

Course/Grade:	English as a Second Language 9-12 th Grade	Domain:	Speaking and Writing	Suggesting Time:	Ongoing
<p>Overview:</p> <p>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).</p>			<p>Essential Questions:</p>		
<p>Pennsylvania English Language Proficiency Standard 2:</p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>			<p>Correlation with PA Core Standards:</p> <p>Speaking CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Writing CC.1.4.9-10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.9-10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim. C.P.1.1.1, C.E.1.1.1 CC.1.4.11-12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. C.E.1.1.3 CC.1.4.11-12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.</p>		

Speaking Model Performance Indicator (MPI)							
Classroom Context: Formulate and express opinions and arguments.							
Cognitive Function: Students at all levels of English proficiency will FORMULATE and EXPRESS opinions and arguments.							
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 information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	Appropriate language Body language cues Conversations/ discussions Controlling point Intonation Pace Structure Thesis Volume Transitions In my opinion, Moreover, In addition,	Restate words or phrases related to a claim or position using teacher-prepared notecards with phrases and visuals, following explicit, repeated examples, as modeled and monitored by the teacher.	Answer “wh” questions about a claim or position using labeled pictures with teacher support.	Relate a claim or position using visual support and a word bank with a partner.	Discuss or extend a claim or position within familiar contexts using visual support and notes in a small group.	Explain a claim or position within an oral presentation using note cards.

		Furthermore, A case in point, Clearly, In other words					
Writing Model Performance Indicator (MPI)							
Classroom Context: Express opinions and arguments.							
Cognitive Function: Students at all levels of English proficiency will EXPRESS opinions and arguments.							
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
Focus for writing Organization for writing	Introduce a precise, knowledgeable claim. Create organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Appropriate language In my opinion, Moreover, In addition, Furthermore, A case in point, Clearly, In other words, Conversely, However,	Draw and label a series of pictures related to a claim or position using an illustrated word bank, 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 rubric with a partner.	Organize sentences and paragraphs for an opinion or argument essay using a graphic organizer and rubric with a partner.	Compose a cohesive, detailed opinion or argument essay including grade level transitions, conventions, and technical language using a rubric.

		<p>Nevertheless,</p> <p>On the contrary,</p> <p>On the other hand,</p> <p>While this may be true,</p> <p>Above all,</p> <p>More important,</p> <p>Surely,</p> <p>Indeed,</p> <p>In fact,</p> <p>Without a doubt,</p>					
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Building Productive Model Performance Indicators (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
			Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Identify	Classify	Produce	Revise	Prove
			Recognize	Use	Show	Develop	Critique

			Illustrate Restate	Categorize	Construct Explain Describe	Draw conclusions Discuss Compare/Contrast	Assess Defend Apply Edit
			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 Sensory support Realia Video Graphic organizers Tiered assignments Partner Flexible grouping First language support	Visual support Sensory support Realia Video Graphic organizers Tiered assignments Partner Flexible grouping First language support	Visual support Realia Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Thesaurus Tiered assignments Partner	Visual support Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Front load vocabulary Modeling	Video Graphic organizers Rubrics Checklists Thesaurus Partner/group work Front load vocabulary Modeling Writing

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