

Course/Grade:	English as a Second Language Pre-K to K	Domain:	Speaking and Writing	Suggesting Time:	Ongoing
<p><b>Overview:</b></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><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do writers write?</li> <li>• What is the purpose for our writing?</li> <li>• What makes clear and effective writing?</li> <li>• Who is the audience?</li> <li>• How do we develop into effective writers?</li> <li>• What role does writing play in our everyday lives?</li> <li>• How can we communicate our thinking?</li> <li>• How do we think while reading in order to understand and respond?</li> </ul>		
<p><b>Pennsylvania English Language Proficiency Standard 2:</b></p> <p>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>			<p><b>Correlation with PA Core Standards:</b></p> <p><b>Speaking and Listening</b>  <b>CC.1.5.PK.B</b> Answer questions about key details in a text read aloud or information presented orally or through other media.  <b>CC.1.5.K.B</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>Writing</b>  <b>CC.1.4.PK.M</b> Dictate narratives to describe real or imagined experiences or events.  <b>CC.1.4.K.M</b>  Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.</p>		

Speaking Model Performance Indicator (MPI)							
<b>Classroom Context:</b> Describe elements from visually supported stories.							
<b>Cognitive Function:</b> Students at all levels of English proficiency will DESCRIBE elements from visually supported stories.							
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
Critical listening	<p>Answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Respond to a question with an answer or details related to the topic being discussed.</p>	<ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• In the beginning... (story)</li> <li>• In the middle... (story)</li> <li>• At the end... (story)</li> <li>• I think . . . because</li> <li>• I believe...</li> <li>• because</li> </ul>	Repeat words or simple phrases about key details in text supported by illustrations, following explicit, repeated examples, as modeled and monitored by the teacher.	Complete visually supported phrases from stories in pairs with teacher support.	Describe visually supported characters or events from stories to a partner using a word bank or word wall.	Orally sequence visually supported story events using modeled sequential language in a small group.	Discuss visually supported story events in a small group.

<b>Writing Model Performance Indicator (MPI)</b>							
<b>Classroom Context:</b> Describe elements from visually supported stories							
<b>Cognitive Function:</b> Students at all levels of English proficiency will DESCRIBE elements from visually supported stories.							
<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>
Content for writing	<ul style="list-style-type: none"> <li>• Narrative: Describe experiences and events.</li> <li>• Use illustration/dictation to convey meaning about an experience or event.</li> <li>• Write symbols, letters, or letter-like shapes.</li> <li>• Attempt to reproduce own name and/or simple words, with most letters correct.</li> <li>• Ask teacher to “write down the words” of his/her story or to his/her drawing.</li> <li>• Generate ideas for writing.</li> <li>• Understand that words are connected to print.</li> </ul>	<ul style="list-style-type: none"> <li>• Character</li> <li>• Setting</li> <li>• In the beginning... (story)</li> <li>• In the middle. . . (story)</li> <li>• At the end... (story)</li> <li>• I think ... because ...</li> <li>• I believe ... because ...</li> </ul>	Depict an experience or event with a drawing, following explicit, repeated examples, as modeled and monitored by the teacher.	Depict experiences using recognizable drawings and symbols or letter like shapes with teacher support.	Write stories and/or experiences through pictures, letters and some words using word wall and visual support.	Write stories and/or experiences through a combination of pictures, words and some phrases working in pairs with visual support.	Write stories and/or experiences through a combination of pictures, words, phrases and short sentences with visual support.

**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
			Language Function (differentiated measurable expectations of student language use increasing in complexity and amount from English language proficiency level 1 to level 5)				
			Identify words or simple phrases	Restate some facts from illustrated stories	Retell short narrative stories	Compare  Make predictions (e.g. “What will happen next?”)	Tell original stories with emerging detail
			Repeat words or simple phrases	Describe  Answer questions with one or two words	Sing repetitive song and chants	Summarize	Explain situations
			Name				Express
			Content Stem (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 frames	Sentence frames	Sentence frames	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
				Checklists	Checklists	Checklists	Guided model
			First language support	Partner	Partner	Partner	
			Re-teaching and/or pre-teaching	Flexible grouping	Flexible grouping	Flexible grouping	
			Modeling	First language support	First language support	First language support	
						Re-teaching and/or pre-	

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