

Course/Grade:	English as a Second Language Grades 3-5	Domain:	Speaking and Writing	Suggesting Time:	Ongoing
Overview: 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).			Essential Questions: <ul style="list-style-type: none"> • Why do writers write? • What is the purpose? • What makes clear and effective writing? • Who is the audience? • What will work best for the audience? • What is the purpose? • How do grammar and the conventions of language influence spoken and written communication? • How does interaction with text provoke thinking and response? • How does one best present findings? 		
Pennsylvania English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.			Correlation with PA Core Standards: Speaking and Listening CC.1.5.4.C Identify the reasons and evidence a speaker provides to support particular points. CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. CC.1.5.3.C Ask and answer questions about information from a speaker, offering appropriate detail. Writing CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. E03.C.1.1.1, E03.C.1.1.3, E03.C.1.1.4 CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion. E04.C.1.1.1, E04.C.1.1.3, E04.C.1.1.4, E04.E.1.1.1, E04.E.1.1.3, E04.E.1.1.5 CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E05.C.1.1.1, E05.C.1.1.3, E05.C.1.1.5, E05.E.1.1.1, E05.E.1.1.3, E05.E.1.1.6		

Speaking Model Performance Indicator (MPI)							
Classroom Context: evaluate information							
Cognitive Function: Students at all levels of English proficiency will EVALUATE information.							
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
Evaluating information	<p>Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>For these reasons</p> <p>In conclusion</p> <p>All in all</p> <p>Overall</p> <p>In . . . opinion</p> <p>In other words</p> <p>That is to say</p> <p>In short</p> <p>For example</p> <p>In other words</p> <p>For instance</p> <p>To illustrate</p> <p>As proof</p> <p>Specifically</p>	Restate words or phrases related to a claim or position using teacher-prepared phrases and visuals, following explicit, repeated examples, as modeled and monitored by the teacher.	Answer “wh” questions about a point and supporting evidence using a word bank with teacher support.	Relate a claim or position to a partner using modeled language and sentence frames.	Summarize an author’s point and supporting details using notes with a partner.	Discuss and extend an author’s point or position with reasons.

Writing Model Performance Indicator (MPI)							
Classroom Context: Apply organizational structures in writing.							
Cognitive Function: Students at all levels of proficiency will APPLY organizational structures in writing.							
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
Organization for writing	Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	For these reasons In conclusion Overall In . . . opinion In other words In short For example To illustrate	Answer questions to agree or disagree with current issues from visually or graphically depicted models, following explicit, repeated examples, as modeled and monitored by the teacher.	Generate words and phrases for organizing a claim or position using sentence frames and an illustrated word bank with teacher support.	Compose sentences that establish and support an opinion or argument with a graphic organizer and word bank.	Organize sentences and paragraphs for an opinion or argument essay using a graphic organizer and rubric.	Produce opinion pieces backed by evidence in response to newspaper or website articles using a graphic organizer.

Building Productive Model Performance Indicator (MPI) To differentiate and scaffold instruction per English language proficiency level by adjusting the <i>language function</i> and <i>support</i> .							
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
			Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Copy words, phrases, and short sentences Communicate ideas by drawing Label objects, pictures, or diagrams from word/phrase bank	Complete sentences Fill in graphic organizers, charts, and tables Compare/Contrast	String related sentences together Compare/contrast Interpret	Take notes Summarize Compare/contrast	Apply content-based information to new contexts Connect or integrate Create a report

			Content Stem (selected focus of grade-level curriculum for all students remains constant across all English language proficiency levels)				
			Instructional Support (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”)				
			Visual support	Visual support	Visual support	Visual support	Video
			sensory support	Sensory support	Realia	Video	Graphic organizers
			Realia	Realia	Video	Graphic organizers	Rubrics
			Video	Video	Graphic organizers	Rubrics	Checklists
			Graphic organizers	Graphic organizers	Rubrics	Checklists	Thesaurus
			Tiered assignments	Tiered assignments	Checklists	Thesaurus	Partner/group work
			Partner	Partner	Thesaurus	Partner/group work	Front load vocabulary
			Flexible grouping	Flexible grouping	Tiered assignments	Front load vocabulary	Modeling
			First language support	First language support	Partner	Modeling	Writing conferences with teacher
			Re-teaching/ Pre-teaching	Re-teaching/ Pre-teaching	Flexible grouping	Writing conferences with teacher	Build background
					First language support		

			Modeling Writing conferences with the teacher Chunking for the writing process with explicit graphic organizers	Modeling Writing conferences with the teacher Chunking for the writing process with explicit graphic organizers	Re-teaching /Pre-teaching Modeling Writing conferences with the teacher Build background knowledge and connections to topic	Build background knowledge and connections to topic Reciprocal teaching opportunities within groups and the class as a whole	knowledge and connections to topic Reciprocal teaching opportunities within groups and the class as a whole Practical Examples Real World Application
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