language of Mathematics

Students will be able to:

Addition/Subtraction as it applies to word problems

Interpret graphs

Understand the value of each coin

Count money

Understand place value, patterns, shapes, time and weight

Wida Standard 3

NJ Mathematics Standards

1.OA.A, 1.OA.B, 2.OA.A, 2.OA.B, 2MD.D1.0, 1.NBT.C, 2.NBT.A, 2NBT.B, 1.GA.1, 2.GA.1, 1.MD.A.1, 2MD.D.9, 1.MB.B, 2.MD.C.7, 2.MD.C.8

Language of Science

Students will be able to understand the following:

Animals

Astronomy (Earth and Sky)

Changes in our Environment

Force and Motion

Life Cycles

Living/Non-Living Things

Plants

Senses

Sounds

Weather

Water Cycles

Wida Standard 4

NJ Science Standards

1-LS1-1, 1-PS4-1, 1-LS3-1, 1-ELL1.1, 1-ESS1-2, 2-ESS2-1, 2-ESS1-1, 2-LS4-1, 2-LS2-1, 2-LS2-2,

Language of Social Studies

Students will be able to understand:

Artifacts

Holidays and Customs

Community Workers/Neighborhoods

Families

Historical Figures

Homes/Habitats

Jobs and Careers

Seasons

Wida Standard 5

NJ Social Studies Standards

6.1. P.B1, 6.1.P.B.2, 6.1.P.D.1, 6.1.P.D.2, 6.1.P.D.2, 6.1.P.D.3, 6.1.P.D.4

Sample Lesson for Grade 1: Lifecycle of a Frog

Wida Standards: Wida Standard 1, Wida Standard 2, Wida Standard 4

NJ Standards: SL.1.1, SL.1.2, SL.1.6, L1.5, L1.6, 1-LS3-1, LS3.A, LS3.B

Language Domains: Listening, Speaking, Reading, Writing

Objective: Students will be able to identify the stages in the life of a frog. Students will be able to compare the life cycle of the butterfly with the life cycle of a frog.

Procedure: Begin the lesson by reviewing what the students learned in their classroom in regard to the life cycle of a butterfly. Students will be given a paper divided into 4 parts and 4 different kinds of pasta. (One for each stage of the butterfly's life.) Then the students will be asked what the first stage was and asked to find the pasta that represents this. Glue on to the paper and label with egg. Continue until all 4 stages are completed and labeled. Tell students that like the butterfly the frog also has a lifecycle. Ask students if they know what any of the stages are? Introduce students to the book, *The Trouble with Tadpoles* by showing the cover and asking about what a tadpole is. Read the book to the students. Stopping to explain when necessary. When story is completed students will be given a sheet of paper with the various stages of the frog and they will be asked to label this by using the following words: egg, tadpole, tadpole with back legs, tadpole with front legs, and frog. Students will end the class by looking at a video about the lifecycle of the frog.

Assessment: Review the stages of both the frog and butterfly orally with students.

Enrichment: Compare the butterfly stages and the frog stages in writing.

Materials: Butterfly Stages worksheet, *The Trouble with Tadpoles*, Stages of the Frog Worksheet, www.teachertube.com/video/frog-lifecycle-169622

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF RECOUNT

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Mimicking gestures or movement associated with oral commands • Matching key words or expressions in songs, chants, and poems to illustrations	**Process recounts by** • Acting out oral statements using manipulatives or real-life objects • Pointing to objects, characters or places from oral descriptions	**Process recounts by** • Sequencing pictures of stories read aloud *(e.g., beginning, middle, end)* • Following modeled oral instructions related to content	**Process recounts by** • Identifying characters, plots, and settings from oral stories • Finding details in illustrated narrative or informational text read aloud	**Process recounts by** • Constructing models based on instructions from extended oral discourse with a partner • Following multi-step oral directions during content-related activities	**Process recounts by** • Matching relevant details to main ideas presented in oral discourse • Identifying different genres through multiple readings of text by adults *(e.g., rhymes, stories, informational text)*

Recount by	**Recount by**	**Recount by**	**Recount by**	**Recount by**	**Recount by**
• Repeating words, phrases and memorized chunks of language related to different topics • Answering yes or no questions about stories or experiences	• Stating content-related facts in context *(e.g., playing telephone)* • Describing characters or places in picture books	• Retelling simple stories from picture cues • Participating in dialog with peers on familiar topics	• Restating information with some details • Summarizing a series of familiar events or routines	• Presenting information on content-related topics • Sharing details about personal experiences with peers and adults	• Producing discourse appropriate to task and situation • Rehearsing content-related presentations with peers

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF RECOUNT

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Using pictures and illustrations to identify themes or storylines • Matching vocabulary to illustrated stories	**Process recounts by** • Pointing to icons, letters, or illustrated words that represent ideas • Identifying repetitive words and phrases in texts	**Process recounts by** • Identifying Wh-words in questions *(e.g., who, what, when)* • Recalling content- related information from illustrated texts read aloud	**Process recounts by** • Identifying the main topic of texts • Ordering illustrations based on sequence of events from texts read aloud	**Process recounts by** • Distinguishing among characters, settings, and events in narratives • Reconstructing texts read orally using drawings or re- enacting text with performances	**Process recounts by** • Identifying who is telling the story at various points in texts • Matching original text to paraphrased versions

Recount by	Recount by	Recount by	Recount by	Recount by	Recount by
• Forming words using a variety of strategies • Answering Wh-oral questions or using icons to plan stories	• Providing information in graphic organizers • Presenting content- related information labeling visuals or graphics	• Describing feelings or reactions to personal events or situations • Recalling information from events or experiences	• Producing a series of related sentences from transition word starters *(e.g., first, next, last)* • Describing observations first- hand or from media	• Composing stories or narratives using sequential language • Editing personal narratives based on criteria for success	• Producing narratives with at least two sequential events • Producing narrative sequences from timelines and labeled drawings

KEY USE OF EXPLAIN

By the end of each of the given levels of English language proficiency* English language learners can…

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Identifying real-life objects based on descriptive oral phrases or short sentences • Pointing to objects or people reflective of content-related vocabulary *(e.g., family members)*	**Process explanations by** • Classifying real-life objects according to their function based on oral directions • Interpreting oral descriptions and matching them to illustrations	**Process explanations by** • Following peer statements to create projects • Identifying illustrated cycles or processes described orally	**Process explanations by** • Following illustrated content-related procedures shared orally • Organizing real-life objects based on oral comparisons	**Process explanations by** • Organizing causes and effects of various phenomena presented orally • Using strategies and procedures shared by peers	**Process explanations by** • Identifying details from oral descriptions of processes or procedures • Representing ideas from oral discussions or multimedia

Explain by	Explain by	Explain by	Explain by	Explain by	Explain by
• Answering questions with words or phrases *(e.g., "Go washroom.")* • Describing pictures or classroom objects	• Demonstrating how to do something using gestures or real-life objects *(e.g., tie a bow)* • Describing what people do from action pictures *(e.g., jobs of community workers)*	• Stating associations between two objects, people, or events *(e.g., "Lidia is my sister and Lisa is my sister.")* • Telling why something happened	• Connecting ideas by building on guided conversations with peers • Describing in detail the function of objects or roles of people	• Stating conditions for cause and effect *(e.g., "If it rains, I play inside.")* • Elaborating on details of content-related procedures	• Asking and answering content-related "how" and "why" questions • Expressing connected ideas with supporting details

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF EXPLAIN

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Identifying icons from illustrated texts or media with a partner • Sorting objects according to their use based on labeled illustrations	**Process explanations by** • Matching descriptive labels or headings to illustrated text • Identifying labeled illustrations signaled by Wh-questions	**Process explanations by** • Sorting illustrated content words and phrases into categories • Matching labeled illustrations to "how" or "why" questions	**Process explanations by** • Finding details in illustrated narrative or informational texts read aloud • Identifying what authors say in oral stories	**Process explanations by** • Ordering content- related events according to information in illustrated texts • Identifying steps or stages of content- related processes or events from informational or explanatory texts	**Process explanations by** • Identifying words and phrases related to cause and effect • Identifying reasons for actions in stories, songs, and poems

Explain by	**Explain by**	**Explain by**	**Explain by**	**Explain by**	**Explain by**
• Designing, drawing and labeling content-specific models • Identifying topics through photographs, illustrated word walls, or software	• Labeling and illustrating observations over time *(e.g., growing plants)* • Describing people, places, or objects from illustrated examples	• Classifying illustrated words and phrases into groups *(e.g., "Animals that fly. Animals that swim.")* • Comparing real-life objects, numbers, or animals using models	• Describing models related to content-related phenomena in pictures or real-life • Expressing feelings and a reason related to situations or events	• Describing causes and effects of actions and strategies • Sequencing steps in solving problems using short sentences, illustrations, and symbols	• Predicting how stories, events, or situations might end • Producing texts that can name a topic and supply topic- related facts

KEY USE OF ARGUE

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**
• Answering questions about likes and preferences • Identifying words or phrases that express opinions	• Evaluating options to make personal choices from oral simple sentences • Signaling agreement or disagreement with short oral statements using gestures *(e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")*	• Classifying objects according to descriptive oral statements • Following conditional directions *(e.g., "Raise two hands if you like ice cream.")*	• Organizing information from oral comparisons of people or objects • Identifying claims about real-life objects or events based on observations or experiences	• Identifying claims and reasons from oral discourse • Identifying reasons for choices from oral stories	• Identifying reasons authors give to support points in text read aloud • Distinguishing opinions from reasons in oral discourse

Argue by	Argue by	Argue by	Argue by	Argue by	Argue by
• Expressing preferences in naming and pointing to objects • Repeating language to express agreement or disagreement	• Responding to short statements or questions about choices *(e.g., "I am sure." "I am not sure.")* • Stating likes and dislikes to participate in conversations with peers	• Describing characters or objects using pictures or actions • Stating choices of materials or supplies and reasons for their selection	• Justifying the use of objects for particular purposes • Supporting content-related ideas with examples	• Comparing and contrasting content-related ideas *(e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.")* • Providing evidence for specific claims	• Defending solutions to simple problems • Elaborating reasons to justify content-related ideas

KEY USE OF ARGUE

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by • Categorizing labeled pictures or photographs • Identifying opinions from illustrated statements *(e.g., likes and dislikes)*	**Process arguments by** • Identifying information related to events from graphics *(e.g., birthday charts, weather calendars)* • Sharing likes and dislikes using environmental print	**Process arguments by** • Identifying persuasive words in written phrases or statements in context *(e.g., "have to," "must")* • Identifying language of wants and needs in illustrated short stories read aloud	**Process arguments by** • Distinguishing characters' opinions or preferences from illustrated text read aloud • Determining the author's point of view from illustrated texts	**Process arguments by** • Determining what happens next from illustrated observations • Identifying evidence or reasons in peers' written text	**Process arguments by** • Predicting meaning of words based on clues from sentence-level context • Identifying similarities in and differences between two texts on the same topic *(e.g., in illustrations, descriptions, or procedures)*

Argue by	Argue by	Argue by	Argue by	Argue by	Argue by
• Indicating agreement with opinions of others using labeled drawings • Drawing icons or symbols to represent preferences	• Producing simple sentences from models about likes, wants, and needs *(e.g., "I like…, I don't like…")* • Supplying facts about topics	• Participating in interactive journals with peers • Stating preferences related to social and academic topics *(e.g., "I want to go…")*	• Describing patterns in processes and stories to use as evidence • Stating reasons for particular claims or opinions in content-related topics	• Providing simple edits to peers' writing • Elaborating content-related claims with examples	• Using persuasive language in a variety of sentences • Producing opinion pieces by stating an opinion and providing a connected reason

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching

1

KEY USE OF DISCUSS

Discuss by	Discuss by	Discuss by	Discuss by	Discuss by	Discuss by
• Tracking the speakers to demonstrate understanding • Sharing pictures, created work, or visuals to contribute to conversations	• Following along familiar routines of small and large groups • Recognizing different types of intonation used by speakers	• Asking clarifying questions • Inviting others to participate	• Using intonation appropriate for the purposes of communication • Restating statements to clarify ideas	• Asking and answering questions to maintain conversations • Elaborate on someone else's comments to participate in conversations	• Sustaining conversations by responding to comments made in multiple exchanges • Asking and answering questions about key details in social and academic contexts

Except for Level 6, for which there is no ceiling

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Showing what happens next based on familiar oral stories *(e.g., by pointing or drawing)* • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	**Process recounts by** • Identifying the "who," "where" and "when" of illustrated statements • Identifying main materials or resources from oral descriptions	**Process recounts by** • Identifying linking words or phrases related to passage of time in speech *(e.g., "on Monday" "the next day")* • Illustrating events in response to audio recordings of stories or poems	**Process recounts by** • Re-enacting content-related situations or events from oral descriptions • Identifying content- related ideas from oral discourse using multi-media *(e.g., retracing steps of a process)*	**Process recounts by** • Identifying details of content-related topics from oral discourse • Making designs or models following oral directions and specifications *(e.g., maps, origami)*	**Process recounts by** • Identifying key ideas or details from texts read aloud or information presented orally • Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats

Recount by	**Recount by**	**Recount by**	**Recount by**	**Recount by**	**Recount by**
• Responding to questions related to stories or experiences *(e.g., "Who came to the door?")* • Acting out and naming events or experiences throughout the school day	• Reproducing facts or statements in context • Participating in multi-media presentations based on research	• Retelling simple stories from picture cues • Stating information from personal or school-related experiences	• Sequencing events in stories with temporal transitions *(e.g., "After the sun set...")* • Describing situations and events from school and the community	• Describing main ideas of content-related information • Asking and answering questions about information from speakers	• Providing descriptive details of content-related information or activities • Naming the steps for producing multi- media presentations with some detail

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Identifying key words and phrases in illustrated text • Signaling language associated with content-related information *(e.g., during preview, view, & review)*	**Process recounts by** • Identifying time- related language in context *(e.g., in biographies)* • Illustrating experiences of characters in illustrated statements	**Process recounts by** • Creating timelines or graphic organizers from illustrated related statements or paragraphs • Identifying temporal-related words that signal order of events *(e.g., "In the beginning…")*	**Process recounts by** • Ordering a series of events based on familiar texts • Identifying main ideas and details in illustrated texts	**Process recounts by** • Paraphrasing narratives or informational text with support *(e.g., arranging paragraph strips)* • Highlighting relevant information in grade-level texts to produce summaries	**Process recounts by** • Identifying setting and character details from grade-level text • Determining the central messages, lessons, or morals of fables and folktales from diverse cultures

Recount by	**Recount by**	**Recount by**	**Recount by**	**Recount by**	**Recount by**
• Labeling images that illustrate the steps for different processes *(e.g., writing workshop)* • Creating visual representations of ideas or stories	• Listing ideas using graphic organizers • Describing visual information	• Retelling past experiences • Expressing ideas in various genres *(e.g., poetry, interactive journals)*	• Describing a series of events or procedures • Creating stories with details about characters and events	• Describing the sequence of content-related ideas • Providing details and examples about narratives	• Signaling order of events using temporal words and phrases • Relating real or imagined experiences or events

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Pointing to visual characteristics of models or real-life objects from oral clues • Pairing objects, pictures, or equations as directed by a partner	**Process explanations by** • Matching oral descriptions to photos, pictures, or icons • Following simple sequences presented orally to create patterns or sequences	**Process explanations by** • Carrying out steps described orally to solve problems • Completing graphic organizers or representations from oral comparisons	**Process explanations by** • Identifying connectors in speech or text read aloud • Identifying content- related ideas and details in oral discourse	**Process explanations by** • Identifying the purpose of language/the message in each content area • Following a series of short oral directions to create models of content-area phenomena or processes	**Process explanations by** • Distinguishing shades of meaning among closely related words in oral discourse *(e.g., jump/leap, huge/ enormous)* • Comparing strategies from extended oral discourse

Explain by	Explain by	Explain by	Explain by	Explain by	Explain by
• Describing the outcomes of experiments or stories with guidance and visual support • Naming or answering Wh-questions related to classroom routines *(e.g., "What do we do now?")*	• Naming steps in processes or procedures • Describing familiar phenomena in words or phrases	• Describe relationships between objects or uses for tools • Expressing cause and effect of behaviors or events	• Stating details of processes or procedures • Describing consequences of behaviors or occurrences	• Connecting ideas in content-related presentations • Elaborating on the cause of various phenomena *(e.g., shooting stars, sunsets)*	• Elaborating on ideas in light of conversations among students • Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF EXPLAIN

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Identifying words and phrases in titles and highlighted texts • Matching pictures with graphic information from illustrated texts	**Process explanations by** • Interpreting images, illustrations, and graphics • Identifying elements of expository texts *(e.g., graphs, captions)* in illustrated texts	**Process explanations by** • Sequencing sentences descriptive of processes or procedures in informational texts • Locating details in content area texts or media	**Process explanations by** • Illustrating cause/ effect relationships in content area texts • Classifying main ideas and details in informational or explanatory texts	**Process explanations by** • Identifying relevant information from texts on the same content area topic *(e.g., in open sorts)* • Identifying the main purpose of texts	**Process explanations by** • Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts • Connecting ideas with details in extended content area texts

Explain by	**Explain by**	**Explain by**	**Explain by**	**Explain by**	**Explain by**
• Listing and illustrating ideas • Stating facts associated with images or illustrations	• Describing elements of processes or procedures • Stating how something happens using illustrations and sequential language *(e.g., eruption of volcanoes)*	• Comparing causes of different phenomena • Stating ideas about content-related topics	• Relating details and illustrating stages of different cycles *(e.g. frogs, plants)* • Describing strategies to solve problems	• Describing details of processes, procedures, and events • Producing "how to" manuals based on personal experiences or scientific experiments	• Elaborating topics with facts, definitions, and details • Comparing different strategies related to procedures or problem-solving

By the end of each of the given levels of English language proficiency* English language learners can…

KEY USE OF ARGUE

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by • Indicating personal points of view in response to oral phrases or short sentences *(e.g., by thumbs up/thumbs down; agree/disagree cards)* • Identifying preferences from short oral statements	**Process arguments by** • Distinguishing opinions from facts from peers' oral presentations • Categorizing content-based pictures or objects from oral descriptions *(e.g., "animals that form groups to help members survive")*	**Process arguments by** • Identifying similarities and differences from oral content-related materials or equipment • Identifying different points of view in short oral dialogues	**Process arguments by** • Interpreting oral information from different sides • Identifying opposing sides of arguments in dialogues	**Process arguments by** • Comparing oral arguments with representations and models • Identifying claims in oral presentations	**Process arguments by** • Identifying evidence to support claims/opinions from multimedia • Following agreed- upon rules for discussions around differing opinions

Argue by	**Argue by**	**Argue by**	**Argue by**	**Argue by**	**Argue by**
• Stating a claim or position from models or examples • Sharing facts as evidence using sentence starters or sentence frames	• Telling what comes next and showing why • Sharing reasons for opinions or claims *(e.g., science experiments)*	• Describing organizing categories for content-related information *(e.g., fish/birds, forests/ deserts)* • Asking and answering questions in collaborative groups	• Defend claims or opinions to content- related topics • Posing different solutions to content-related issues or problems	• Expressing and supporting different ideas with examples • Providing evidence to defend own ideas	• Connecting personal comments to the remarks of others to build a case for ideas or opinions • Summarizing ideas or opinions from two sides

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF ARGUE

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by • Identifying facts in illustrated informational text read orally • Identifying language related to likes, needs, and wants in labeled illustrations	**Process arguments by** • Distinguishing fact from fiction *(e.g., using sentence strips or highlighting texts)* • Identifying claims or opinions in illustrated texts	**Process arguments by** • Identifying different ideas or opinions in written texts • Identifying general academic and content-related words and phrases in text relevant to the genre/key use *(e.g., "once upon a time" indicates a fairy tale)*	**Process arguments by** • Sorting content-related information according to specific criteria *(e.g., pros and cons)* • Identifying reasons to strengthen arguments	**Process arguments by** • Identifying data from written sources to support positions • Matching opinions to reasons in informational texts and literature	**Process arguments by** • Identifying authors' point of view in texts • Evaluating characters, settings, and events from a variety of media

Argue by	Argue by	Argue by	Argue by	Argue by	Argue by
• Indicating decisions or preferences through labeled pictures, words, or phrases • Providing evidence of natural phenomena or opinions through labeled drawings	• Participating in shared opinion writing experiences • Connecting preferences, choices, or opinions to reasons	• Communicating different content-related ideas or opinions • Describing pros and cons related to social issues or familiar topics	• Supporting main ideas or opinions with evidence from texts • Providing evidence to support or refute peers' ideas	• Producing persuasive pieces supported by multiple reasons or details • Stating reasoning for content-related choices	• Elaborating on opinions and reasons • Comparing and contrasting important points and details presented in two texts on the same topic

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF DISCUSS

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Discuss by • Expressing own ideas through drawings, gestures, words and phrases • Expressing agreement/ disagreement nonverbally *(e.g., thumbs up or down)*	**Discuss by** • Asking yes or no questions to request clarification • Recognizing how different intonation conveys different meanings	**Discuss by** • Negotiating agreement in small groups • Expressing own ideas consistent with the topic discussed	**Discuss by** • Expressing own ideas and supporting ideas of others • Proposing new solutions to resolve conflict in small groups	**Discuss by** • Initiating and maintaining conversationss • Challenging ideas respectfully • Listening to, building, and extending ideas	**Discuss by** • Sharing topic-related information • Building on remarks of others by linking comments • Maintaining audience engagement through specific language and body movement

*Except for Level 6, for which there is no ceiling.

Grades 3-5

Social and Instructional Language

Students will be able to understand:

Assignments given as classwork or homework

Follow Directions

Ask Appropriate Questions

Give Their Opinion

Retell Personal Experiences

Follow Classroom/School Rules

State Personal Information (address, birthday, cell phone #, parent's place of employment etc.)

Wida Standard 1

NJ Language Arts Standards

SL3.1, SL3., SL3.3, SL3.4, SL3.6, L3.1, L3.2, L3.3, SL4.1, SL4.2, SL4.3, SL4.4, SL4.5, SL4.6, L4.1,L4.2, SL5.1, SL5.2, SL5.3, SL5.4, SL5.6, L5.1, L5.2

Language of Language Arts Literature

Students will be able to:

Read books in various genres

Biography

Fable/Fairy tale

Fantasy

Folklore

Legends

Informative Texts

Mysteries

Tall Tales

Science Fiction

Read using comprehension/fluency strategies

State opinion in regard to literature read

Write a multiple paragraph essay

Use proper mechanics and grammar when writing

Edit/Revise/Publish writing

Understand basic phonemic principles of the English language

Long/Short Vowel Sounds

Hard/Soft sounds of c and g

R Controlled Vowels

Silent Letters

Vowel Pairs, Digraphs, Diphthongs

Plurals, Possessives, Contractions, Syllables

Prefixes, Root Words, Suffixes

Synonyms, Antonyms, Homonyms, Dictionary Skills

Wida Standard 2

NJ Language Arts Standards

RL3.2, RL3.1, RL3.3, RL3.4, RL3.5, RL3.6, RI.3.1, RI3.2,RI3.3, RI3.4, RI3.5, RI3.6, RI3.7, RI3.8,RI3.9, RF3.3a, RF3.3b, RF3.3c, RF3.3d, RF3.4,RF3.4a, RF3.4c, W.3.1a, W.3.1b, W.3.1d, W.3.2.a, W3.2.b, W.3.2c, W.3.2d, W3.5, W3.5, W3.5, W3.6, W3.7, W3.8, L.3.1, L.3.2, L.3.3, L.3.4, RL.4.1, RL4.2,RL4.3, RL4.4, RL4.5, RL4.6, RL4.7,RL4.9, RI4.1,RI4.2, RI4.3,RI4.4, RI4.5, RI4.7,RI4.8, RI4.9, RF.4.3,RF4.3,RF4.3a, RF4.4a, RF4.4b, RF4.4c, W.4.1, W.4.2, W.4.2, W4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9. L.4.3, L.4.1, L.4.2a L.4.2b,RL5.1, RL5.2, RL5.3, RL5.4, RL5.5, RL5.6, RL5.9,RI5.1, RI5.2, RI5.3, RI5.4, RI5.5, RI5.6, RI5.7, RI5.8, RI5.9, RF5.3, RF5.3a, RF5.4, W5.1,W.5.2, W5.3, W5.4, W5.6, W5.7, W5.8, L5.1, L5.1a, L5.1b, L5.1c, L5.1d, L5.1e, L5.2a, L5.2b, L5.2c, L5.4, L5.5. L5.6

Language of Mathematics

Angles

Area

Basic Operations

Cost/Money

Decimals

Fractions

Whole Numbers

Metric System

Percent

Perimeter

Percent

Place Value

Polygons

Strategies to Solve Word Problems

Weight/Measurement

Wida Standard 3

NJ Mathematics Standard

3.OA.A.1, 3.OA.A3, 3.OA.D8, 3.OA.D9, 3.NF.A.1, 3.NF.A.2, 3.NF.A.3, 3.MD.A.1, 3MD.C, 3MD.D.8,3.GA.1, 4.OA.a.1, 4.OA.A.3,4.OA.C.5, 4.NF.A.1, 4.NF.A.2, 4.NF.A.3,4.MD.A.1, 4.MD.A.2, 4.MD.C.5, 4.GA.2, 5.OA.A.2, 5.OAB.3, 5.NF.A.2, 5.NF.A.2, 5.NF.b.5.b, 5.NF.B.7, 5.GB.3

Language of Science

Body Systems

Cells and Organisms

Earth History

Ecology/Conservation

Ecosystems

Electricity

Energy

Foods and Nature

Fossils

Geological Forms

Heat

Living Systems

Magnetism

Natural Resources

Nature

Scientific Inquiry

Simple Machines

Solar System

Weather Patterns

Wida Standard 4

NJ Science Standards

3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4, 3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4,3-ESS2-1, 3-ESS2-2, 3-ESS3-1, 4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS3-4,4-LS1-1, 4-LS1-2, 4-ESS1-1, 4-ESSS2-1, 4-ESSS2-2, 4-ESS3-1, 4-ESS3-2, 5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4, 5-PS2-1, 5-PS3-1, 5-LS1-1, 5LS2-1, 5-ESS1-15-ESS1-2, 5-ESS2-1, 5-ESS2-2, 5-ESS3

Language of Social Studies

Ancient History

Government

Communities

Cultural Experiences

Explorers

Geography/Maps

History of the US

Immigration

Prehistoric Animals

US Documents

US Regions

Wida Standard 5

NJ Social Studies Standards

6.1. P.A, 6.1.P.A.1-3, 6.1.P.B.1-2, 6.1.P.C.1, 6.1.P.D.1-4, 6.1.4.A.1-16, 6.1.4.B.1-10, 6.1.4.D.1-20, 6.3.4.A.1-4, 6.3.4.B.1, 6.3.4.D.1

Sample Lesson: Grade 4 Learning Prepositions of Place

Wida Standards: Wida Standard 1, Wida Standard 2

NJ Standards: W.4.1, W.4.3.c, SL.4.1.c, SL.4.6, L4.3a, L4.3b, L4.2d

Language Domains: Listening, Speaking, Reading, Writing

Objective: To practice giving locations using prepositions of place. To improve listening comprehension skills. To participate in a conversation. To give oral and written directions.

Procedure: Begin by distributing page 88 of Interchange SE to the students. Read the top of the page that explains the use of the prepositions "on", the prepositional phrase" on the corner of", "across from", "next to", and "between". Then have students listen to the CD3, track 17. Explain that "on" is used with a street or avenue," on the corner" is used with two streets or avenues, "across from" is used when it's a place as well as" next to". However, "between" is used with two places. Then play the audio program again. Now turn the student's attention to the map on page 88 and answer the questions using the prepositions or prepositional phrases. Then have students answer the following questions orally using complete sentences: Where is the park? Where is the drugstore? Where is the bookstore? Where is the hospital? Where is the shoe store? Students will then be given page 74 and 75 from the Interchange Practice book for a grade.

Assessment: Pages 74 and 75 (Students will be writing sentences to explain where town buildings are on a map.)

Enrichment: Give someone written directions to your house from school.

Materials: Interchange CD, DVD, Teacher's Edition, Student's Edition, and Workbook

4-5

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching

Process recounts by	Process recounts by	Process recounts by	Process recounts by	Process recounts by	Process recounts by
• Matching oral words and phrases to content-related pictures or objects • Identifying the topic in oral statements	• Classifying time-related language in oral statements *(e.g., present, past, future)* • Connecting the context of narratives *(e.g., the who, what, when, & where)* to illustrations	• Identifying the beginning, middle and end in oral retelling of a text • Following tasks and directions retold by peers	• Sequencing events or steps based on oral reading of informational text • Recognizing the language of related genres *(e.g., news reports, historical accounts)*	• Identifing related information from multiple sources presented orally • Recognizing the key historical, scientific or technical language used in a mini-lecture	• Identifying the overall structure *(e.g., chronology)* of events, ideas, concepts, or information in oral presentations • Differentiating similarities and differences of information presented through multimedia and written text
Recount by	**Recount by**	**Recount by**	**Recount by**	**Recount by**	**Recount by**
• Stating key words and phrases associated with the content using visual or graphic support • Communicating personal experiences orally	• Retelling short stories or content- related events • Stating procedural steps across content areas	• Presenting detailed content-related information that has been rehearsed • Stating main ideas in classroom conversations on social and academic topics	• Giving content-related oral reports • Sequencing steps to solve a problem	• Conveying personal and content-related experiences in a team • Using technical and specific vocabulary when sharing content information	• Summarizing discussions on content-related topics • Expanding on topics with descriptive details using varied vocabulary

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Identifying words in context during oral reading of illustrated text on familiar topics or experiences • Highlighting previewed or familiar phrases	**Process recounts by** • Classifying time- related language in text as present or past • Identifying the "who," "what," "where," and "when" in narrative text with a partner	**Process recounts by** • Sequencing events in stories or content-related processes • Identifying main ideas in narrative and informational text	**Process recounts by** • Connecting details to main ideas or themes • Identifying conclusions in multi-paragraph text	**Process recounts by** • Becoming familiar with the language of related genres *(e.g., news reports, historical accounts)* • Summarizing information from multiple related sources	**Process recounts by** • Identifying the overall structure *(e.g., chronology)* of events, ideas, concepts, or information in text • Highlighting events or procedures that happened in historical, scientific, or technical text

Recount by	Recount by	Recount by	Recount by	Recount by	Recount by
• Communicating personal experiences through drawings and words • Reproducing a series of events through illustrated text	• Listing procedural steps across content areas • Listing positive and negative effects of events in informational or narrative text	• Using key words and phrases reflective of main ideas • Conveying details using concrete words and phrases	• Relating a sequence of events using a variety of transitional words, phrases, and clauses • Synthesizing information across related texts *(e.g., author study)*	• Producing content- related reports • Creating narratives that connect personal experiences and content	• Summarizing content-related information • Using narrative themes to extend the storyline

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Sequencing oral procedures or cycles with images • Distinguishing key words and phrases related to phenomena	**Process explanations by** • Organizing routine causal or sequential relationships described orally • Following oral directions to show recurring steps in cycles or problem-solving	**Process explanations by** • Interpreting cause and effect relationships in conversations • Recognizing relationships in a series of oral statements	**Process explanations by** • Identifying precise details, descriptions, or comparisons that support conversation • Following oral information on how or why phenomena occur	**Process explanations by** • Recognizing language used to enhance the specificity of phenomena in class discussions • Identifying components of systems *(e.g., ecosystems, branches of government)* in small group interactions	**Process explanations by** • Interpreting the specific language used to enhance descriptions of phenomena • Attending to the language related to events or phenomena in peer presentations

Explain by	**Explain by**	**Explain by**	**Explain by**	**Explain by**	**Explain by**
• Naming components of phenomena using illustrations, photographs, or diagrams • Demonstrating procedures using realia	• Giving reasons why or how something works using diagrams, charts or images • Stating key words or phrases in processes in a sequential order	• Stating clear sequential procedures to peers • Comparing data or information	• Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts • Presenting detailed information in small groups	• Elaborating by adding precision and details to content-related sequence or causal phenomena • Describing relationships of components within systems *(e.g., ecosystems, government)*	• Analyzing how variables contribute to events or outcomes • Maintaining a formal register

KEY USE OF EXPLAIN

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Matching illustrated words/phrases to causal or sequential language • Sequencing sentences strips to show content-area processes from illustrated texts	**Process explanations by** • Identifying different types of connectors *(e.g., first, next, because, so)* • Identifying key words and phrases that describe the topic or phenomena	**Process explanations by** • Matching causes with effects • Identifying words or phrases to determine the type of explanation *(e.g., linear sequence, cycle, system)*	**Process explanations by** • Identifying the different words or phrases that are used to describe the same topic or phenomena • Organizing information on how or why phenomena occur	**Process explanations by** • Identifying how text provides clear details of the topic or phenomena • Identifying components of systems *(e.g., ecosystems, government)*	**Process explanations by** • Identifying how text presents information in a factual or neutral manner • Evaluating the specific language used to enhance descriptions of phenomena

Explain by	Explain by	Explain by	Explain by	Explain by	Explain by
• Producing short-answer responses to questions using word/ phrase banks • Labeling charts and graphs to describe phenomena *(e.g., organisms in ecosystems)*	• Using key terms related to phenomena • Ordering linear and cyclical sequences of phenomena *(e.g., the steps of how a volcano erupts)*	• Connecting related ideas or concepts using linking words and phrases • Answering "how" or "why" questions *(e.g., "How does the water cycle work?" "Why are there three branches of government?")*	• Presenting information on processes or phenomena from a variety of sources • Elaborating topics with facts, definitions, concrete details, or quotations and examples	• Describing how factors contribute to events or outcomes • Describing how systems relate or interact	• Presenting information on processes or phenomena supported by facts and details in essays and reports • Selecting the appropriate organizational structure for the particular purpose

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF ARGUE

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**
• Matching illustrations with oral points of view • Identifying language related to facts or opinions from oral presentations	• Sorting evidence and claims from oral descriptions • Distinguishing words and phrases related to opinions or facts from oral statements	• Identifying different perspectives, stances, or points of view • Recognizing reasons for positions in oral presentations	• Identifying evidence that supports predictions or hypotheses • Differentiating between multiple points of view in class discussions	• Distinguishing certainty from uncertainty of spoken words or phrases in context • Identifying the degree of formality in oral presentations	• Recognizing the strength of the quality of evidence presented in oral discourse • Identifying the purpose of arguments

Argue by	**Argue by**	**Argue by**	**Argue by**	**Argue by**	**Argue by**
• Stating reasons for choices using words or phrases • Answering yes/no or choice questions across content or personal preferences	• Stating opinions based on experiences • Responding to opinion statements of others with personal preferences	• Expressing opinions using content-area specific language • Presenting content- based facts that support a position	• Stating relevant evidence for claims • Responding to opinion statements of others with reasons or evidence	• Supporting claims with evidence from various sources • Using claims and evidence to persuade an audience	• Countering with a different point of view • Stating conclusions based on a summary of information from the various sides

By the end of each of the given levels of English language proficiency* English language learners can...

KEY USE OF ARGUE

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by • Identifying key words and phrases of claims • Identifying a claim or an opinion in multimedia with a partner	**Process arguments by** • Identifying language indicative of points of view • Organizing evidence based on sequential language in texts • Differentiating between claims and evidence	**Process arguments by** • Identifying evidence from multiple places within text • Identifying different perspectives, stances, or points of view	**Process arguments by** • Hypothesizing or predicting based on evidence • Comparing multiple points of view on a topic	**Process arguments by** • Connecting personal experience with textual evidence to strengthen an interpretation of the text • Evaluating the strength of evidence as support for claims	**Process arguments by** • Evaluating claims and evidence by drawing from multiple print sources • Differentiating from the strength of different pieces of evidence as support for claims

Argue by	**Argue by**	**Argue by**	**Argue by**	**Argue by**	**Argue by**
• Selecting words and phrases to represent points of view using facts from illustrated text or posters • Using key words or phrases related to the topic	• Stating reasons for particular points of view • Listing pros and cons of issues	• Connecting reasons to opinions supported by facts and details • Making adjustments for audience and context	• Comparing and contrasting evidence for claims • Providing reasons and evidence which support particular points	• Evaluating positive and negative implications associated with various positions *(e.g., historical events, scientific discoveries)* • Including evidence from multiple sources	• Organizing ideas and information logically and coherently • Integrating information from multiple sources to provide evidence for claims

KEY USE OF DISCUSS

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Discuss by • Expressing own ideas in a variety of ways *(e.g., drawing, using gestures, graphing)* • Tracking the person speaking • Sharing own work *(e.g., graphic organizers, drawings)* to contribute to the conversation	**Discuss by** • Taking turns and applying conventions specific to particular conversations • Addressing others according to relationship *(e.g., student-peers, student-teacher)*	**Discuss by** • Asking clarifying questions to demonstrate engagement • Using examples to clarify statements • Answering questions to contribute to a topic	**Discuss by** • Elaborating on statements of others to extend ideas • Presenting creative solutions to resolve communication issues • Contributing ideas to co-create group responses	**Discuss by** • Recognizing how language can be used to express bias and influence others • Challenging ideas respectfully • Managing conversations to stay focused on a topic	**Discuss by** • Examining the value of examples to bring clarity to statements • Extend conversations by developing topics with clear examples and information

*Except for Level 6, for which there is no ceiling.

Grades 6-8

Social and Instructional Language

Students will be able to:

Understand assignments for both classwork/homework

Understand classroom/school rules

Present oral reports

Use various resources to assist with class/home work

Socially interact with peers

Work with peers in cooperative learning environments

Wida Standard 1

NJ Language Arts Standards

SL.6.1, SL.6.2, SL.6.3, SL6.4, SL6.6, SL.7.1, SL.7.2, SL.7.3, SL7.4. SL7.6, SL8.1. S.L8.2, SL.8.3, SL.8.4, SL.8.6

Language of Language Arts

Students will be exposed to the following types of literature:

Adventure

Biography

Historical Fiction

Science Fiction

Technical Texts

Students will be able to understand:

Author's Purpose

Comprehension Strategies

Figures of Speech

Literacy Devices

Metaphor/Simile

Multiple Meaning Words

Parts of Speech

Personification

Synonyms/Antonyms

Test Taking Strategies

Word Origins

Wida Standard 2

NJ Language Arts Standards

RL.6.1, RL6.2, RL6.3, RL6.4, RL6.5, RL6.6, RL.6.9, W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, L.6.1a, L.6.1b, L.6.1c, L.6.1d, L.6.1e, L.6.2a, L.6.2b, L.6.3a, L.6.3b, L.6.4a, L.6.4b, L.6.4c, L.6.4d, L.6.5a, L.6.5b, L.6.5c, RL.7.1, RL.7.2, RL7.3,RL7.4. RL7.5, RL7.6, RI7.1,RI7.2, RI7.3, RI7.4, RI7.5, RI7.6, W7.1a, W7.1b, W7.1b, W7.1c, W7.1d, W7.1e,, L7.1a,L7.1b, L7.1c, L.2a, L7.2b, L7.3a, L7.4a, L7.4b, L7.4c, L7.4d, L7.5a, L7.5b, L7.5c, L7.6,RL8,1, RL8.2, RL8.3, RL8.4, RL8.5, RL8.6, RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.6, W8.1a, W8.1b, W8.1c, W8.1d, W8.1e, L8.1a, L8.1b, L8.1c, L8.1d, L8.1e, L8.2a, L8.2b, L8.2c, L8.4a, L8.4b, L8.4c, L8.4d, L8.5a, L8.5b, L8.5c

Language of Mathematics

Students will understand the vocabulary in regard to these terms:

Algebraic Equations

Area, Volume, Circumference

Data Interpretation

Decimals

Estimation

Fractions

Integers

Mean, Medium, Mode, and Range

Metric System

Percent

Perimeter

Probability

Ratio/Proportion

Wida Standard 3

NJ Mathematic Standards

6.RP.A.1, 6.GA, 6.GA.3, 6.SP.B, 6.SP.B.5a, 7.PR.A.1, 7.GA, 7.GA.3, 7.SP.B.3, 8.F.A, 8.F.A.1, 8.F.A2, 8.F.A3, 8.F.B.5, 8.GA.1, 8.GA.2, 8.GA.3, 8.GA.4, 8.GA.5, 8.GB.6

Language of Science

Students will be able to identify and understand the following scientific terms and concepts:

Atoms and Molecules

Bacteria

Body Systems

Chemical Building Blocks

Climate/Temperature Change

Comets/Meteorites

Elements/Compounds

Forms of Energy

Light

Motion and Force

Natural Disasters

Reproduction

Scientific Inventions/Discoveries

Solar Systems

Sound

Wida Standard 4

NJ Science Standards

MS-PS-1, MS-PS2-3, MS-PS2-5, MS-PS3-5, MS-LS1-1, MS-LS2-1, MS-LS4-1, MS-ESS1-3,MS-ESS1-4, MS-ESS2-2,MS-ESS3-3, MS-ESS3-4

Language of Social Studies

Students will be able to identify the following terms in regard to Social Studies:

Agriculture

America's Story

Ancient civilization

Bill of Rights

Civil Rights

Civil War

Countries/Continents

Cultural Perspectives

Economic Trends

Longitude/Latitude

Maps

Slavery

U.S Constitution

Wida Standard 5

NJ Social Studies Standards

6.1.8A.1, 6.1.8.D.1b, 6.3.8.A.1, 6.3.8.A3

Sample Lesson: Grade 6 Introduction to Anne Frank

Wida Standards: Wida Standard 1, Wida Standard 2,

NJ Standards: RL6.1, RL6.2, RL6.3, RL6.4, RL6.4, RL6.5, SL6.1, SL6.2, SL6.4b, L6.6, 6.28.D4

Language Domains: Listening, Speaking, Reading, Writing

Objective: To improve student's vocabulary. To understand what led to the Holocaust. To introduce students to Anne Frank. To understand the impact that Anne Frank's Diary had on the world and continues to have today. To improve reading fluency and comprehension. To improve listening comprehension.

Procedure: Begin by showing the students the book cover, Anne Frank's Story. Ask if they know who Anne Frank was? Discuss. Continue by asking students what they know about WW2. Have students look at the pictures and read the captions from the middle of the book. Discuss what they have learned. Then turn to the glossary in the back and review some of the words such as anti-Semitism, Auschwitz, concentration camp, Gestapo, The Yellow Star, and refugees. Review these words briefly explaining to the students that we will be learning more about these words as we read the book. Look at the map of Europe from 1939 and compare it to present day Europe. Read silently Introduction: Europe at the Time of Anne Frank and review with students. Have one student read orally the Preface to the book. End class by having students write in their journals what it meant when Miep gave Mr. Frank Anne's Diary and stated, "Here is your daughter's legacy to you."

Evaluation: Oral discussion. Written Response to quote.

Materials: *Anne Frank's Story*, journals

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by • Identifying familiar objects or places from oral statements • Pointing to objects, people, or places based on short oral descriptions	**Process recounts by** • Sequencing labeled visuals per oral directions • Identifying settings or time frames in narrative or informational scenarios read aloud	**Process recounts by** • Matching main ideas of familiar text read aloud to visuals • Stating the next event in a series based on clues from narrative or informational oral texts	**Process recounts by** • Identifying main ideas and details in oral discourse • Evaluating oral presentations of peers based on criteria for success	**Process recounts by** • Categorizing details of content-related main ideas seen and heard in videos or other technologies • Sequencing a series of illustrated events from oral passages *(e.g., historical recaps)*	**Process recounts by** • Identifying key ideas expressed orally • Identifying new information expressed by others

Recount by	**Recount by**	**Recount by**	**Recount by**	**Recount by**	**Recount by**
• Answering select Wh-questions • Naming and briefly describing past community or school events using visual support *(e.g., posters, photographs)*	• Stating main ideas or points of classroom conversations • Restating details of content-related topics (in home language and English) in small groups	• Relating a series of events by expressing time in multiple tenses • Connecting ideas in content-related discourse using transitions	• Paraphrasing and summarizing content-related ideas presented orally • Connecting ideas with supporting details in a variety of oral venues	• Producing oral multimedia, content-related reports based on research from multiple sources • Tracing the evolution of literary characters, themes, and plots from different venues *(e.g., digital text or video)*	• Restating new information expressed by others in extended speech • Posing questions that elicit elaboration and responding to others' questions and comments

6-8

KEY USE OF RECOUNT

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process recounts by	**Process recounts by**	**Process recounts by**	**Process recounts by**	**Process recounts by**	**Process recounts by**
• Identifying responses to Wh- questions in charts or illustrated text • Identifying icons in graphs, charts, and environmental print related to familiar topics	• Sequencing illustrated text of narrative or informational events • Locating main ideas in a series of simple sentences	• Identifying topic sentences, main ideas, and details in paragraphs • Connecting people to actions based on oral descriptions with details	• Ordering paragraphs in narrative and informational text • Identifying summaries of passages in a variety of genres	• Sequencing main ideas, events, and conclusions in narrative and informational text • Matching details of content-related topics to main ideas	• Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments • Evaluating how a central event is introduced, illustrated, and elaborated in text *(e.g., through examples or anecdotes)*

Recount by	**Recount by**	**Recount by**	**Recount by**	**Recount by**	**Recount by**
• Producing labeled illustrations of conclusions reached in problem-solving with a partner • Reproducing words and phrases related to topics *(e.g., including cognates)*	• Completing sentences using word banks • Producing statements related to main ideas on familiar topics in home language and English	• Producing short paragraphs with main ideas and some details • Composing dialogues or blogs based on personal experiences	• Producing content- related reports • Reproducing a sequence of events or experiences using transitional words	• Producing research reports using multiple sources • Summarizing conclusions reached from steps in problem-solving or conducting experiments	• Providing a concluding statement or section that follows from and supports the information presented • Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events

KEY USE OF EXPLAIN

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Matching instructional language, given orally, with visual representation *(e.g., "Show me your schedule.")* • Identifying functions of content-related topics based on short oral statements reinforced visually *(e.g., organisms in ecosystems)*	**Process explanations by** • Classifying content- related visuals per oral descriptions *(e.g., environmental v. genetic factors)* • Matching oral sentences of cause and effect to illustrations *(e.g., weather or climate conditions)*	**Process explanations by** • Matching main ideas of familiar text read aloud with visuals • Showing differences between or among content-related phenomena described orally *(e.g., descriptive statistics)*	**Process explanations by** • Identifying relationships between people, ideas, or events in oral discourse • Matching complex oral descriptions to images, graphs, or formulas	**Process explanations by** • Carrying out a series of oral directions to construct mathematical or scientific models • Connecting details to main ideas based on extended oral discourse	**Process explanations by** • Evaluating main ideas and supporting details presented in diverse media and oral formats • Developing models from oral discourse and multimedia *(e.g., YouTube videos)*

Explain by	Explain by	Explain by	Explain by	Explain by	Explain by
• Comparing attributes of real- life objects with a partner • Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams	• Describing situations from modeled sentences • Connecting two content-related ideas that define "how" or "why"	• Demonstrating how to conduct experiments, engage in processes, or solve problems with supports • Stating why events occur, phenomena exist, or some things happen	• Comparing content- related concepts • Connecting ideas with supporting details to show relationships *(e.g., characters' actions to their feelings)*	• Giving demonstrations with step-by-step details *(e.g., converting Fahrenheit to Celsius)* • Evaluating the significance of events, people, or phenomena in oral presentations	• Adapting speech to a variety of contexts and tasks *(e.g., use of register)* • Posing questions that connect several speakers' ideas and responding to others' ideas

KEY USE OF EXPLAIN

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process explanations by • Matching content-related objects, pictures, or media to words and phrases • Identifying social or academic topics highlighted in text	**Process explanations by** • Comparing ideas on the same topic in a series of simple sentences • Identifying how content-related phenomena relate to one another in illustrated text or media	**Process explanations by** • Illustrating relationships between main ideas and details in paragraphs • Sequencing steps or events to describe processes *(e.g., solving math problems)*	**Process explanations by** • Matching content- related cause to effect in graphically-supported text • Highlighting text evidence that points to how systems function *(e.g., different forms of government)*	**Process explanations by** • Sorting grade-level text by highlighting elements of the genre *(e.g., differentiating the "how" from the "why")* • Sequencing events based on cause and effect *(e.g., how machines operate)*	**Process explanations by** • Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics • Identifying factors that contribute to phenomena in explanations

Explain by	**Explain by**	**Explain by**	**Explain by**	**Explain by**	**Explain by**
• Indicating relationships by drawing and labeling content-related pictures on familiar topics • Describing processes or cycles by labeling diagrams and graphs	• Connecting short sentences • Comparing illustrated descriptions of content-related concepts *(e.g., mitosis v. meiosis)*	• Comparing and contrasting information, events, or characters • Producing descriptive paragraphs around a central idea	• Describing relationships between details or examples and supporting ideas • Connecting content-related themes or topics to main ideas	• Producing informational text around graphs and charts • Comparing content- related ideas from multiple sources in essays, reports, and narratives	• Determining two or more central ideas in text and tracing their development • Evaluating the interactions between individuals, events, and ideas in text *(e.g., how ideas influence individuals or events and the converse)*

KEY USE OF ARGUE

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**	**Process arguments by**
• Signaling agreement or disagreement of short oral statements or questions • Identifying points of view *(e.g., first or third person)* from short statements	• Identifying claims from a series of oral statements • Identifying evidence to support claims from charts and tables	• Illustrating claims or reasons from oral narratives • Identifying opposing perspectives from oral text *(e.g., sides in wars, regimes, or revolutions)*	• Matching evidence to claims in oral discourse • Formulating opinions based on evidence presented within oral discourse	• Establishing connections among claims, arguments, and supporting evidence within oral discourse • Comparing opposing points- of-view presented within oral discourse	• Evaluating the soundness of opposing claims presented orally • Identifying bias within claims in oral discourse

Argue by	Argue by	Argue by	Argue by	Argue by	Argue by
• Responding yes or no to short statements or questions related to a claim • Expressing personal points of view (in home language and English) in support of or against a claim	• Answering simple questions related to claims • Stating evidence to support claims (in home language and English)	• Critiquing opposing claims • Evaluating the value of options in content-based situations	• Connecting ideas with supporting details or evidence • Taking stances and summarizing ideas supporting them	• Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence • Defending points of view with specific claims	• Paraphrasing new information expressed by others and, when warranted, modifying views or positions • Making presentations with multimedia components to clarify claims and emphasize salient points

KEY USE OF ARGUE

By the end of each of the given levels of English language proficiency* English language learners can…

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Process arguments by • Identifying words or phrases associated with topic choices • Classifying true from false short statements	**Process arguments by** • Distinguishing facts from opinions in text • Identifying features associated with content-related claims	**Process arguments by** • Identifying claims and the reasons for each claim • Identifying opposing points of view	**Process arguments by** • Identifying evidence to support analysis of what texts say *(e.g., position papers)* • Classifying pros and cons of claims and evidence presented within written texts	**Process arguments by** • Evaluating evidence presented in support of claims • Developing a stance in favor of or against claims presented within content- related text	**Process arguments by** • Identifying specific evidence to support analyses of content area text • Distinguishing among facts, reasoned judgment, and speculation in text

Argue by	Argue by	Argue by	Argue by	Argue by	Argue by
• Generating words and phrases that represent opinions *(e.g., "I think…")* • Making lists of topic choices with peers	• Stating opinions using evaluative language related to content *(e.g., "I agree. Metric is better.")* • Connecting simple sentences to form content-related ideas	• Substantiating opinions with content-related examples and evidence • Providing feedback to peers on language used for claims and evidence	• Crafting persuasive pieces *(e.g., editorials)* with a series of substantiated content-related claims • Composing scripts with protagonists and antagonists	• Presenting opinions in persuasive essays or reports backed by content-related research • Justifying ideas using multiple sources	• Introducing claims and opposing claims, along with their associated reasons and evidence • Closing with concluding statements or paragraphs that support claims

By the end of each of the given levels of English language proficiency* English language learners can...

ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
Discuss by • Using appropriate nonverbal behaviors to show engagement and listening • Contributing to conversations by sharing own work *(e.g., pictures, posters, graphics)*	**Discuss by** • Inviting others to participate • Answering Wh-questions in conversations • Connecting ideas to one's experiences	**Discuss by** • Supporting ideas with examples • Asking clarifying questions to demonstrate engagement • Generating new questions to maintain conversations	**Discuss by** • Recognizing purposes of contributions in conversations • Demonstrating awareness of personal bias when defending one's point of view	**Discuss by** • Building on the ideas of others • Listening to others with a purpose *(e.g., to challenge own or others' ideas)*	**Discuss by** • Presenting organized ideas and information on content topics including the use of graphics and multimedia • Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas

*Except for Level 6, for which there is no ceiling.