

<b>Course/Grade:</b>	English as a Second Language Grades 1-2	<b>Domain:</b>	Speaking and Writing	<b>Suggesting Time:</b>	Ongoing
<b>Overview:</b>  These ESL standards assist educators in planning instructional activities and lessons that are meaningful and comprehensible for English Language Learners on various proficiency levels. These adaptations are meant to supplement the PA Core Standards being taught in the regular education classroom. The purpose of the Speaking and Writing standards are to increase students' productive language (i.e. producing words, sentences, and stories).			<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why do writers write?</li> <li>• What is the purpose?</li> <li>• What makes clear and effective writing?</li> <li>• Who is the audience?</li> <li>• What will work best for the audience?</li> <li>• How do grammar and the conventions of language influence spoken and written communication?</li> <li>• How does one best present findings?</li> <li>• How do task, purpose, and audience influence how speakers craft and deliver a message?</li> <li>• How do speakers employ language and utilize resources to effectively communicate a message?</li> </ul>		
<b>Pennsylvania English Language Proficiency Standard 2:</b>  English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.			<b>Correlation with PA Core Standards:</b> <b>Speaking and Listening</b> <b>CC.1.5.1.B</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>Writing</b> <b>CC.1.4.1.M</b> Write narrative to develop real or imagined experiences or events. <b>CC.1.4.1.P</b> Recount two or more appropriately sequenced events using temporal words to signal event order. <b>CC.1.4.2.M</b> Write narrative to develop real or imagined experiences or events. <b>CC.1.4.2.P</b> Organize a short sequence of events using temporal words to signal event order. <b>CC.1.4.3.M</b> Write narrative to develop real or imagined experiences or events. <b>CC.1.4.3.P</b> Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.		

Speaking Model Performance Indicator (MPI)							
<b>Classroom Context:</b> Apply elements of stories to original storytelling or experiential recounting.							
<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.							
Concepts	Competencies	Language Specific Vocabulary	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging
Purpose, audience, and task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Fairy tale Fractured fairy tale Play script narrator First Second Next Finally Last Before . . . after I believe . . . I think . . . Because . . . Since . . . When . . . then . . . If . . . then . .	Repeat simple words, phrases, and memorized chunks of language related to important details from story pictures, following explicit, repeated examples, as modeled and monitored by the teacher.	Describe people, places and events depicted in story pictures in pairs using a word bank with teacher support.	Retell simple stories including main events, characters, and settings using photos or illustrations and work bank to a partner.	Retell stories with details, using photos or illustrations to a partner.	Tell detailed stories with creative word choice and expression using photos or illustrations in a small group.

<b>Writing Model Performance Indicator (MPI)</b>							
<b>Classroom Context:</b> Apply organizational structures in writing.							
<b>Cognitive Function:</b> Students at all levels of proficiency will APPLY organizational structures in writing.							
<b>Concepts</b>	<b>Competencies</b>	<b>Language Specific Vocabulary</b>	<b>Proficiency Level 1 Entering</b>	<b>Proficiency Level 2 Emerging</b>	<b>Proficiency Level 3 Developing</b>	<b>Proficiency Level 4 Expanding</b>	<b>Proficiency Level 5 Bridging</b>
Purpose, audience, and task	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Fairy tale Fractured fairy tale Play script narrator First Second Next Finally Last Before . . . after	Supply words about story events presented in sequence using a sentence frame, following explicit, repeated examples, as modeled and monitored by the teacher	Produce phrases and simple sentences about story sequence using a word bank with teacher support.	Compose sentences containing sequential language about story events with visual support in pairs.	Describe sequence of events related to stories using a graphic organizer.	Organize an event sequence that unfolds naturally, using temporal phrases to signal event order.

**Building Productive Model Performance Indicator (MPI)** To differentiate and scaffold instruction per English language proficiency level by adjusting the *language function* and *support*.

**Classroom Context:**

**Cognitive Function:** Students at all levels of English proficiency will

Concepts	Competencies	Language Specific Vocabulary	Proficiency Level 1 Entering	Proficiency Level 2 Emerging	Proficiency Level 3 Developing	Proficiency Level 4 Expanding	Proficiency Level 5 Bridging
			<b>Language Function</b> (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Respond to visually supported wh-questions with one word or short phrase  Participate in whole group chants or songs  Draw  Label  List	Use first language to fill in gaps in second language  Repeat facts or statements  Restate facts  Describe  Ask wh-questions	Classify  Explain  Distinguish features  Sequence  Describe  Compare/contrast	Pose questions  Summarize  Discuss  Compose	Draw conclusions  Discuss cause/effect  Make predictions or hypotheses

			<b>Content Stem</b> (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)				
			<b>Instructional Support</b> (scaffolds to accompany explicit instruction with multiple opportunities for student response and feedback decreasing in degree from English language proficiency level 1 to level 5. “I do, We do, You do”)				
			Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials	Manipulative materials
			Visual support	Visual support	Visual support	Visual support	Sentence Frames
			Realia	Realia	Realia	Realia	Graphic organizers
			Sentence frames	Sentence frame	Sentence frame	Sentence frame	Word bank
			Graphic organizers	Graphic organizers	Graphic organizers	Graphic organizers	Rubrics
			Partner	Word bank	Word bank	Word bank	Checklists
			Flexible grouping	Rubrics	Rubrics	Rubrics	Partner
			First language support	Checklists	Checklists	Checklists	Guided model
			Re-teaching and/or pre-teaching Modeling	Partner	Partner	Partner	
				Flexible grouping	Flexible grouping	Flexible grouping	
				First language support	First language support	First language support	
					Re-teaching		

				Re-teaching and/or pre-teaching  Modeling	and/or pre-teaching  Modeling	Re-teaching and/or pre-teaching  Modeling  Guided model	
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