Course/Grade:	English as a Second Language Grades 6-8	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:
- **How can I communicate my ideas effectively?**
- **How can word choice and vocabulary enhance my writing?**
- **How does style affect my writing?**
- **What are the key components of the editing process?**

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.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well- chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
Writing
CC.1.4.6.E, CC.1.4.7.E, CC1.4.8.E Write with an awareness of the stylistic aspects of composition.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Use sentences of varying lengths and complexities.
• Develop and maintain a consistent voice.
• Establish and maintain a formal style.
E06.C.1.2.4, E06.C.1.2.5, E07.C.1.2.4, E07.C.1.2.5, E08.C.1.2.4, E08.C.1.2.5, E08.C.1.3.4

Speaking Model Performance Indicator (MPI)

Classroom Context: Identify and analyze main idea/central idea.

Cognitive Function: Students at all levels of English proficiency will IDENTIFY and ANALYZE main/central ideas of a text.

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	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation	analyze evaluate connotation compare and contrast summarize identify critique reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience citing plagiarism paraphrase "In other words" "For example" "Consequently" "I believe this is better because . . ." "I believe . . . based on the fact that . ."	Answer "wh" questions with one word answers or short phrases identifying main/central ideas of a nonfiction text, using visuals, following explicit, repeated examples, as modeled and monitored by the teacher.	Restate facts related to main/central ideas of a nonfiction text from visually supported information using sentence stems within a small group	Cite evidence related to the main/central ideas of a section of a student-selected nonfiction book within a small group using a graphic organizer.	Critique the main/central ideas of a nonfiction book, article, or story citing textual evidence within a small group using visual aids.	Compare/contrast the main/central ideas of two nonfiction books, articles, or stories, including grade-level appropriate expert criticism and text-based citations within a small group.

Writing Model Performance Indicator (MPI)

Classroom Context: Identify and analyze main idea/central idea.

Cognitive Function: Students at all levels of English proficiency will EVALUATE and EDIT 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
Writing Style	Write with an awareness of the stylistic aspects of composition	analyze brainstorm evaluate identify edit peer-edit self-edit self-assess connotation compare and contrast reasoning relevance soundness interpret objective multimedia logical accurate cohesion purpose audience citing plagiarism paraphrase notation feedback checklist rubric thesaurus "In contrast" "On the other hand" "With a focus on" "Consequently" "I believe this is	Brainstorm single words or phrases, identifying main/central ideas of a text following explicit, repeated examples, as modeled and monitored by the teacher.	Compare the aspect of editing a written paragraph to identify main/central ideas, using a proficient model and confirm with teacher support and feedback	Peer-edit a written paragraph, identifying main/central ideas during process writing, using multiple resources, such as a checklist and thesaurus, and make notations with a partner	Self-edit during process writing of a written essay, identifying main/central ideas using multiple resources, including thesaurus, rubric, and graphic organizer.	Self-assess and revise a written essay, identifying main/central ideas, using rubrics and self-/peer-evaluation checklists

			better because…"				

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)				
			Answer "wh" questions Copy or adapt single words, set phrases, or chunks of simple language Use highest frequency vocabulary State	Restate Facts List Write phrases and short sentences Use general language to describe	Summarize Retell Explain Use simple and expanded sentences to identify Use general and some specific language	Compare Self-edit Give speech Discuss Compose Use a variety of sentence lengths Use specific and some technical language	Analyze Revise Critique Defend Propose Use a variety of sentence lengths in a single organized paragraph or extended text Use technical

			Name				language
			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 knowledge and connections to
				Modeling	First language support		

| | | | | Modeling

Writing conferences with the teacher

Chunking for the writing process with explicit graphic organizers | 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 | topic

Reciprocal teaching opportunities within groups and the class as a whole

Practical Examples

Real World Application |
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