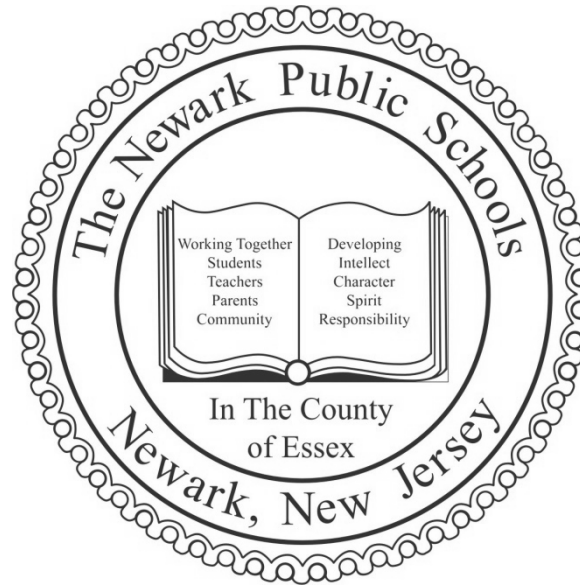
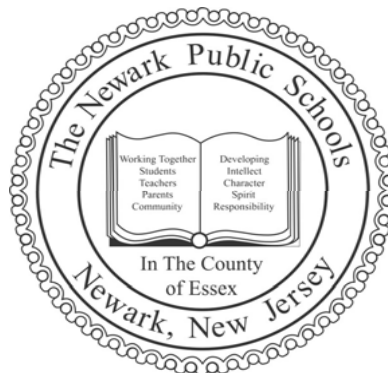


NEWARK PUBLIC SCHOOLS



English as a Second Language Kindergarten to Second Grade CURRICULUM GUIDE 2008 (Revised)

DRAFT



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NEWARK PUBLIC SCHOOLS

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TABLE OF CONTENTS

Title Page	1
Board Members.....	2
Administration	3
Table of Contents.....	4
District Mission Statement.....	5
District Goals and Guiding Principles	6
Curriculum Committee	8
Course Philosophy	9
Course Description.....	10
Recommended Textbooks/Resources	11
Multimedia Resources	12
Course Proficiencies... ..	13
Curriculum Units	15
Suggested Pacing Guide	16
Notes to the Teacher	17
Kindergarten Standards, Goals, and Objectives	18
Grades 1 and 2 Standards, Goals, and Objectives	40
Appendix – Standard Based Activities	63

Mission Statement

The Newark Public Schools District's mission is to develop a productive citizen who is distinguished in all aspects of academic endeavors and willing to challenge the status quo in our society. We are committed to ensuring that our policies and practices will prepare our students for a world that is increasingly diverse and knowledge driven. We expect our schools and classroom environments to be emotionally safe and intellectually challenging. We pledge to partner with parents, groups, and organizations that add support to the mission by changing hearts and minds to value education.

Dr. Clifford B. Janey
Superintendent

GOALS AND GUIDING PRINCIPLES

Changing Hearts and Minds to Value Education

GOALS

- **Goal 1 IMPROVE STUDENT ACHIEVEMENT**

Provide all students with equal access to opportunities that demonstrate high academic standards, high expectations, instructional rigor and alignment with the NJCCCS, and which embody a philosophy of critical and creative thinking.

English Language Learners are the only population in American schools who are subject to an additional level of state and federal NCLB Accountability. They are tested for annual growth in acquiring English proficiency across all four language domains: listening, speaking, reading and writing. The ESL teacher has the direct responsibility to effectively deliver a coherent and sequential ESL curriculum that will equip each ELL student to achieve sufficient individual yearly growth to satisfy NCLB Title III mandates.

- **Goal 2 DEVELOP STUDENT MORAL AND SOCIAL RESPONSIBILITY**

Equip students to be productive citizens by addressing needs, enhancing intellect, developing character, and instilling pride and hope.

- **Goal 3 STRUCTURE THE ORGANIZATION TO BE EFFICIENT, EFFECTIVE AND ALIGNED WITH THE DISTRICT MISSION**

Allocate and align resources on the basis of student needs with high achievement as the ultimate goal.

--Schools and district offices will have effective and efficient programs, processes, operations and services to assure that all students and other customers will have access to certificated, highly trained professionals.

--Budget and fiscal systems will support the focus on student achievement through timely and accurate processing of documents.

- **Goal 4 ENFRANCHISE COMMUNITY / EMPOWER PARENTS**

Engage community and family in meaningful decision-making and planning for Newark children.

GOALS AND GUIDING PRINCIPLES

Changing Hearts and Minds to Value Education

GUIDING PRINCIPLES

- **FOCUS ON STUDENTS**

Every Newark Public Schools employee must be committed to high achievement for all students and assume responsibility for that success. Everyone clearly communicates the vision, focus, and goals of the district. All district policies, procedures and activities are aligned in support of student achievement.

- **HIGH EXPECTATIONS / STANDARDS DRIVEN**

All district personnel are constantly analyzing data and feedback to ensure high standards and support to enable all students to be successful.

All school communities are constantly monitoring data and feedback to ensure that each student has the necessary personalized support and quality-learning environment to meet high standards and expectations for learning.

- **CARING AND SAFE ENVIRONMENT**

The district is committed to safe, clean, aesthetically pleasing educational work environments. Students' and employees' diverse backgrounds, abilities, interests, and needs are respected. Structures and practices that promote personalization and equity of access are provided.

- **SHARED DECISION MAKING**

The district participates openly and honestly in productive, collaborative and reflective communication and systemically solicits feedback from multiple stakeholders. Systemic feedback loops are established to ensure that all stakeholders (including district offices, administrators, teachers, parents and students) are engaged in dialogue for the purpose of shared decision-making.

Office of Academic Services

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Newark Public Schools
English as a Second Language
Course Philosophy

The Newark Public Schools is committed to providing all English Language Learners with a systematic and developmentally-appropriate program of language learning targeting communication skills, grammatical structure, cross-cultural understanding and, most importantly, the gradual development of that higher-level "Academic English" which every student must master to be able to succeed in school and in society. The ESL curriculum serves as a tool to help teachers structure lesson planning, pacing, presentation and assessment. This curriculum was designed by Newark ESL teachers for Newark ESL teachers and is organized in a coherent learning sequence of increasing syntactical, semantic and phonetic complexity. It incorporates a balanced second language learning sequence where all domains—listening, speaking, reading and writing—are developed and practical research-based second language learning methodologies (i.e. Natural Approach, TPR, SIOP, Process Writing/Portfolios, etc.) are recommended to promote systematic student growth. The curriculum also seeks to encourage and enable teachers (1) to be more imaginative in focusing on the standards and making the learning truly energetic and student centered, (2) to expand instruction through the coordinated use of current and emerging technological resources and (3) to become adept at systematically monitoring learning so both data and performance task samples inform subsequent practice. Since an important goal of ESL instruction is to equip students to succeed in comprehending the instruction and texts in all their classes, it is hoped that this curriculum will be creatively used as a resource for all teachers and promote both a greater collaboration among ESL, bilingual, general and Special Education teachers and an awareness of the learning characteristics of ELLs and of those proven teaching adaptations that help them succeed.

This guide was developed based on the following foundational principles relating to acquisition of a second language:

High levels of performance are best generated by a curriculum which most closely matches those standards used to construct ESL

assessments: Our Newark ESL curriculum fulfills the NJ DOE regulations which require school districts to provide a curriculum that incorporate objectives, methods and models aligned with those National TESOL Standards and WIDA/ACCESS English Proficiency Test Standards which are used to measure the annual individual proficiency growth of ELL students for NCLB accountability. The curriculum is content-related so it begins the development of a linguistic and experiential background which will help students meet ASK and HSPA AYP targets. It also has been expanded to include practical tools for teachers to increase performance by making students more familiar with the actual layout of the language assessment instruments by simulating the testing duration, structure, format and assessment conditions.

Effective ESL instruction equips students with both basic interpersonal language and the more cognitively complex, content-related "academic"

language: Our Newark ESL curriculum is designed to move students efficiently into higher levels of language and of thinking. This process takes time. We have incorporated models for teachers to begin the development of their students' own resources and strategies for language and literacy learning. The need to equip students to cultivate this meta-cognitive/meta-linguistic awareness of the many ways this new language works and of their own problem solving skills in making and communicating meaning has been incorporated into various activities in this curriculum. Likewise, strong connections to the Core Content areas are integrated across all levels and grades.

The delivery of the ESL Curriculum must match the level and characteristics of the learner: Second language acquisition is long-term process. This process may pass through common stages but each student brings individual developmental, cultural, linguistic, social, experiential and emotional characteristics and learning styles that must be recognized and accommodated by the ESL teacher. Second language instruction is developmental, not remedial.

Best practice research indicates that the modality which provides the optimal conditions for language learning is supportive small group instruction

where daily opportunities for interaction, dialogue and practice can be very intimate, natural, positive, low stress and fun: Children, adolescents and adults all learn language better and more quickly when groups are small and language learning can be loud, engaging, energetic and enjoyable. Recent MRI/CAT SCAN research analyzing the efficiency of brain activity during language learning confirm this approach. The Newark ESL curriculum provides models for optimizing small group activities.

Literacy developed in the home language serves as a powerful and enduring support for accelerated reading and writing acquisition in

English Literacy in the first language facilitates second language development. The academic achievement of English language learners is significantly enhanced when students are able to use their home language to learn in school.

Newark Public Schools

English as a Second Language - Program Description

According to best practice research in second language teaching, the provision of instructional services to English language learners by ESL and bilingual teachers must accommodate the linguistic and academic proficiencies of the learner. Additionally, there must be a consistency and correspondence of the sequencing of language instruction to the larger academic context of the Core Curriculum Content Standards that is taught in each grade. Building connections between language learning and academic contexts should be a priority that characterizes instructional planning for ELL students who may be functioning at any one the five levels of English proficiency. The thrust of the program must be two-fold; to provide the students with the opportunity to learn English, and to practice the skills necessary to succeed academically once students are mainstreamed. In many ways, the goals for the students at the *Entering* level are the same as for the students at the *Bridging* level. However, while the standards (often expressed in rubrics) may often be the same, the fundamental ways progress is measured and evaluated must be adapted and differentiated not only between general and bilingual program expectations but between proficiency levels if assessment is to be equitable and valid. It is in the planning, pacing, presentation and assessment of instruction that modifications must be made. A five-level program of expected language acquisition progression addresses these objectives.

Each of the five English language proficiency levels encompasses **four language domains**: listening, speaking, reading, and writing. These language domains reflect the modality of the communication and can be defined as follows:

Listening - process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking - engage in oral communication in a variety of situations for an array of purposes and audiences

Reading - process, interpret and evaluate written language, symbols, and text with understanding and fluency

Writing - engage in written communication in a variety of forms for various purposes and audiences

The Language Proficiency Levels and Performance Definitions

NCLB requirements have generated a national standardization of the process of defining and delineating the natural stages of second language acquisition. Now **five language proficiency levels** outline the progression of language development. The five language proficiency levels describe in simple and very general terms what ELL students should know and be able to do with language at a given level within each language domain.

While there are various terms that could be used to describe each of the five stages, for the sake of simplicity, the following terminology and generalized description of abilities that were created by the developers of the ACCESS test will be used in this guide to more easily conceptualize and standardize this progression. At the given level of English language proficiency, English language learners will:

- Level 1 Entering** - use pictorial, graphic, or non-verbal representations of language, phrases and simple sentences to communicate in content areas
- Level 2 Beginning** - understand and produce key language terminology related to content areas using longer phrases and sentences
- Level 3 Developing** - process specific language of the content areas, and use more complex sentence structures to present ideas
- Level 4 Expanding** - process and produce essential language of the content areas using variety of sentence structures of higher linguistic complexity to convey meaning
- Level 5 Bridging** - process, interpret and evaluate the technical language of the content areas through linguistically elaborate and acceptable oral and written discourse, approaching that of English proficient peers.

Recommended Textbooks/Resources

This curriculum is primarily based on the Avenues! E.S.L.Series (Levels A-C) by J. Villamil Tinajero, A. Schifini, Deborah Short, Ermina Garcia, Eugene E. Garcia, Else Hamayan and Lada Kratky published in 2004 by Hampton-Brown Books, and on various supplementary resources. The required student texts for this course are:

Avenues Level A Little Language Book Set. ISBN # 07362-17908

Avenues Level A Practice Book. ISBN # 07362-1786X

Avenues Level B Student Book Set. ISBN# 07362-20224

Avenues Level B Practice Book. ISBN # 07362-18351

Avenues Level C Student Book. ISBN# 07362-18769

Avenues Level C Practice Book. ISBN # 07362-1884X

Teacher Texts

Avenues Level A Teacher's Edition Set. ISBN# 07362-21891

Avenues Level A Teacher's Resource Book. ISBN# 07362-18181

Avenues Level A Program Guide and Assessment Handbook. ISBN# 07362-1819X

Avenues Level B Teacher's Edition Set. ISBN# 07362-21905

Avenues Level B Teacher's Resource Book. ISBN# 07362-18335

Avenues Level B Program Guide and Assessment Handbook. ISBN# 07362-18343

Avenues Level C Teacher's Edition Set. ISBN# 07362-21913

Avenues Level C Teacher's Resource Book. ISBN# 07362-18785

Avenues Level C Program Guide and Assessment Handbook. ISBN# 07362-18831

English At Your Command! Teacher's Edition, Early Elementary Level ISBN# 07362-16472

Further Resources Recommended

Avenues Level A ESL Theme Library. ISBN# 07362-21085

English At Your Command! Student Handbook Early Elementary Level, Hardcover. Hampton-Brown Books. ISBN# 07362-16456

English At Your Command! Student Handbook Early Elementary Level, Practice Book. Hampton-Brown Books. ISBN#

Avenues Level A Sing-Along Language Songs Big Book. ISBN # 07362-17894

Avenues Level A Sing-Along Language Songs Big Book. ISBN# 07362-19706

Avenues Level A Sing-Along Language Songs Big Book. ISBN# 07362-29957

Multimedia ESL Resources

Links to ESL lesson plans and activities:

Hampton-Brown Books e-tools and online resource: <http://hampton-brown.com/>

ESL Cyberlinks-suggested pages and other language sites of interest for ESL teacher: <http://www.james.rtsq.qc.ca/links2.htm>

ESL Label Me! Printouts: <http://www.enchantedlearning.com/label/simple.shtml>

Selected links for ESL and EFL students maintained by the Internet TESL Journal: <http://iteslj.org/ESL.html>

Free ESL lesson materials and lesson plans maintained by Online College for Teachers of English: <http://www.esl-lounge.com/index.html>

Everything ESL resources – lesson plans and support materials maintained by Judie Hayes: <http://everythingesl.net/index.php>

ESL resources for teachers and students: <http://quizzes.englishclub.com/esl-quizzes>

A Web site with interactive ESL activities for children: http://station05.qc.ca/css/CyberSite/eslkids/esl_kids.htm

Local Resources

Newark Public Schools Web Site: <http://www.nps.k12.nj.us/>

The City of Newark Web Site: <http://www.ci.newark.nj.us/>

The Newark Museum: <http://www.newarkmuseum.org/EducationPrograms/EducationPrograms.aspx?id=250>

Newark Public Library: <http://www.npl.org/>

New Jersey Historical Society: <http://www.jerseyhistory.org/>

http://teach-nology.com/web_tools/materials/timelines/

Kindergarten Curriculum: <http://search.yahoo.com/search?p=learning+habitat+kindergarten&ei=UTF-8&fr=yfp-t-501-s&pstart=1&b=11>

Songs, Stories and Games <http://www.kindersite.org/Directory/DirectoryFrame.htm>

Organizations/Standards:

National Association for Bilingual Education (NABE) Web Site: <http://www.nabe.org/>

NJ TESOL-NJBE Web site: <http://www.njtesol-njbe.org/>

New Jersey Department of Education website with access to New Jersey Core Curriculum Standards: <http://www.nj.gov/njded/aps/cccs>

NJPEP (New Jersey Professional Education Port): <http://www.njpep.org/>

Teachers of English to Speakers of Other Languages (TESOL) Organization web site with links to the TESOL revised (2006) PreK-12 English Language Proficiency Standards: http://www.tesol.org/s_tesol/

World-class Instructional Design and Assessment (WIDA) Consortium web site links to the Consortium's *English Language Proficiency Standards for English language learners in Kindergarten through Grade 12* ("the WIDA Standards") <http://www.wida.us/>

Course Proficiencies

The students will develop English language proficiency as they acquire second language and cognitive academic skills in the four language domains, listening, speaking, reading and writing. The themes, units, and instructional activities in each of the three levels in this grade cluster will focus on the development of:

- language skills: functions, fluency, patterns, structures, and process writing
- literacy: concepts of print, phonology, word structure, vocabulary, and reading strategies
- cognitive academic skills: interdisciplinary learning strategies and critical thinking
- multi-cultural perspectives and citizenship

The students will use English language skills to:

- listen actively, express opinions, conduct research and engage in discussion.
- communicate, obtain, process and construct meaning.
- apply appropriate strategies to construct and develop academic knowledge.
- develop strategies to acquire an understanding of the essential concepts of the NJ Core Curriculum Content Standards.

Curriculum Units

Level A (Kindergarten):

- Unit 1 Let's Go to School
- Unit 2 We Are a Family
- Unit 3 Here We Go!
- Unit 4 Just Around The Corner
- Unit 5 Hello, Sunshine!
- Unit 6 Wild, Woolly, Wonderful
- Unit 7 Look at Me!
- Unit 8 Oink! Quack! Moo!
- Unit 9: To Market
- Unit 10: Welcome Home

LEVEL B (First Grade):

- Unit 1 What's New with You?
- Unit 2 Here Come the Animals!
- Unit 3 Families on the Go
- Unit 4 Everyone Needs a Home
- Unit 5 Wings and Things
- Unit 6 Hello, World!

LEVEL C (Second Grade):

- Unit 1 The Big City
- Unit 2 Seed to Sandwich
- Unit 3 Water, Water, Everywhere
- Unit 4 Celebrate!
- Unit 5 Catch Me if You Can
- Unit 6 Make Some Noise!

SUGGESTED COURSE PACING

This pacing guide provides a suggested time schedule for an effective presentation of the course content and allows for teachers to be creative and choose additional reading selections to enhance and compliment each unit/theme. The pacing is based on a full year traditional class period and, as Second Language best practice research consistently has determined, is most effectively carried out when instruction is provided in small group settings. Because so many of the most effective learning activities recommended simply cannot be provided in a push-in setting, this model is **not** endorsed by the district.

The pacing guide takes into account the expectation that ESL teachers are responsible to create a daily experience of interactive, expressive and energetic language learning using naturalistic approaches which expose children and adolescents to topics and areas relating to content and, most importantly, are very relevant and motivating. Therefore, the regular monitoring of learning that should be taking place throughout the year must be heavily weighted toward work sampling and performance-based assessments such as ESL Portfolio Assessments and extend to real-life preparation for the annual NJ DOE mandated English Language Proficiency Assessment, ACCESS for ELLs.

This pacing model moves students through a coherent sequence of language learning. **Appropriate linguistic grouping of students, even in small group settings, is a best-practice and expected of all ESL teachers.** This practice supports the objective of accelerating the learning of some ELLs, reinforcing the learning of others and supporting opportunities for valuable experiences such as theme-based projects in the school. Well established expectations and daily patterns support a familiarity and confidence that can cultivate independent learners. This growing student Independences not only supports confidence and growth but it provides the teacher with the time to individualize instruction (such as conferencing with students regarding their writing), time to prepare students to work productively in learning centers or in computer-assisted instruction, and time to integrate new arrivals effectively into the instructional pattern of the class.

CONTENT GRADES K-2 CLUSTER

FULL YEAR

Level A 1 through 10

Time to Talk (Phonemic Awareness, Language Building)

4 days

Story Time (Phonemic Awareness, Shared Reading & Personal Response)

4 days

Activity Time (Phonemic Awareness, Language Functions & High Frequency Words)

4 days

Hands on Centers (Cross Curricular Activities)

Throughout the Unit

Level B & C, Units 1 through 6

Two Paired Readings in Literature Anthology

One Big Book

Developing Language and Literacy

15 days

Connecting across the Curriculum

5 days

Hands on Centers (Cross Curricular Activities)

Throughout the Unit

NOTES TO THE TEACHER

The call for school districts across New Jersey to revise ESL curriculum guides to incorporate newly developed standards from two sources—WIDA/ACCESS Frameworks and the 2007 Revision of the National TESOL Standards—was introduced by the NJ Department of Education in the spring of 2007. This condensed guide was developed over a few weeks in the summer of 2007 in order to initiate and accelerate the review of our ESL curriculum and help teachers begin to better understand and implement the process of matching their instruction to those areas directly measured by the NCLB-required English Proficiency Testing (ACCESS) as quickly as possible.

It presented as the first draft of what is to be a part of a comprehensive K-12 ESL district curriculum. We encourage teachers and administrators to not only use these initial drafts to plan the ESL instruction delivered to the students but to assist the district to refine and improve subsequent versions by adding notations to the document and providing feedback as to what corrections, additions, expansions of the materials would be most helpful in designing instruction and promoting more efficient student learning in the area of English acquisition. We truly value and appreciate your input into the on-going process of developing, clarifying and improving this teacher resource.

This document is intended to serve as a reference, but also acts as a practical resource, which will support and inform the work of the K-2 ESL teacher. In addition, much care has been taken to ensure that it reflects the alignment between the National TESOL Standards and the ACCESS assessment mandated by the state as a measure of adequate yearly progress.

The curriculum herein was developed in conjunction with WIDA Framework for Formative Assessment and Instruction. The language, content and support or strategy that constitute the standard performance indicators are starting points for designing specific lesson plans for ELLs to develop their language proficiency and content mastery.

Kindergarten

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Listen actively in a variety of situations and for various purposes.</p> <p>Listen attentively and critically to a variety of speakers.</p>	<p>Recreational Objects and Activities</p> <p>Level 1: Identify recreational objects (e.g., balls, swings) from pictures (of school, playground, or park scenes) as directed orally</p> <p>Level 2 Follow one-step oral directions from pictures of recreational objects used in activities and oral statements</p> <p>Level 3: Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions. (e.g., “Pick up the ball, then give it to a friend.”)</p> <p>Level 4: Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., “Show me how to pass the ball from person to person.”)</p> <p>Level 5: Simulate playing activities according to pictures and sequential oral descriptions (e.g., “Make two rows. Choose a friend. Have the friend go between the rows.”)</p>	<p>Chanting and singing Listen to and imitate how others use English</p> <p><u>Total Physical Response</u> (TPR) Respond to language variations. Follow classroom directions.</p>	<p>Carolyn Graham and her Jazz Chants: http://www.members.tripod.com/jrmeads_515/tips.htm</p> <p>http://www.genkienglish.com</p> <p>http://www.songsforteaching.com</p> <p>http://www.tpr-world.com/abstractions.html</p> <p>http://www.hubbardscupboard.org/literacy.html</p> <p>http://www.tpr-world.com/abstractions.html</p> <p>http://www.teachers.net/lessons/posts/3670.html</p>

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Adapt language appropriate to audience.</p> <p>Use English to communicate in social settings.</p> <p>Communicate in socially and culturally appropriate ways.</p>	<p>Polite Language</p> <p>Level I: Restate polite words or expressions when modeled (e.g., “Please” and “Thank you”) in short dialogues.</p> <p>Level II: Make polite requests from models or gestures (e.g., “Please sit down.”).</p> <p>Level III: Use polite language in conversations (e.g., role play telephone talk).</p> <p>Level IV: Give compliments, offer apologies, or express gratitude within conversations.</p> <p>Level V: Adapt polite language to social situations appropriate to audience.</p>	<p><u>Chanting and singing:</u> Use acceptable tone, volume, stress, and intonation, in various settings</p> <p>Role-playing Express needs, feelings, and ideas. Share and request information</p> <p>Re-telling stories</p>	<p>Carolyn Graham and her <u>Jazz Chants</u>: http://members.tripod.com/jrmeads_515/tips.htm</p> <p>http://www.storyarts.org/classroom</p> <p>http://www.genkienglish.com</p> <p>http://www.songsforteaching.com</p> <p>http://www.teachers.net/lessons/posts/3670.html</p> <p>http://www.hubbardscupboard.org/nursery_rhyme_activities.html#PoorDogPuppet</p>

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Read and understand concepts of print to communicate in social settings.</p> <p>Identify letters, shapes, and colors.</p> <p>Identify and produce sounds.</p>	<p>School Environment</p> <p>Level 1: Match words with pictures on word walls, bulletin boards.</p> <p>Level 2 Associate sounds or letters of illustrated classroom objects with words in print.</p> <p>Level 3: Match names of familiar objects with pictures or realia.</p> <p>Level 4: Identify words or phrases in the school environment (e.g. exit, office).</p> <p>Level 5: Construct meaning of phrases or short sentences in illustrated texts.</p>	<p>Actively connect new information to information previously learned.</p> <p>Use Big Books to develop phonemic awareness activities, word lists and shared reading.</p> <p>Make inferences.</p> <p>Construct meaning by previewing and reviewing the text, and using context and picture clues.</p>	<p>http://www.pbskids.org/sesame</p> <p>http://www.starfall.com</p> <p>http://www.dltk-teach.com</p> <p>http://eduplace.com/rdg/res/literacy/em_lit4.html</p>

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Use Standard English conventions in writing.</p> <p>Write for different purposes in social settings.</p>	<p>Routines</p> <p>Level 1: Trace, copy, or depict daily routines in drawings. Reproduce initial letters associated with daily routines from labeled drawings or illustrated models.</p> <p>Level 2: Reproduce initial letters associated with daily routines from labeled drawings or illustrated models.</p> <p>Level 3 Label pictures of daily routines from illustrated models using words with invented spellings.</p> <p>Level 4 Describe daily routines from illustrated models using words and phrases with invented spelling.</p> <p>Level 5: Compose notes about daily routines using phrases or short sentences with invented spelling.</p>	<p>Represent information visually by making lists and labeling.</p> <p>Journal Writing.</p> <p>Respond to literature.</p> <p>Retell information in writing.</p> <p>Describe and summarize.</p> <p>Write a Personal Narrative.</p> <p>Make connections to personal experiences.</p> <p>Respond to picture prompts.</p> <p>Use sequencing words.</p>	<p>http://starfall.com</p> <p>http://www.dositey.com</p> <p>http://www.dltk-teach.com</p> <p>http://www.first-school.ws/theme/handwriting.htm</p> <p>http://www.readwritethink.org</p> <p>http://instech.tusd.k12.az.us/balancedlit/handbook/kinder/guidedwr.doc</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning: Colors	Instructional Objectives / Skills and Benchmarks (CPIs) and Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Listen actively in a variety of situations and for various purposes.</p> <p>Listen attentively and critically to a variety of speakers.</p>	<p>Colors</p> <p>Level 1: Respond non-verbally to oral directions (e.g., “Here is something <i>red</i>. Show me another <i>red</i> one.”).</p> <p>Level 2: Distinguish objects in pictures by color as described orally (e.g., “There is a <i>black</i> bear. Point to the <i>black</i> bear.”).</p> <p>Level 3: Place pictures involving colors according to oral directions (e.g., “First is the <i>yellow</i> paper. The <i>blue</i> paper goes on top.”).</p> <p>Level 4: Arrange a series of pictures according to oral directions that include compound sentences.</p> <p>Level 5: Organize pictures to create color displays according to descriptive oral discourse.</p>	<p>Utilize word walls for reference and reinforcement.</p> <p>Utilize TPR activities.</p> <p>Listen to read alouds.</p> <p>Use sequencing cards.</p>	<p>http://abcteach.com/directory/teaching_extras/word_walls/</p> <p>http://www.teachers.net/lessons/posts/1353.html</p> <p>http://dltk.teach.com</p> <p>http://www.atozteacherstuff.com</p> <p>http://www.esiponline.org/classroom/foundations/reading/readalouds.html</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Engage in oral discourse to convey ideas.</p> <p>Effectively use a variety of questions and responses.</p> <p>Use developmentally appropriate vocabulary to support and/or clarify a message.</p> <p>Speak for a variety of audiences and purposes.</p>	<p>Nursery Rhymes</p> <p>Level 1: Repeat words or phrases from common nursery rhymes supported by illustrations.</p> <p>Level 2: Chant phrases or short sentences using gestures from picture cues.</p> <p>Level 3: Describe persons or events in nursery rhymes from illustrations.</p> <p>Level 4: Discuss what happens (plot or events) from nursery rhyme illustrations.</p> <p>Level 5: Paraphrase nursery rhymes from illustrations.</p>	<p>Respond orally to nursery rhymes.</p> <p><u>Chanting:</u> Listen to and imitate how others use English.</p> <p><u>Role playing:</u> Acting out nursery rhymes.</p> <p><u>Story telling:</u> Paraphrase nursery rhymes.</p>	<p>http://www.teach_nology.com/teacher/lesson-plans/language_artsnursery</p> <p>http://www.teachervision.fen.com</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Identify and explain text features that contribute to comprehension.</p> <p>Acquire phonological awareness and sound-symbol relationship.</p> <p>Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.</p> <p>Acquire and apply reading strategies.</p> <p>Apply reading comprehension skills to construct meaning.</p>	<p>Feelings</p> <p>Level 1: Match symbols or icons with photographs or facial expressions that express feelings. (e.g., happy face)</p> <p>Level 2: Select matching pairs of illustrated words that express feelings.</p> <p>Level 3: Find examples of repeated words that express feelings in illustrated text. (e.g., “<i>sad</i> girl,” “<i>sad</i> boy”)</p> <p>Level 4: Predict feelings based on illustrated phrases. (e.g., on book covers)</p> <p>Level 5: Create ‘stories’ about feelings from illustrated text.</p>	<p>Actively connect new information to information previously learned.</p> <p>Utilize phonemic awareness activities, word lists and shared reading with Big Books.</p> <p>Make inferences.</p> <p>Construct meaning by previewing and reviewing the text, and using context and picture clues.</p>	<p>http://www.makebeliefscomix.com/comix.php</p> <p>http://www.lessonplanspage.com/LAobjectwordmatchforlearningtoroad23.htm</p> <p>http://www.starfall.com/</p> <p>http://www.manatee.k12.fl.us/sites/elementary/palmasola/rcompindex1.htm</p> <p>http://www.eduplace.com/rdg/res/literacy/em_lit4.html</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) and Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Draw and label pictures.</p> <p>Write words or phrases using phonetic spelling.</p> <p>Write upper and lower case letters.</p> <p>Write the letters that match sounds in words.</p> <p>Write a simple sentence using a capital letter and phonetic spelling.</p> <p>Draw a picture and write a simple sentence about the picture using Standard English conventions.</p>	<p>Environmental Print</p> <p>Level 1: Draw or trace examples of environmental print.</p> <p>Level 2: Copy examples of environmental print from labeled icons or objects.</p> <p>Level 3: Produce names of objects or icons represented in environmental print using invented spelling. (e.g., ☀ sun)</p> <p>Level 4: List examples of environmental print in illustrated scenes using icons, words, or phrases with invented spellings.</p> <p>Level 5: Give examples of environmental print in illustrated scenes using phrases or short sentences with invented spelling.</p>	<p>Interactive writing: Teacher and students share the pen.</p> <p>Shared writing: Teacher acts as a scribe for the students.</p> <p>Writer's workshop: Teacher uses this structure to support developing student writers.</p>	<p>http://www.kn.att.com/wired/fil/pages/listkindersu.html</p> <p>http://abcteach.com/</p> <p>http://pbskids.org/lions/printables/index.html</p> <p>http://www.education-world.com/a_earlychildhood/archives/castaldo.shtml</p> <p>http://www.first-school.ws/theme/handwriting.htm</p> <p>http://www.readwritethink.org</p> <p>http://teacher.scholastic.com</p> <p>http://www.ofcn.org/cyber.serv/academy/ace/lang/elem.html</p>

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p> <p>Compare and order objects according to measurable attributes (e.g. length).</p> <p>Identify, classify, compare and describe shapes.</p> <p>Apply mathematics in practical situations and in other disciplines.</p>	<p>Patterns</p> <p>Level 1: Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, snap, and stomp).</p> <p>Level 2: Select “What comes next?” in illustrated patterns according to oral directions.</p> <p>Level 3: Sort patterns from non-patterns in pictures from oral directions.</p> <p>Level 4: Identify patterns from pictures (e.g., “girl, boy, girl, boy”) from oral directions.</p> <p>Level 5 Form patterns from pictures (e.g., “the tall girl, the short girl; the tall boy, the short boy”) from detailed oral directions.</p>	<p>Listen to and interpret mathematical vocabulary.</p> <p>Use and listen to oral data to interpret mathematical vocabulary.</p> <p><u>TPR</u>: math activities</p> <p>Estimate shape and sizes from descriptions.</p> <p>Identify units of measure using math <u>word wall</u>.</p>	<p>http://abcteach.com/directory/teaching_extras/word_walls/</p> <p>http://www.kidport.com/GradeK/Math/MathIndex.htm</p> <p>http://www.touchmath.com/index.cfm?fuseaction=freestuff.welcome</p> <p>http://www.internet4classrooms.com/skills_k_math.htm</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p>

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Compare and order whole numbers.</p> <p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data: (e.g. graphs).</p> <p>Identify patterns in the environment.</p> <p>Compare and order objects according to measurable attributes.</p> <p>Identify, classify, and describe shapes.</p> <p>Apply mathematics in practical situations and in other disciplines.</p>	<p>Size Comparison</p> <p>Level 1: Indicate size of objects in pictures using gestures and words (e.g., “small”, “big”).</p> <p>Level 2: Specify size of objects in pictures (e.g., “a small ball”, “a big ball”).</p> <p>Level 3: Describe the relationship between the size of two objects in pictures using comparative phrases (e.g., “smaller,” “bigger”).</p> <p>Level 4: Pose comparative questions or statements about size from pictures or illustrated scenes. (e.g., “This is the <i>biggest</i>.”)</p> <p>Level 5: Make up related sentences or “stories” about differences in size using comparative language from illustrated scenes.</p>	<p>Compare/contrast size orally.</p> <p>Use the language of mathematics to tell a story.</p> <p>Read and interpret graphs and charts orally.</p>	<p>http://abcteach.com/directory/teaching_extras/word_walls/</p> <p>http://www.kidport.com/GradeK/Math/MathIndex.htm</p> <p>http://www.kidport.com/GradeK/Math/MeasureGeo/MathK_tall.htm</p> <p>http://www.lessoplanspage.com/MathMeasuringMonkeyTailsk.htm</p> <p>http://www.touchmath.com/index.cfm?fuseaction=freestuff.welcome</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p>

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data. (e.g. diagrams)</p> <p>Employ basic units of measurements.</p> <p>Identify, classify, compare and describe shapes.</p> <p>Apply mathematics in practical situations and in other disciplines.</p> <p>Identify 2-3-dimensional objects from the environment.</p>	<p>Classifying Geometric Shapes</p> <p>Level 1: Match pictures of real-life objects with figures of geometric shapes (e.g., book or window).</p> <p>Level 2: Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares).</p> <p>Level 3: Sort diagrams of geometric shapes according to their first letter (e.g., “c” or “r”).</p> <p>Level 4: Find pairs of matching words and diagrams of geometric shapes.</p> <p>Level 5: Identify words for geometric shapes from labeled diagrams.</p>	<p>Recognize shapes and extend patterns from models and written descriptions.</p> <p>Classify objects by shape.</p> <p>Read and interpret mathematical charts and graphs.</p> <p>Classify 2-3-dimensional figures according to labeled attributes.</p>	<p>http://mathforum.org/varnelle/kgeol.html</p> <p>http://www.active-maths.co.uk/worksheets/2place/shape_seq_y1.html</p> <p>http://mathforum.org/mathtools/cell/k,2.7.1,ALL,ALL/</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p>

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p> <p>Employ basic units of measurements.</p> <p>Identify, classify, and describe shapes.</p> <p>Apply mathematics in practical situations and in other disciplines.</p>	<p>Concepts of Time</p> <p>Level 1: Draw, trace, or copy pictures from models to express times of day (e.g., night time or day time).</p> <p>Level 2: Depict times of day (night time or day time) from illustrated scenes and models using icons, letters, or scribble writing.</p> <p>Level 3 Express times of day (morning, noon, or night) from illustrated scenes and models using words with invented spelling.</p> <p>Level 4: Complete “stories” related to times of day from illustrated scenes and models using words or phrases with invented spelling.</p> <p>Level 5: Produce thoughts or “stories” about times of day related to events or actions using phrases or short sentences with invented spelling.</p>	<p>Draw and label.</p> <p>Utilize word wall to reinforce math vocabulary.</p> <p>Journal writing</p> <p>Produce phrases or sentences about personal experiences.</p> <p>Produce illustrated stories based on personal experiences.</p>	<p>http://www.dositey.com/math/time.htm</p> <p>http://www.songsforteaching.com/jennyfixmanedutunes/tellingtime.htm</p> <p>http://www.kidzone.ws/math/kindergarten.htm</p> <p>http://teachers.net/lessons/posts/4002.html</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p>

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning :	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Explore the world using observations and experimentations.</p> <p>Describe the development of plants and animals.</p> <p>Determine the needs of living things.</p> <p>Distinguish between natural objects and objects made by humans.</p> <p>Describe organisms and environments.</p> <p>Identify characteristics of organisms.</p>	<p>Living / Non-living things</p> <p>Level 1: Classify living or non-living things using oral statements and pictures.</p> <p>Level 2 Match oral descriptions of living or non-living things with pictures. (e.g., “It lives in water. It swims.”)</p> <p>Level 3: Identify living or non-living things from WH- questions and pictures. (e.g., “Which animal has no legs?”)</p> <p>Level 4: Match features (e.g., feathers/ birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions.</p> <p>Level 5: Organize pictures with labels or other graphic representations of features of living or non-living things described orally.</p>	<p><u>TPR</u> activities Follow oral directions to classify and identify living and non-living things.</p> <p><u>Role playing</u> Dramatize songs about animals.</p> <p>Locate science vocabulary on the <u>word wall</u>.</p>	<p>http://teacher.nsr1.rochester.edu/physics/labs/AppendixE/AppendixE.html</p> <p>http://abcteach.com/directory/teaching_extras/word_walls/</p> <p>http://register.free-sounds-online.com/index.aspx?s=soundeffects&f=684062&pop=2&c=33649&ref_trid=e49896ee-8ac0-404e-b92a-c75a82adbbe4&fn=Google-200782538[sound%20effects%20wav]Broad</p> <p>http://www.lessonplanspage.com/ScienceK1.htm</p> <p>http://www.atozteacherstuff.com/pages/345.shtml</p>

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Explore the world using observations and experimentations.</p> <p>Describe the development of plants and animals.</p> <p>Determine the needs of living things.</p> <p>Study how actions affect the environment.</p> <p>Recognize the forms, sources, and uses of water.</p> <p>Explore, describe and talk about the natural environment.</p>	<p>Weather</p> <p>Level 1: Name familiar objects in photographs or illustrations associated with weather conditions.</p> <p>Level 2: Describe weather conditions from photographs or illustrations (e.g., “windy”).</p> <p>Level 3: Predict weather conditions from illustrated scenes. (e.g., “It’s going to rain.”)</p> <p>Level 4: Compare or contrast weather conditions in illustrated scenes.</p> <p>Level 5: Express likes, dislikes, or preferences, with reasons, related to weather conditions from illustrated scenes.</p>	<p><u>Chanting, singing</u> and reciting: Use acceptable tone, volume, stress, and intonation, in various settings.</p> <p>Respond orally to picture prompts.</p> <p>Complete <u>KWL chart</u> about weather.</p> <p>Retell stories.</p>	<p><u>http://www.cstone.net/~bcp/K/KMrSci.htm</u></p> <p><u>http://www.first-school.ws/activities/science/drippy.htm</u></p> <p><u>http://www.first-school.ws/activities/alpha/w/water.htm</u></p> <p><u>http://www.alphabet-soup.net/theme.html</u></p> <p><u>http://www.coreknowledge.org/C/K/resrcs/lessons/K.htm</u></p>

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Identify parts of the body.</p> <p>Explore the body movements using observations and experimentations.</p> <p>Describe the development of plants and animals and differentiate between their needs.</p> <p>Study how human actions affect the environment.</p>	<p>Parts of the Body</p> <p>Level 1: Apply concepts of print to books about body parts (e.g., “The book is about eyes, Show me the title of the book.”).</p> <p>Level 2: Pair labeled pictures of body parts with matching icons.</p> <p>Level 3: Associate labeled pictures of body parts with initial consonants.</p> <p>Level 4: Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet).</p> <p>Level 5: Match pictures of body parts with words.</p>	<p>Construct meaning by previewing and reviewing the text.</p> <p>Use context clues to construct meaning.</p> <p>Predict results of science experiments based on written description.</p> <p>Actively connect new experiences to the previously learned ones.</p> <p>Compare and classify objects based on their written description.</p>	<p>http://www.teachervision.fen.com/body-parts/curriculum-planning/6209.html#tips</p> <p>http://web2.airmail.net/kboyle</p>

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies and Activities</i> that could illustrate Objectives	Suggested Resources
<p>Explore the world using observations and experimentations.</p> <p>Describe the development of plants and animals.</p> <p>Determine the needs of living things.</p> <p>Recognize the forms, sources, and uses of water.</p> <p>Explore, describe and talk about the natural environment.</p>	<p>Scientific Process</p> <p>Level 1: Produce drawings of materials needed for scientific inquiry from labeled pictures.</p> <p>Level 2: Copy names of materials needed for scientific inquiry from labeled pictures.</p> <p>Level 3: Reproduce a list of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings.</p> <p>Level 4: Describe materials used in scientific inquiry using words or phrases with invented spellings.</p> <p>Level 5: Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings.</p>	<p>Utilize graphic organizers: Venn diagrams KWL Charts</p> <p>Journal writing</p> <p>Interactive writing</p> <p>Shared writing</p> <p>Writer's workshop</p>	<p>http://www.kindergarten-lessons.com/science-lessons.html</p>

English Language Proficiency Standard 5:

**English language learners communicate information, ideas, and concepts necessary for academic success in the
Content area of SOCIAL STUDIES.**

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Appreciate the basic values and principles of American democracy.</p> <p>Explain changes in families, communities, and societies.</p> <p>Understand how maps and globes are used to represent locations and spatial relationships.</p> <p>Explain why it is important to understand diverse people, ideas, and cultures.</p>	<p>Transportation</p> <p>Level 2: Associate sounds of different modes of transportation with pictures. (e.g., “Which goes choo, choo?”)</p> <p>Level 2: Identify modes of transportation from visually supported rhymes or chants (e.g., “The Wheels on the Bus”).</p> <p>Level 3: Match pictures of modes of transportation with descriptive statements. (e.g., “An airplane goes fast.”)</p> <p>Level 4: Pair modes of transportation with their environment based on pictures and oral directions. (e.g., “The jet flies in the air.”)</p> <p>Level 5: Differentiate modes of transportation from the past or present based on pictures and oral descriptions.</p>	<p>Chanting and singing: Listen to and imitate how others use English.</p> <p><u>Storytelling:</u> Listen actively to a story.</p> <p>Create timelines based on oral statements.</p> <p>Apply <u>map skills</u>.</p> <p>Follow oral directions on a map.</p> <p>Use oral data to construct <u>graphs</u>.</p>	<p>Carolyn Graham <u>Jazz Chants</u>: http://members.tripod.com/jrmeads_515/tips.htm</p> <p>http://www.storyarts.org/classroom</p> <p>http://www.niehs.nih.gov/kids/musichild.htm</p> <p>http://nces.ed.gov/nceskids/graphing</p> <p>http://www.sasked.gov.sk.ca/docs/kindergarten/kindsth.html</p> <p>http://www.lessonplanspage.com/SSMDOTransportationUnitK.htm</p> <p>http://www.geocities.com/kindergartenkapers/transportation.html</p>

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Appreciate the basic values and principles of American democracy.</p> <p>Explain changes in families, communities, and societies.</p> <p>Understand how maps and globes are used to represent locations and spatial relationships.</p> <p>Explain why it is important to understand diverse people, ideas, and cultures.</p>	<p>Homes /Communities/ Habitats</p> <p>Level I: Repeat names of different types of homes or habitats from models and illustrations (e.g., house, nest, pond).</p> <p>Level II: Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., bee hive).</p> <p>Level III: Describe different types of homes or habitats from illustrated scenes using phrases or short sentences.</p> <p>Level IV: Compare and contrast different types of homes or habitats from illustrated scenes using related sentences.</p> <p>Level V: Provide detailed information about homes or habitats (e.g., personal address or “A bird lives in a nest in a tree.”).</p>	<p><u>Map Skills</u> Use map tools to give oral directions.</p> <p>Apply specific map vocabulary to describe location.</p> <p><u>Chanting and singing:</u> Engage in discussion and share information.</p> <p>Retell stories that support homes / habitat themes.</p>	<p><u>http://teacher.scholastic.com/fieldtrp/socstu/maps.htm</u></p> <p>Carolyn Graham and her <u>Jazz Chants:</u> <u>http://members.tripod.com/jrmeads_515/tips.htm</u></p> <p><u>http://www.kidzone.ws/animals/as-animalhabitats.htm</u></p>

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Explain that the United States of America is a diverse nation.</p> <p>Identify traditions and celebrations of various cultures.</p> <p>Participate in activities such as dancing, singing and playing games that represent various cultures.</p>	<p>Food</p> <p>Level 1: Recognize food-related symbols or icons in illustrations.</p> <p>Level 2: Match pictures and words to words about food from various sources (e.g., labels on cans or cartons).</p> <p>Level 3: Find labeled pictures of food by initial sounds or consonants (e.g., pineapple, peas).</p> <p>Level 4: Sort pictures of food by initial sounds or consonants. (e.g., “Find foods that start with the letter B.”)</p> <p>Level 5: Identify food words in illustrated phrases or short sentence.</p>	<p>Actively connect new information to information previously learned.</p> <p>Utilize phonemic awareness activities, word lists and shared reading with Big Books.</p> <p>Make inferences.</p> <p>Construct meaning by previewing and reviewing the text, and using context and picture clues.</p>	<p>http://teacher.scholastic.com/fieldtrp/socstu/maps.htm</p> <p>http://www.edhelper.com/kindergarten/Letter_E.htm</p> <p>http://www.graphic.org/</p> <p>http://www.edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.starfall.com/</p> <p>http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=4304</p>

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Appreciate the basic values and principles of American democracy.</p> <p>Explain changes in families, communities, and societies.</p> <p>Understand how maps and globes used to represent locations and spatial relationships.</p> <p>Explore history, resources, and people of New Jersey.</p> <p>Explain why it is important to understand diverse people, ideas, and cultures.</p>	<p>Location of People, Places and Objects</p> <p>Level 1: Draw or trace people, places, or objects in school from pictures or models.</p> <p>Level 2: Copy name of people, places, or objects in school from pictures and models using letters or scribble writing.</p> <p>Level 3: Label people, places, or objects in school from pictures and models using words with invented spelling.</p> <p>Level 4: Make lists of people, places, or objects in school from pictures and models using words or phrases with invented spelling.</p> <p>Level 5: Create “stories” about people, places, or objects in school from pictures using phrases or short sentences with invented spelling.</p>	<p>Compare and contrast regions using graphic organizers.</p> <p>Interactive writing: Teacher and students share the pen.</p> <p>Shared writing: Teacher acts as a scribe for the students.</p> <p>Writer’s workshop: Teacher uses this structure to support developing student.</p>	<p>http://www.edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.booknutsreadingclub.com/descriptivewriting.html</p> <p>http://www.booknutsreadingclub.com/picturebooks.html</p> <p>http://school.discovery.com/clipart/category/socs.html</p> <p>http://teacher.scholastic.com/scholasticnews/games_quizzes/postcards/index.asp</p>

ESL PORTFOLIO RECORD LEVEL A

Student: _____ ELP: _____ Grade: _____ SY: _____ School: _____ Teacher: _____

LISTENING AND SPEAKING: Program Guide & Assessment Handbook, Unit Vocabulary Assessment, Mid year & End-of-Year Progress Test

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Task: Repeat sentences from rhymes & chants modeled on CD recording. Date: Score:	Task: Answer explicit questions about a Read-Aloud. Date: Score:	Task: Measure real-life objects using non standard measurement tools (e.g.) Hands, Feet. Date: Score:	Task: Identify seasons of the year from oral descriptions. TE : p. T179 Date: Score:	Task: Paraphrase peer description of his/her favorite activity. Date: Score:

READING AND WRITING: **Reading:** Program Guide & Assessment Handbook, Mid Year & End of the Year Progress Tests

Writing: Complete Standard 3 and 4 writing task and choose 3 of the following: labeled picture(s), story elements or personal narrative, description (TE: pT43, TRB master 8), or Riddles (TE: p T175, TRB master p22)

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Task: Using reading strategies & inventive spelling label pictures of daily routines from illustrated models. Date: Rubric Score:	Task: Extend a Big Book by drawing pictures and writing about them using inventive spelling. Date: Rubric Score:	Task: Write a schedule matching specific times of the day with daily activities and read it to a partner. TE: p.T219 TRB Master 89 Date: Rubric Score:	Task: Create a recipe using information and vocabulary from a word wall. TE : p. T87 TRB Master 14 & 18 Date: Rubric Score:	Task: Produce illustrated “stories” about self and family using words or phrases with inventive spelling and present it to class. Date: Rubric Score:

Grades 1-2

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of <i>Research Based Strategies</i> and <i>Activities</i> that could illustrate Objectives	Suggested Resources
<p>Listen actively in a variety of situations and for various purposes.</p> <p>Listen attentively and critically to a variety of speakers.</p> <p>Develop an age appropriate listening, speaking, reading and writing vocabulary.</p>	<p>School Personnel and Activities</p> <p>Level 1: Identify symbols, objects, or people associated with classrooms or school areas, personnel, or activities from pictures and oral statements (e.g., “Office” or “Exit”).</p> <p>Level 2: Locate school areas, personnel, or activities described orally with visual support (e.g., corner of the room, washroom down the hall).</p> <p>Level 3: Match school areas, personnel, or activities described orally to illustrated school or classroom scenes.</p> <p>Level 4: Sort school areas, personnel, or activities from non - school areas, personnel, or activities according to oral descriptions with visual support. (e.g., “Which person does <i>not</i> work in the school?”)</p> <p>Level 5: Match oral descriptions of school areas, personnel, or activities with individual needs or situations (e.g. “If then;” Suppose”).</p>	<p>Chanting and singing</p> <p>Listen to and imitate how others use English.</p> <p>Role playing</p> <p>TPR activities: Respond to language variations. Follow classroom directions.</p> <p>Storytelling</p> <p>Listen actively to a story.</p>	<p>Carolyn Graham Jazz Chants: http://members.tripod.com/jrmeads_515/tips.htm</p> <p>http://www.storyarts.org/classroom</p>

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of Research Based Strategies and Activities that could illustrate Objectives	Suggested Resources
<p>Communicate in socially and culturally appropriate ways.</p> <p>Listen actively in a variety of situations and for various purposes.</p> <p>Use learning strategies to extend oral communication competence.</p> <p>Develop an age appropriate listening, speaking, reading and writing vocabulary.</p>	<p>Everyday Objects</p> <p>Level 1: Name everyday objects depicted visually when given choices. (e.g., Is this a book or a cookie?)</p> <p>Level 2: Tell primary function or use of everyday objects depicted visually. (e.g., “You put food on a plate.”)</p> <p>Level 3: Relate multiple functions or uses of everyday objects depicted visually (e.g., “I do homework on the table and eat dinner there.”)</p> <p>Level 4: Compare/contrast uses of everyday objects depicted visually. (e.g., “I wash myself with soap. I dry myself with a towel.”)</p> <p>Level 5: Evaluate and give reasons for usefulness of everyday objects. (e.g., “Pencils are better than crayons for writing. You can write neater with pencils.”)</p>	<p><u>Chanting</u>, singing, and reciting: Use acceptable tone, volume, stress, and intonation, in various settings.</p> <p>Participate in creative responses to stories: role-play, <u>oral presentations</u>, and retelling stories</p>	<p>Carolyn Graham Jazz Chants: <u>http://members.tripod.com/jrmeads_515/tips.htm</u></p> <p><u>http://www.eslpartyland.com/teacher/s/nov/listen.htm</u> - Reading</p> <p><u>http://www.storyarts.org/classroom</u></p>

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Read orally and silently with comprehension and fluency.</p> <p>Read and understand to communicate in social settings.</p> <p>Respond to a text in socially and culturally appropriate ways.</p> <p>Develop an age appropriate listening, speaking, reading and writing vocabulary.</p>	<p style="text-align: center;">Personal Information</p> <p>Level 1: Match illustrated words with bank of words about self.</p> <p>Level 2: Identify illustrated phrases reflective of self. (e.g., “go to school,” ”go home”)</p> <p>Level 3: Answer yes/no or choice questions about self in illustrated text. (e.g., “Are you a cat?”)</p> <p>Level 4: Select illustrated sentences reflective of self. (e.g., “I go to school on Fridays.”)</p> <p>Level 5: Distinguish between true and false information about self. (e.g., “I have three eyes.”)</p>	<p>Apply basic reading comprehension skills such as skimming, scanning, previewing and reviewing the text, and using context clues to construct meaning.</p> <p>Make inferences.</p> <p>Actively connect new information to information previously learned.</p> <p>Read rules and procedures.</p> <p>Participate in creative responses to texts: role-play, oral presentations, and retelling stories.</p>	<p>http://search.edhelper.com/cgi-bin/ednet.cgi</p>

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes
within the school setting.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Use Standard English conventions in writing.</p> <p>Write for different purposes in social settings.</p> <p>Develop an age appropriate listening, speaking, reading and writing vocabulary.</p> <p>Use a variety of writing styles for different audiences.</p>	<p>Personal Correspondence</p> <p>Level 1: Trace, copy, or produce words about self using models and pictures.</p> <p>Level 2: Make lists for varying personal purposes using models and pictures. (e.g., needed school supplies)</p> <p>Level 3: Relate personal facts using models and pictures. (e.g., “I have brown eyes.”)</p> <p>Level 4: Compose personal messages for friends using models and pictures.</p> <p>Level 5: Narrate or compose personal stories from pictures.</p>	<p>Organize information graphically.</p> <p>Represent information visually by making lists and labels.</p> <p>Journal Writing Respond to literature. Retell information in writing. Describe and summarize.</p> <p>Write a personal narrative.</p>	<p>http://www.edhelper.com/teachers/graphic_organizers.htm?gclid=CNyeovXVwI0CFRU6OAodlWy8Lw</p> <p>http://www.eduplace.com/graphicorganizer/</p> <p>http://www.iss.k12.nc.us/writing/default.htm</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Listen attentively and critically to a variety of speakers.</p> <p>Appreciate literature by reading, listening to, viewing and responding to fiction and non-fiction.</p> <p>Learn how words work by studying the relationship between sounds and symbols and the construction of words.</p> <p>Understand the meaning of common and specific vocabulary in literature and informational text.</p>	<p>Sequence of Story</p> <p>Level 1: Match pictures to sentences read aloud.</p> <p>Level 2: Order pictures of related sentences read aloud that use ordinal numerals or sequential language (e.g., first, second, last; first, then, next).</p> <p>Level 3: Sequence pictures of stories read aloud by beginning, middle, and end.</p> <p>Level 4: Match story sequence read aloud to a series of pictures. (e.g., Once upon a time....and they lived happily ever after)</p> <p>Level 5: Select logical outcomes or endings to stories read aloud.</p>	<p>Create word families and word walls.</p> <p>Participate in guided reading and literature circles.</p> <p>Listen to a read-aloud using a variety of genres.</p> <p>Identify story elements.</p>	<p>http://abcteach.com/directory/teaching_extras/word_walls/</p> <p>http://www.oe.k12.mi.us/balanced_literacy/guided_reading.htm</p> <p>http://www.literatureplace.com/bookfolios/info/core_realistic_fiction.asp</p> <p>http://www.teachers.net/lessons/posts/1353.html</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Engage in oral discourse to convey ideas.</p> <p>Use developmentally appropriate vocabulary to support and/or clarify a message.</p> <p>Speak for a variety of audiences and purposes.</p> <p>Appreciate literature by reading, listening to, viewing and responding to fiction and non-fiction.</p> <p>Understand the meaning of common and specific vocabulary in literature and informational text.</p>	<p>Story Elements</p> <p>Level 1: Name characters and/or settings of stories from picture books.</p> <p>Level 2: Describe characters or settings of stories from picture books.</p> <p>Level 3: State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories.</p> <p>Level 4: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories.</p> <p>Level 5: Retell stories using story elements from picture books or short stories.</p>	<p>Respond orally to a read-aloud using a variety of genres.</p> <p>Identify story elements.</p> <p>Make predictions about conflict resolution.</p> <p>Respond orally to open-ended questions.</p> <p>Dictate entries for a KWL chart.</p>	<p>http://www.timsheppard.co.uk/story/storylinks.html</p> <p>http://www.jhu.edu/gifted/teaching/strategies/analysis/openendedquestions.htm</p> <p>KWL chart: http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2kwl.htm</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Identify and explain text features that contribute to comprehension.</p> <p>Acquire phonological awareness and sound-symbol relationship.</p> <p>Decode and recognize words through letter-sound correspondence, structural analysis, and word study skills.</p> <p>Read orally and silently with comprehension and fluency.</p> <p>Acquire and apply reading strategies.</p> <p>Apply reading comprehension skills to construct meaning.</p>	<p>Phonics and Phonemic Awareness</p> <p>Level 1: Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context.</p> <p>Level 2: Match letters/digraphs within and across words with pictures in context.</p> <p>Level 3: Sort words and phrases, with visual support, into phonological or semantic categories (e.g., c that sounds like k, c that sounds like s).</p> <p>Level 4: Identify words with phonetic variation in illustrated phrases or sentences (e.g., words with silent letters).</p> <p>Level 5: Match sentences that contain words with phonetic variation with pictures.</p>	<p>Apply basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text.</p> <p>Use context clues to construct meaning.</p> <p>Read repetitive phrases found in a variety of genres (e.g., fairy tales, legends, and tall tales).</p> <p>Recognize language patterns from poetry and rhymes.</p>	<p>http://www.edhelper.com/language/Reading_Skills.htm</p> <p>http://www.scc.losrios.edu/~langlit/reading/contextclues/intro1.htm</p> <p>http://www.timsheppard.co.uk/story/storylinks.html</p> <p>http://www.youthlearn.org/learning/activities/language/poetry.asp</p> <p>http://42explore.com/poetry.htm</p>

English Language Proficiency Standard 2:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Use the writing process.</p> <p>Create a formal product in a variety of genres.</p> <p>Use Standard English conventions in writing.</p> <p>Write for different purposes.</p>	<p>Word Families</p> <p>Level 1: Reproduce illustrated word pairs by families (e.g., cat, hat).</p> <p>Level 2: Generate lists of word families from illustrated models.</p> <p>Level 3: Make original statements or questions using illustrated word families.</p> <p>Level 4: Produce related sentences using illustrated word families.</p> <p>Level 5: Create fictional stories using word families.</p>	<p>Relate a story to personal experience.</p> <p>Evaluate a character's role in a selection.</p> <p>Respond to literature through journal writing.</p> <p>Organize information graphically.</p> <p>Compare and contrast using descriptive language.</p>	<p>http://www.iss.k12.nc.us/writing/default.htm</p> <p>Teaching descriptive writing: http://school.discovery.com/lessonplans/programs/writingStrat/</p> <p>http://www.graphic.org/</p> <p>http://www.eduplace.com/graphicorganizer/</p>

English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of MATHEMATICS.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Pose questions to collect, organize and collect data.</p> <p>Compare using “greater than” and “less than” to compare.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p> <p>Employ basic units of measurements.</p> <p>Identify, classify, and describe shapes.</p> <p>Apply mathematics in practical situations and in other disciplines.</p>	<p>Shapes Level 1: Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., “Find a shape like the sun.”). Level 2: Match attributes of two or three-dimensional shapes described orally to objects (e.g., “Find a shape with 4 sides.”). Level 3: Identify objects composed of multiple two or three-dimensional shapes described orally (e.g., “Put three circles on top of each other (e.g.” Place three circles of different sizes horizontally directly underneath each other. What did you make?”). Level 4: Construct and identify two- or three-dimensional figures described orally (e.g., “Use four straws to make a shape. What did you make?”). Level 5: Alter two or three- dimensional shapes to make others based on oral discourse. (e.g., “Take one side away from a square. Move the three line segments to make a shape. What do you have?”)</p>	<p>Use oral data to construct graphs.</p> <p>Listen to and interpret mathematical vocabulary.</p> <p>T.P.R. math activities: Estimate shapes and sizes from descriptions.</p> <p>Compare and order numbers. Use manipulative to construct objects described orally.</p> <p>Identify units of measure using math word wall.</p> <p>Match mathematical operation to its oral description.</p> <p>Solve open-ended math problems presented orally.</p>	<p>http://www.internet4classrooms.com/skills_1st.htm</p> <p>http://www.internet4classrooms.com/skills_2nd.htm</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p> <p>http://www.internet4classrooms.com/skills_1st.htm</p> <p>http://www.kidport.com/grade1/Math/MathIndex.htm</p> <p>http://www.toonuniversity.com/aol/aol_math_k2.asp</p> <p>http://www.geocities.com/enchanterforest/tower/1217/math1.html</p> <p>http://www.quia.com/hm/81768.html</p>

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p> <p>Apply Mathematics in practical situations and in other disciplines.</p>	<p>Basic Operations</p> <p>Level 1: Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements. (e.g. 2 apples plus 2 apples are 4 apples)</p> <p>Level 2: Restate basic operations from oral statements, referring to pictures of everyday objects. (e.g., “Ten pencils <i>and</i> ten more are twenty.”)</p> <p>Level 3: Describe representations of basic operations from pictures of everyday objects and oral descriptions. (e.g., “There are seven dogs altogether.”)</p> <p>Level 4: Compare/contrast basic operations needed in problem solving from pictures and oral descriptions</p> <p>Level 5: Explain processes involving basic operations from pictures and grade level oral descriptions.</p>	<p><u>Chanting</u> and singing:</p> <p>Utilize math related changes and songs.</p> <p>Utilize picture prompts and manipulatives.</p> <p>Utilize <u>charts</u> to compare, contract and explain math processes.</p>	<p>http://www.internet4classrooms.com/skills_1st.htm</p> <p>http://www.internet4classrooms.com/skills_2nd.htm</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p> <p>http://www.kidport.com/grade1/Math/MathIndex.htm</p> <p>http://www.toonuniversity.com/aol/aol_math_k2.asp</p> <p>http://www.geocities.com/enchant-edforest/tower/1217/math1.html</p> <p>http://www.quia.com/hm/81768.html</p>

English Language Proficiency Standard 3:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p> <p>Apply mathematics in practical situations and in other disciplines.</p>	<p>Estimation</p> <p>Level 1 Match labeled pictures with general words related to estimation to pictures of varying quantities. (e.g., a lot, a little)</p> <p>Level 2: Match words or phrases related to estimation to pictures of varying quantities. (e.g., about 20 cents)</p> <p>Level 3: Identify language associated with estimation in illustrated phrases or sentences. (e.g., “I see close to 100 nickels.”)</p> <p>Level 4: Order illustrated sentences involving estimation. (e.g., “I have one dollar. Candy costs around 40 cents. I can buy two pieces.”)</p> <p>Level 5: Analyze math sentences from grade level materials to identify estimation strategies.</p>	<p>Utilize manipulatives (Including coins).</p> <p>Utilize sentences strips placed in pocket charts.</p>	<p>http://www.learner.org/teacherslab/math/patterns/index.html</p> <p>http://www.internet4classrooms.com/skills_1st.htm</p> <p>http://www.internet4classrooms.com/skills_2nd.htm</p> <p>http://www.k111.k12.il.us/king/math.htm#-----</p> <p>http://www.kidport.com/grade1/Math/MathIndex.htm</p> <p>http://www.toonuniversity.com/aol/aol_math_k2.asp</p> <p>http://www.geocities.com/enchanterforest/tower/1217/math1.html</p> <p>http://www.quia.com/hm/81768.html</p>

English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of MATHEMATICS.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Use numbers and mathematical operations to solve real life problems.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p> <p>Identify, classify, and describe shapes.</p> <p>Apply mathematics in practical situations.</p> <p>Identify and complete patterns that grow, shrink or repeat.</p>	<p>Whole Numbers</p> <p>Level 1: Use whole numbers from graphs or visuals and word banks (e.g., from 1-100).</p> <p>Level 2: Write phrases using whole numbers to describe graphs or visuals and word banks. (e.g., twenty-one crayons)</p> <p>Level 3: List uses of whole numbers from graphs or visuals using phrases or short sentences.</p> <p>Level 4: Describe or compare whole numbers from graphs or visuals using compound or complex sentences. (e.g., “There are 3 tens and 2 ones.”)</p> <p>Level 5: Create stories using whole numbers.</p>	<p>Use whole numbers 1—100 to label graphs or visuals.</p> <p>Refer to number charts and word wall to draw and label pictures using.</p> <p>Write phases to describe visuals containing whole numbers found on charts/graphs.</p> <p>Create sentences to describe visuals containing whole numbers found on charts/graphs.</p> <p>Use shared writing to create stories to describe real life situations. (e.g. cooking or shopping)</p>	<p>http://www.k111.k12.il.us/king/math.htm#-----</p> <p>http://www.internet4classrooms.internet4classrooms.com/skills_1st.htm</p> <p>http://www.kidport.com/grade1/Math/MathIndex.htm</p> <p>http://www.toonuniversity.com/aol/aol_math_k2.asp</p> <p>http://www.geocities.com/enchant-edforest/tower/1217/math1.html</p> <p>http://www.quia.com/hm/81768.html</p>

English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of SCIENCE.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Organize and communicate ideas, observations and experiences through drawing and discussion.</p> <p>Explore the world using observations and experimentations.</p> <p>Use scientific tools to gather, analyze, and interpret data.</p> <p>Study how human actions affect the environment.</p> <p>Recognize the forms, sources, and uses of water.</p>	<p>Chemical or Physical Attributes</p> <p>Level 1: Identify objects according to chemical or physical properties from pictures and oral statements.</p> <p>Level 2: Match objects according to chemical or physical properties from pictures and oral descriptions.</p> <p>Level 3: Group objects according to chemical or physical properties from pictures and oral statements. (e.g., “Water and milk are liquids. Find another liquid.”)</p> <p>Level 4: Rank objects according to chemical or physical properties from pictures and oral descriptions. (e.g., from coldest to warmest)</p> <p>Level 5: Analyze objects based on chemical or physical properties from oral discourse.</p>	<p><u>TPR</u>. Activities Follow oral directions for conducting science experiments.</p> <p>Understand science vocabulary and locate on word walls.</p> <p>Actively relate new information to information previously learned.</p> <p><u>Chanting</u> and singing: Listen to and imitate how others use English.</p>	<p>http://abcteach.com/directory/teaching_extras/word_walls/</p>

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Organize and communicate ideas, observations and experiences through drawing and discussion.</p> <p>Explore the world using observations and experimentations.</p> <p>Use scientific tools to gather, analyze, and interpret data.</p> <p>Recognize the forms, sources, and uses of water.</p>	<p>Weather</p> <p>Level 1: Use words or phrases related to weather from pictures or photographs (e.g., “clouds in sky”).</p> <p>Level 2: Make statements about weather from pictures or photographs. (e.g. “It’s raining.”)</p> <p>Level 3: Ask questions about weather from pictures or photographs.</p> <p>Level 4: Forecast weather and provide reasons from pictures or photographs.</p> <p>Level 5: Evaluate and weigh options related to weather forecasting.</p>	<p><u>Chanting</u>, singing and reciting: Use acceptable tone, volume, stress, and intonation, in various settings.</p> <p>Respond orally to picture prompts.</p> <p>Complete <u>KWL</u> chart about weather.</p> <p>Retell stories.</p>	<p>http://www.uen.org/weather/html/teacher_links2.html</p> <p>http://www.cstone.net/~bcp/K/KMrSci.htm</p> <p>http://www.first-school.ws/activities/science/drippy.htm</p> <p>http://www.alphabet-soup.net/theme.html</p> <p>http://www.coreknowledge.org/CK/resources/lessons/K.htm</p>

English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of SCIENCE.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Organize and communicate ideas, observations and experiences through drawing and discussion.</p> <p>Explore the world using observations and experimentations.</p> <p>Use scientific tools to gather, analyze, and interpret data.</p> <p>Acquire vocabulary associated with organisms.</p> <p>Describe the development of plants and animals and differentiate between their needs.</p> <p>Read, interpret, construct, and analyze visual displays of data.</p>	<p>Living Organisms</p> <p>Level 1: Identify living organisms from symbols, photographs, graphs, or charts with labels.</p> <p>Level 2: Classify living organisms (e.g., birds or mammals) by using pictures, icons, and text with graphic organizers (e.g. T chart).</p> <p>Level 3: Complete graphs or charts using pictures, icons, and text related to living organisms.</p> <p>Level 4: Respond to questions about graphs or charts related to living organisms using icons and text.</p> <p>Level 5: Interpret graphs or charts related to living organisms using icons and explicit grade level text.</p>	<p>Apply basic reading comprehension skills such as skimming, scanning, previewing, and reviewing the scientific text.</p> <p>Use context clues to construct meaning.</p> <p>Actively connect new experiences to the previously learned ones.</p> <p>Compare and classify objects based on their written description.</p>	<p>http://web2.airmail.net/kboyle</p>

English Language Proficiency Standard 4:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Organize and communicate ideas, observations and experiences through writing, drawing and discussion.</p> <p>Explore the world using observations and experimentations.</p> <p>Use scientific tools to gather, analyze, and interpret data.</p> <p>Describe the development of plants and animals.</p> <p>Study how human actions affect the environment.</p>	<p>Observing Changes</p> <p>Level 1: Note difference or change by labeling drawings or copying words from word banks (e.g., <i>baby to man</i>).</p> <p>Level 2: Identify changes according to stages of processes or cycles using drawings, words, or phrases. (e.g., from seeds to plants or from caterpillars to butterflies)</p> <p>Level 3: Describe change in processes or cycles depicted in visuals using phrases and short sentences.</p> <p>Level 4: Compare/contrast change depicted in visuals using a series of sentences .</p> <p>Level 5: Explain the process of change in visuals using connected thoughts.</p>	<p>Study and illustrate life cycles and webs.</p> <p>Journal Writing</p> <p>Maintain a science journal.</p> <p>Apply scientific method: Use science logs to write down observations about experiments.</p> <p>Compare/contrast features of scientific objects through writing.</p> <p>Describe the life cycle.</p>	<p>Animal life cycle printouts: http://www.enchantedlearning.com/coloring/lifecycles.html</p> <p>Introduction to scientific method: http://teacher.nsr1.rochester.edu/phylabs/AppendixE/AppendixE.html</p> <p>Water cycle and water science http://ga.water.usgs.gov/edu/watercycle.html</p>

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: LISTENING—process, understand, interpret, and evaluate spoken language in a variety of situations

Essential Learning:	Instructional Objectives / Skills and Benchmarks (CPIs) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	
<p>Explain changes in families, communities, and societies.</p> <p>Understand how maps and globes used to represent locations and spatial relationships.</p> <p>Understand the spatial concepts of location, distance and direction.</p> <p>Interpret directions, time lines, picture graphs and charts.</p>	<p>Map Skills</p> <p>Level 1: Locate reference points or icons on maps from oral commands.</p> <p>Level 2: Identify major physical features on maps based on oral directions.(e.g., “Find the tall mountains.”)</p> <p>Level 3: Identify places on maps using directionality based on a series of oral statements.</p> <p>Level 4: Distinguish among geographic locations on maps based on oral descriptions.</p> <p>Level 5: Follow travel routes on maps based on a series of directionality and sequence</p>	<p><u>Chanting and singing:</u> Listen to and imitate how others use English.</p> <p>Storytelling</p> <p>Listen actively to a story.</p> <p>Create timelines based on oral statements.</p> <p>Apply map skills.</p> <p>Follow oral directions on a map.</p> <p>Use oral data to construct maps.</p>	<p>Carolyn Graham <u>Jazz Chants:</u> <u>http://members.tripod.com/jrmeads515/tips.htm</u></p> <p><u>http://www.storyarts.org/classroom</u></p> <p><u>http://teach-nology.com/web_tools/materials/timelines/</u></p> <p><u>http://teacher.scholastic.com/fieldtrp/socstu/maps.htm</u></p> <p>Online graphing activities provided by National Center for Education Statistics <u>http://nces.ed.gov/nceskids/graphing</u></p> <p><u>http://www.sfsocialstudies.com/g1/u2/index.html</u></p> <p><u>http://www.internet4classrooms.com/skills_1st_social.htm</u></p> <p><u>http://www.internet4classrooms.com/skills_2nd_social.htm</u></p>

English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of SOCIAL STUDIES.

Domain: SPEAKING—engage in oral communication in a variety of situations for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Understand interdependency of family, friends and neighbors.</p> <p>Explain changes in families, and communities.</p> <p>Explain why it is important to understand diverse people, ideas, and cultures.</p>	<p>Community Workers</p> <p>Level 1: Name community workers from pictures or illustrated scenes.</p> <p>Level 2: State roles of community workers from pictures or illustrated scenes.</p> <p>Level 3: Describe encounters or interactions with community workers from illustrated scenes.</p> <p>Level 4: Explain importance or contributions of community workers from illustrated scenes.</p> <p>Level 5: Predict impact of community workers in emergencies or unusual situations.</p>	<p>Chanting and Singing</p> <p>Respond orally to pictures.</p> <p>Respond orally to open-ended questions.</p> <p>Role playing</p>	<p>http://teacher.scholastic.com/fieldtrp/socstu/maps.htm</p> <p>Carolyn Graham and her Jazz Chants: http://members.tripod.com/jrmeads515/tips.htm</p> <p>http://www.internet4classrooms.com/skills_1st_social.htm</p> <p>http://www.internet4classrooms.com/skills_2nd_social.htm</p>

English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic success in the
content area of SOCIAL STUDIES.

Domain: READING—process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Appreciate the basic values and principles of American democracy.</p> <p>Explore traditional celebrations.</p> <p>Compare and contrast American and other cultural traditions.</p> <p>Explain why it is important to understand diverse people, ideas, and cultures.</p> <p>Explain changes in families, communities, and societies.</p>	<p>Celebrations and Customs</p> <p>Level 1: Match labeled pictures with illustrated celebrations or customs in U.S. or internationally.</p> <p>Level 2: Sort labeled pictures according to celebrations or customs in the U.S.A or internationally.</p> <p>Level 3: Compare/contrast explicit information about celebrations or customs in U.S. or internationally from illustrated text.</p> <p>Level 4: Interpret explicit information about celebrations or customs in U.S or internationally from illustrated text.</p> <p>Level 5: Interpret implicit information about celebrations or customs in U.S. or internationally from illustrated text.</p>	<p>Actively connect new information to information previously learned.</p> <p>Utilize phonemic awareness activities, word lists and shared reading with big books.</p> <p>Make inferences.</p> <p>Apply basic reading comprehension skills such as previewing and reviewing texts, using context, and picture clues to construct meaning.</p>	<p>http://teacher.scholastic.com/fieldtrip/socstu/maps.htm</p> <p>http://www.edhelper.com/language/Reading_Skills.htm</p> <p>http://www.graphic.org/</p> <p>http://www.edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.internet4classrooms.com/skills_1st_social.htm</p> <p>http://www.internet4classrooms.com/skills_2nd_social.htm</p>

English Language Proficiency Standard 5:

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Domain: WRITING—engage in written communication in a variety of forms for a variety of purposes and audiences

Essential Learning:	Instructional Objectives / Skills and Benchmarks (<i>CPIs</i>) Sample Performance Indicators	Types of Research Based Activities and Assessments that could illustrate Objectives	Suggested Resources
<p>Understand the importance of natural resources.</p> <p>Understand the universality of needs, wants and money.</p> <p>Interpret directions, time lines, picture graphs and charts.</p> <p>Explain changes in families, communities, and societies.</p> <p>Explain why it is important to understand diverse people, ideas, and cultures.</p>	<p>Products in the Marketplace</p> <p>Level 1: Reproduce or label symbols or logos for products in the marketplace.</p> <p>Level 2: Describe products in the marketplace from illustrated examples.</p> <p>Level 3: Compare/contrast attributes of two products in the marketplace from illustrated examples.</p> <p>Level 4: State uses of products in the marketplace from illustrated examples.</p> <p>Level 5: Evaluate usefulness of products in the marketplace and provide reasons for choices or decisions.</p>	<p>Refer to word wall to draw and label pictures.</p> <p>Complete product chart using interactive writing.</p> <p>Use graphic organizers to describe product attributes.</p> <p>Write 3 or 4 sentences stating the uses of products in the marketplace. (Inventive spelling may be used)</p> <p>Write a paragraph evaluating the usefulness of products in the marketplace. (Inventive spelling may be used)</p>	<p>http://www.edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.montanalife.com/writing/descriptive_writing_techniques.html</p> <p>http://www.booknutsreadingclub.com/descriptivewriting.html</p> <p>http://www.internet4classrooms.com/skills_1st_social.htm</p> <p>http://www.internet4classrooms.com/skills_2nd_social.htm</p>

Student: _____ **ELP:** _____ **Grade:** _____ **SY:** _____ **School:** _____ **Teacher:** _____

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<p>Task: Repeat rhymes & chants modeled on CD recordings</p>	<p>Task: Orally compose two characters in a Read-Aloud</p>	<p>Task: Follow oral directions to assemble shapes into animals and describe the animals to peers.</p> <p>TE: pp.111a-b TRB Masters 22-23</p>	<p>Task: Supply information orally to complete a Details Chart about the seasons based on a Read-Aloud.</p> <p>TE: p T36F</p>	<p>Task: Interact orally to play map directions game.</p> <p>TE: p. T190a TRB Master 70</p>
<p>Date: Score:</p>	<p>Date: Score:</p>	<p>Date: Score:</p>	<p>Date: Score:</p>	<p>Date: Score:</p>

Writing: Complete Standard 3 and 4 writing task and select 3 out of the following writing tasks: How-to (TE: pp.177a-1, TRB Masters 71-77), Story (TE: pp. 195-a-1, TRB Masters 79-84), Illustrations with Descriptions (TE: pp. T56a), Song Innovations (TE: pp.T26), Alphabetized Lists (TE: pp. 31b, PB p. 66) and Story Extension

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
<p>Task: Copy or produce words about self, using models of labeled pictures.</p>	<p>Task: Complete a story map about a Read-Aloud with a partner using inventive spelling.</p>	<p>Task: Solve basic math problems by writing the numerals and drawing the pictures. TE: p.62e TRB Master 9 TRB Master 45</p>	<p>Task: Describe change in life cycles depicted in visuals using phrases and short sentences. TE: Vol2 pp. 65m-n TRB Masters 46-47</p>	<p>Task: Produce stories about different types of homes or habitats based on reading selections</p>
<p>Date:</p> <p>Rubric Score:</p>	<p>Date:</p> <p>Rubric Score:</p>	<p>Date:</p> <p>Rubric Score:</p>	<p>Date:</p> <p>Rubric Score:</p>	<p>Date:</p> <p>Rubric Score:</p>

ESL PORTFOLIO RECORD LEVEL C

Student: _____ ELP: _____ Grade: _____ SY: _____ School: _____ Teacher: _____

LISTENING AND SPEAKING: Program Guide & Assessment Handbook, Unit Language Assessment

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Task: Ask questions and express ideas in response to an oral prompt. Date: Score:	Task: Sequence orally with a partner pictures of a story read aloud by beginning, middles & end. Date: Score:	Task: Interact orally to collect information to create a bar graph about favorite types of weather & explain it orally. TE: p158b TRB: p.34 Date: Score:	Task: Identify an animal by naming it based on oral descriptions TE: p.264, 291a Date: Score:	Task: Identify locations of lands, geographic terms and map symbols. Date: Score:

READING AND WRITING: **Reading:** Program Guide & Assessment Handbook, Appropriate Unit Progress Tests

Writing: Complete Standard 3 and 4 writing task and select 3 out of the following writing tasks: Invitation (TE: 197o, p.237c), Poem (TE: p.73c, TRB Masters 66-74), Expository Writing (TE: p. 193a-1, TRB Masters 71-77), Story (TE:pp.335c-1, TRB Masters 78-88), Personal narrative (TE: pp.407a-1, TRB masters 88-91).

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Task: After reading poems in text, write a poem about a neighborhood. Date: Rubric Score:	Task: After reading, compare/contrast 2 characters in an illustrated folktale using a graph organizer Date: Rubric Score:	Task: Read about leap years then calculate leap years until 2040 with a partner. TE: p.194g TRB Mater p. 38 Date: Rubric Score:	Task: Draw a picture about favorite types of weather, write about it and share it with the class. TE : pp. 155b Date: Rubric Score:	Task: Produce illustrated stories about self and family and present it to class. Date: Rubric Score:

Appendix -Standard Based Activities

Chanting and Singing	64
Total Physical Response	64
Role-Playing	65
Storytelling	65
Oral Presentation	66
Graphic Organizers (Venn Diagram, KWL Charts, timelines)	66
Graphs and Charts (Pie Charts, Circle Graphs, Bar Graphs)	68
Journal Writing	68
Personal Narrative	69
Descriptive Writing	69
Reading Comprehension Strategies (Skimming and Scanning, Context Clues)	70
Word Walls	71
Realistic Fiction	71
Story Structure	72
Patterns in Poetry	72
Geometric Shapes and Figures	73
Recognizing Patterns	73
Food Chains	74
Life Cycles	75
Maps, Globes, and Map Skills	76

Standard Based Activities

Chanting and Singing

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, Listening, Speaking, and Reading domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, Listening, Speaking, and Reading domains.

Brief Description:

Before English learners can be expected to produce language patterns and structures, they must have ample opportunity to hear and internalize them. Poems, chants, songs, and raps are especially effective in involving students with language in a low-risk environment. The simple rhythmic, rhyming text- often accompanied by gestures and movements- helps make language memorable, facilitating the internalization of vocabulary as well as language patterns and structures. When songs and poems are presented on posters, the illustrations create context visually, providing access to meaning at all levels.

How to Teach It:

1. Display the poster/drawing accompanying the chant or poem.
2. Play a recording when possible, or recite the chant or poem.
3. Invite students to join in chanting and singing.
4. Conduct choral reciting with appropriate gestures.
5. Build phonemic awareness and/or vocabulary by focusing on selected parts of the chant.
6. Expand the chant or poem by replacing various sections.

Example: Avenues Levels A, B, or C, Oral

Total Physical Response

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, Listening and Speaking domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, Listening and Speaking Domains

Brief Description:

Dr. James A. Asher, the originator of the TPR, claims that during language acquisition, comprehension develops before speaking. His assumptions led to the creation of TPR activities for language learning to allow the learners to internalize the patterns and sounds of the target language through non-verbal responses. TPR activities provide the learners with the opportunity to understand the target language almost instantly regardless of their academic background and to learn it in a stress-free environment.

How to Teach It:

1. Introduce the target vocabulary or language chunks using realia, illustrations, or pictures.
2. Explain the rules of the TPR activity, model correct and incorrect TPR responses.
3. Conduct the TPR activity by giving commands, or asking questions, and observing students' responses.

Example: Avenues Levels A, B, or C, Oral

Role-Playing

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, All Domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, all domains

Brief Description:

The *American Heritage Dictionary* defines Role-Playing as a technique in which participants act out particular roles in order to expand their awareness of differing points of view, or to reduce conflict and stress in social situations. For English language learners Role-Playing is a tool to promote language learning by providing a context for interaction in stress-free environments.

How to Teach It:

1. Select a situation to be acted-out.
2. Practice language skills and vocabulary targeted in the Role-Play.
3. Assign roles.
4. Create props for the role-play.
5. Rehearse and reenact the situation.

Example:

Avenues Levels A, B, or C, Oral -Oral Language Sections

Storytelling

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, all domains

Brief Description:

Storytelling as a learning tool encourages students to expand their expressive skills and to communicate in an articulate manner. As they listen to and tell their stories, students learn that spoken words are powerful, that listening is important, and that clear communication between people is an art.

How to Teach It:

Listening to a story

1. Develop background knowledge and vocabulary for the story.
2. Listen to a story told, or listen to a story on tape.
3. Check for evidence of active listening during storytelling.
4. Initiate discussion about the story after storytelling to assess the understanding, and encourage students to retell the story.

Telling a story

1. Select a subject for storytelling.
2. Develop background knowledge and vocabulary for the story.
3. Practice language skills and vocabulary targeted in storytelling.
4. Tell the story.
5. Discuss the story with the audience, answer questions about it.

Example:

Folk tales, fables, myths, or tall tales.

Oral Presentation

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, all domains

Brief Description:

Oral presentation makes students practice their oral language skills by presenting a subject of their study to an audience. Students learn to speak clearly, and to use vocabulary and register appropriate for the audience. As a final step in the process of learning about a subject, the oral presentation often serves as an assessment tool to evaluate how students used critical thinking skills to develop, organize and present their ideas.

How to Teach It:

1. Select a subject for an oral presentation.
2. Build background knowledge and vocabulary about the subject.
3. Practice language skills and structures targeted in the activity.
4. Prepare a presentation yourself to give as a model, then elicit the structure of an oral presentation from the class and create a class handout.
5. Allow students time to prepare and practice delivering their presentations.
6. Discuss each presentation after it has been delivered.

Example:

Avenues Levels A, B, or C, Oral, Oral Language Sections

Graphic Organizers

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, all domains

Brief Description:

Graphic Organizers provide learners with opportunities to visually organize information and thoughts for understanding, remembering, or writing.

How to Teach It:

1. Determine what information needs to be organized.
2. Choose the appropriate graphic organizer to represent the ideas (e. g. story map for creating or analyzing a story, Venn diagram for comparing, etc).
3. Fill out the graphic organizer; use it as a resource for writing, oral reporting, or learning.

Example:

Avenues Levels A, B, or C, Oral Practice Books contain samples of graphic organizers for each theme
English At Your Command Student Handbook

Venn Diagram

Brief Description:

This graphic organizer can be used to compare/contrast ideas, objects, characters, or other items of the same category. The area shared by the circles is used to represent the similarities between the compared objects, while the other areas within the circles represent the differences.

How to Teach It:

1. Discuss the objects to be compared.
2. Model entering the characteristics of the objects into the correct areas of the diagram.
3. Complete the diagram.

Example:

English At Your Command Student Handbook

K.W.L. Chart

Brief Description:

K.W.L. Chart is an example of a graphic organizer that can be used to activate students' prior knowledge, and help students set goals specifying what they want to learn, and subsequently they apply higher order thinking strategies to construct meaning from what they read/heard, and help them monitor their progress toward their goals.

How to Teach It:

1. Tap into students' prior knowledge about the subject of study by asking questions
2. Allow students to collaborate as a class or within groups to decide what they want to learn
3. After listening or reading for information help students organize new information representing what they have learned

Example:

K What I Know	W What I Want to know	L What I Learned
-------------------------	---------------------------------	----------------------------

Timelines

Applies to Standards: WIDA English Language Proficiency Standards 2, 4 and 5, all domains

Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 2, 4 and 5, all domains

Brief Description:

Timelines sequence events in the order of past, present, and future. All events are unique and do not repeat themselves in exact ways, therefore they are portrayed in a line. The direction of the timeline says that time and events proceed sequentially in a line not a circle

How to Teach It:

1. Decide the topic of your timeline.
2. Make a list of events that you wish to put on the timeline.
3. Research and note the specific dates and/or time you will include on your timeline.
4. List events chronologically, earliest to latest.
5. Choose the specific units of time to divide your timeline and plot your information.

Example: English At Your Command Student Handbook

Graphs and Charts

Applies to Standards: WIDA English Language Proficiency Standards 3, 4 and 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 3, 4 and 5, all domains

Brief Description:

Graphs and charts are used in the content areas to represent data. Very often complicated information can be more easily understood with illustration. Some examples of graphs are bar graphs, line graphs, area graphs, pie charts, and XY graphs. Each kind of graph has a specific use: for example pie charts can be used to show percentages of a whole, and represent percentages at a set point in time while bar graphs can be used to show how something changes over time or to compare items.

How to Teach It:

- 1 Select data to be presented graphically, and the type of graph to be used.
- 2 Model creating a graph using by identifying parts of the graph, and describing steps involved
- 3 Check for understanding by asking the students to identify parts of the graph and to interpret data it represents
- 4 Provide students with materials and data necessary to make their own graph.
- 5 Monitor students' progress and evaluate their learning by asking questions about their completed graphs.

Example:

Avenues Levels A, B, or C, Oral Teacher's Resource Books
English at Your Command Students Handbook contains examples of different graphs

Journal Writing

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, Writing domain
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, Writing domain

Brief Description:

Journal writing provides students with the opportunity to write freely about any topic, and/or write about a given writing prompt with free expression. Teachers can use journal writing to assess comprehension and the use of technical vocabulary in all content areas. However, emphasis should not be on evaluating writing skills.

How to Teach It:

1. Create a comfortable writing environment.
2. Provide a topic for writing or allow students to select their own topic.
3. Allocate time for writing.
4. Model journal writing and share it with class, if necessary. Modeling should be the way to inform students of correct mechanics.
5. Encourage students to share their journal entries with peers, or teacher.

Example:

Avenues Levels A, B, or C, Oral - Daily Writing

Personal Narrative

Applies to Standards: WIDA English Language Proficiency Standards 1, 2, 4, and 5, Writing domain
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1, 2, 4, and 5, Writing domain

Brief Description:

A narrative tells a story. All the important events and details are organized in a clear, descriptive way. A fully developed narrative story involves a main idea, which is introduced in the beginning, becomes more detailed and eventful in the middle, and wraps up in the end. In a personal narrative, writers draw on their own experiences or feelings to develop a story. In some contexts, personal narratives provide insight into students' prior knowledge.

How to Teach It:

1. Create a comfortable writing environment.
2. Select a topic for writing.
3. Follow the steps of a writing process to:
 - pre-write, using brainstorming, graphic organizers, or other appropriate techniques;
 - write a first draft of a narrative;
 - continue story revising and editing, using writers' checklists, dictionaries, and other writing tools;
 - publish the final draft of a narrative.

Example:

Avenues Levels A, B, or C, Oral Writing Project: Personal Narrative
English At Your Command Student Handbook

Descriptive Writing

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, Reading and Writing domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, Reading and Writing domains

Brief Description:

Descriptive writing is one that describes a particular person, place or event in great detail. It "...depends heavily on observing and recollecting vivid memories..." (Virginia Hamilton, 2001). The writer needs to focus on specific and sensory details to make the reader actually visualize the things being described. He has, however, the "poetic license" to shape the images he presents by using his knowledge of the world, memories, and imagination. Since descriptive writing is relied upon in other writing modes (narrative, or even persuasive) it is important for a writer to master. "The purpose of a purely descriptive essay is to involve the reader so he or she can actually visualize." <http://owl.english.purdue.edu/handouts/general/gl-describe.html>

How to Teach It:

1. Select a person, object, or event to be described.
2. Create a list or web of adjectives, adverbs, and sensory words that best describe the subjects of writing.
3. List all the details to be used in the description.
4. Write a description, organizing details chronologically, if possible.
5. Select an emotion (if necessary), to make the description more vivid and subjective.
6. Follow the stages of the writing process to complete the description.

Example:

English At Your Command Student Handbook

Reading Comprehension Strategies

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, Reading domain
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, Reading domain

Brief Description:

Reading comprehension strategies are tools that students can use to help them determine the meaning of what they read. Teaching comprehension as a strategic process enables readers to make connections and move beyond literal recall. Examples of reading comprehension strategies are skimming and scanning, using context clues, identifying main idea and causal relationships, sequencing, summarizing, using idiomatic expressions, making inferences, and distinguishing between fact and opinion.

“Reading is not just pronouncing words. It requires understanding... readers use a variety strategies... strategies than can help include ; making predictions, visualizing, ask and answer questions, retell and summarize, connect to life experiences and word attack strategies.”

http://www.readinga-z.com/more/reading_strat.html

Skimming and Scanning**Brief Description:**

These pre-reading strategies are used by the learners to activate prior knowledge and make predictions about the text. When skimming, the reader reads the titles, subtitles, and captions, and study all illustrations and pictures accompanying the text. Scanning does not involve actual reading of the continuous text. Instead, the reader scans the text to locate unfamiliar words, symbols, or numbers.

How to Teach It:

1. Provide students with the text.
2. Specify the task to be completed (e. g. identifying the main character).
3. Model for students (e. g. We will be scanning the text for capital letters to find all the proper nouns).
4. Check for successful completion of the task (e. g. by making the list of all names from the text).

Example:

Avenues Levels A, B, or C, Oral - Literacy

Context Clues**Brief Description:**

Context clues are words or phrases that can help the reader with the understanding of the new words. They are built into sentences around the new or difficult word.

How to Teach It:

- 1 Ask the reader to identify an unfamiliar word/phrase in the text.
- 2 Help the reader to find in the text words and phrases that seem to relate to the new word.
- 3 Discuss the reader's response, and provide feedback.

Example:

Avenues Levels A, B, or C, Oral - Literacy

Word Walls

Applies to Standards: WIDA English Language Proficiency Standards 1 through 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 1 through 5, all domains

Brief Description:

A word wall is a list of words that are related to each other in some way. Word walls can be used as a tool to teach a language or academic concept. They are displayed for easy reference in large print on a wall in the classroom.

How to Teach It:

1. Choose a category or theme to develop a word wall. (e.g. action words, adjectives, math terms, immigration , etc).
2. Build word lists and arrange them in such a way that students can identify their function.
3. Model using word walls as a resource (e.g. for classifying, alphabetizing, summarizing, vocabulary skills, etc.)

Example:

Avenues Levels A, B, or C, Oral – Vocabulary

Realistic Fiction

Applies to Standards: WIDA English Language Proficiency Standard 2, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standard 2, all domains

Brief Description:

Stories of contemporary times and characters with normal human powers that are set in the real world are considered realistic fiction. Readers can accept characters and events in a story as real people and situations.

“Realistic fiction, although invented, could actually happen. Some events, people and places may even be real.”

<http://www.kimskorner4teachertalk.com/readingliterature/genres/realistic/realisticfiction.htm>

How to Teach It:

1. Consider students’ reading levels when selecting a book for oral reading.
2. Model how to select an appropriate book for independent reading.
3. Work with school librarian and/or reading coordinator to identify challenging books.
4. Provide time for Sustained Silent Reading (SSR) and Read Alouds.

Example:

Avenues Levels A, B, or C, Oral - Literacy

Story Structure

Applies to Standards: WIDA English Language Proficiency Standard 2, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standard 2, all domains

Brief Description:

All narratives contain similar structural elements. They are: **setting**- when and where the story occurs, **character(s)**- the most important players in the story, **problem/conflict**- the focal point in which the story is centered, **events**- attempts by the main character(s) to resolve the problem, **resolution/solution/conclusion**- the outcome to the attempts to resolve the problem, **theme**- main idea or moral of the story. Teaching students about story structure leads to improved comprehension because it helps students organize details and anticipate what happens next in a story.

How to Teach It:

1. Read/listen to a story.
2. Discuss story elements by explaining and providing examples.
3. Introduce a story map (graphic organizer) and model how to fill it out using the information from the story.
4. Complete a story map for the story.

Example:

Avenues Levels A, B, or C, Oral - Literacy

Patterns in Poetry

Applies to Standards: WIDA English Language Proficiency Standard 2, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standard 2, all domains

Brief Description:

Poetry verse is set out in short lines with words put together in rhythm or rhyme or both. Poetry is about a writer sharing with the reader an experience or strong feelings. Poems are written with words chosen for their sounds and beauty as well as their meaning. There are instances when you may substitute certain parts of a poem to change its pattern while focusing on vocabulary building, sentence patterns, and construction. "Poetry is language with musical elements. Some experts maintain that poetry must contain such literary elements as metaphor and simile. Others stress rhythm and rhyme as the most essential parts. " http://www.ehow.com/about_4570200_definition-of-poetry.html

How to Teach It:

1. Select a simple short poem appropriate for your students.
2. Read the poem aloud, and then have everyone read it aloud with you once or twice.
3. Ask the students for words that mean the same thing as the significant words in the poem.
4. Make a list of all the substitute words that will maintain the pattern of the poem.
5. Transform the poem into a new one, and recite it as a whole class.
6. Pair and share; students may also do this with a partner.

Example:

Avenues Levels A, B, or C, Oral - Literacy
Poems from any Children's Poetry Anthology

Geometric Shapes and Figures

Applies to Standards: WIDA English Language Proficiency Standards 3 and 4, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 3 and 4, all domains

Brief Description:

A shape is the outer form of an object or figure such as a circle, triangle, square, rectangle, parallelogram, trapezoid, rhombus, octagon, pentagon, hexagon, or other polygon. A solid is a three-dimensional figure such as a cube, cylinder, cone, prism, or pyramid. All shapes can be described by listing and comparing their sides, angles, and measurements. To describe the geometric figures, one must list the bases, faces and vertices of each figure.

How to Teach It:

1. Select a geometric shape/figure to be studied
2. Use a model to identify all parts (sides, angles, faces, corners, and sizes, if necessary)
3. Describe the shape/figure, using the academic terms.
4. Challenge students to find real life objects that are shaped like the model shape/figure.
5. Compare/contrast two geometric shapes/figures, using academic terms.

Example:

Avenues Levels A, B, or C, Oral - Content Area Connections

Recognizing Patterns

Applies to Standards: WIDA English Language Proficiency Standards 3, 4 and 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standards 3, 4 and 5, all domains

Brief Description:

We are surrounded by sequential, spatial, temporal and linguistic patterns . Recognizing them in visual and written forms helps students develop skills for thinking clearly, strategically and creatively by making them answer the question: “what’s next?” Recognizing patterns is an important problem-solving skill- one can use a familiar pattern to generalize about a broader solution to a problem.

How to Teach It:

1. Present students with a selection of shapes or numbers.
2. Create a model pattern from the given elements.
3. Discuss the relation between the elements of the pattern.
4. Use the pattern to predict what the following elements will be.
5. Encourage students to create and discuss their own patterns.

Example:

See: Avenues Levels A, B, or C, Oral - Content Area Connections

Food Chains

Applies to Standards: WIDA English Language Proficiency Standard 4, all domains

Revised (2006) National TESOL PreK-12 English Language Proficiency Standard 4, all domains

Brief Description:

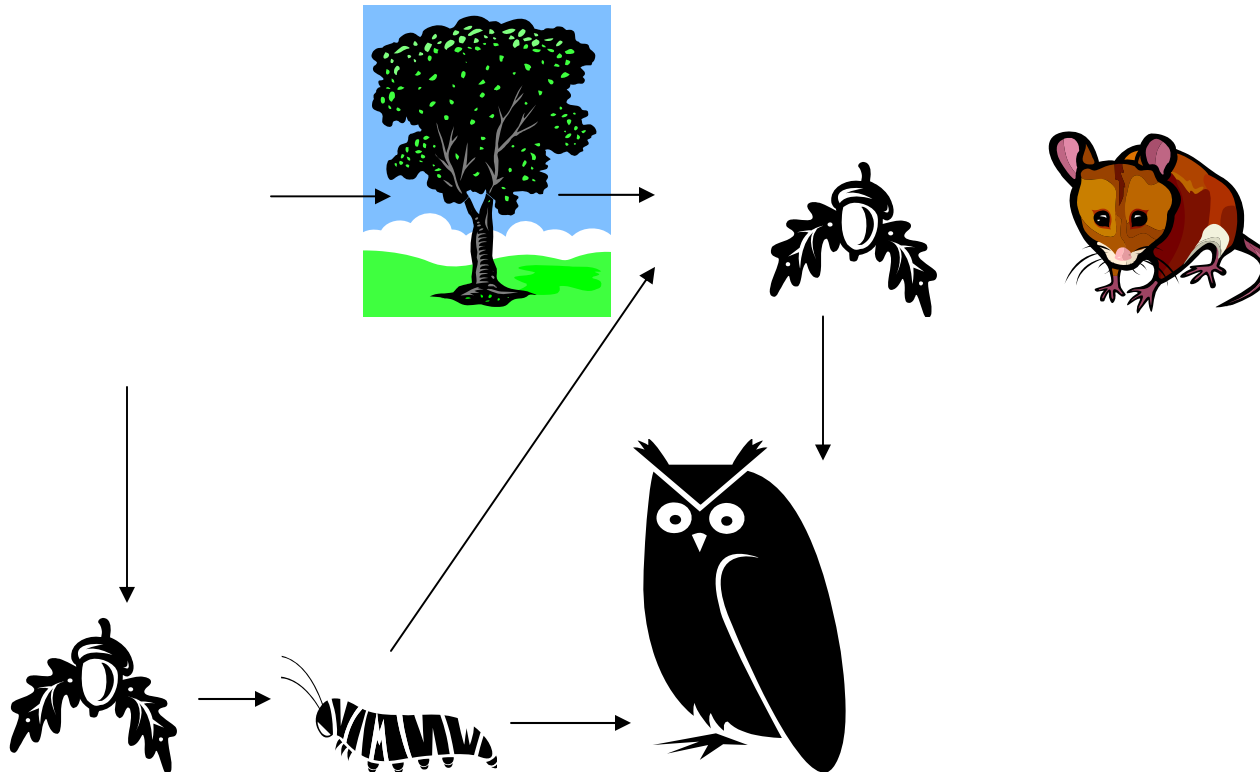
A food chain or food web shows how each living thing gets its food. Some animals eat plants and some animals eat other animals. For example, a simple food chain links the grasses of the savannahs, the antelopes (that eat grass & shrubs), and lions (that eat the antelopes). Each link in this chain is food for the next link. A food chain always starts with plant life and ends with an animal. Most animals are part of more than one food chain and eat more than one kind of food in order to meet their food and energy requirements. These interconnected food chains form a food web.

How to Teach It:

1. Discuss the concept of a food chain.
2. Create a model food chain.
3. Replace elements of the model food chain with other organisms that will fulfill the same function.
4. Create own examples of food chain based on the subject of study.

Example:

See: Avenues Levels A, B, or C, Oral - Content Area Connections



Life Cycles

Applies to Standards: WIDA English Language Proficiency Standard 4, all domains

Revised (2006) National TESOL PreK-12 English Language Proficiency Standard 4, all domains

Brief Description:

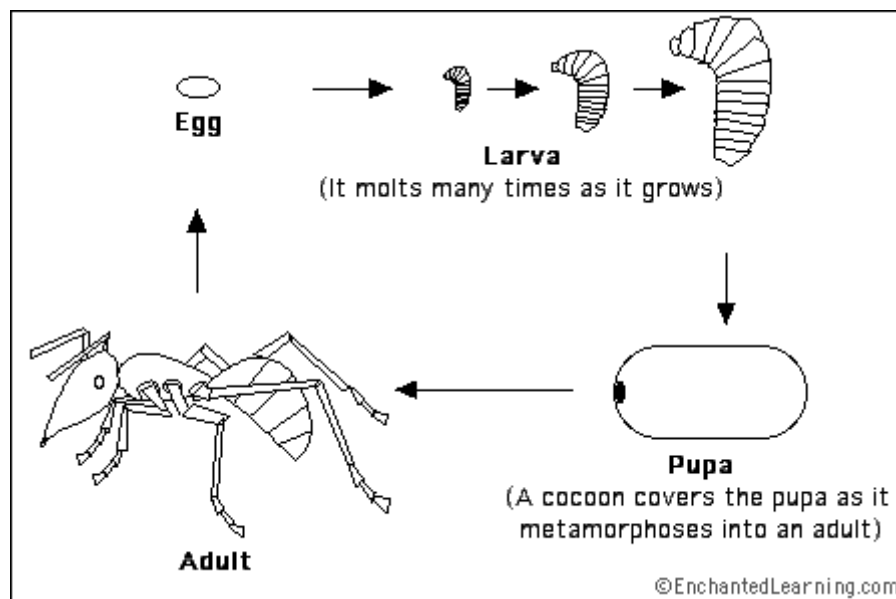
Each family of living things has its own life cycle. Some organisms are born, mature, and die rapidly, while others have life cycles lasting for thousands of years. Once an organism begins its life cycle, it immediately faces survival needs. In order for it to achieve its full, natural lifespan, the organism must overcome many obstacles. Most living things require food, water, sunlight, and oxygen to survive and grow.

How to Teach It:

1. Choose a specific organism to study and identify their life cycle stages.
2. Use realia and pictures to recreate a living organism life cycle.
3. Assess understanding and comprehension by engaging in a question and answer session.

Example:

See: Avenues Levels A, B, or C, Oral - Content Area Connections



The life cycle of an ant

Maps, Globes, and Map Skills

Applies to Standards: WIDA English Language Proficiency Standard 5, all domains
Revised (2006) National TESOL PreK-12 English Language Proficiency Standard 5, all domains

Brief Description:

A map is a visual representation of an area- a symbolic depiction highlighting relationships between elements of that space such as objects, regions and themes.
<http://en.wikipedia.org/wiki/Map>

Maps can be read and understood by looking at the legend. The legend is the key to finding specific details on a map.

How to Teach It:

1. Choose a map to look at and study.
2. Model how and when to use the legends key to identify specific details on a map.
3. Identify and practice using map vocabulary such as latitude, longitude, Compass Rose, Cardinal and Secondary Directions.
4. Give directions, track movement, and/or describe location by looking at a map.

Example:

See: Avenues Levels A, B, or C, Oral

Phonemic Awareness

Applies to Standards: WIDA English Language Proficiency Standard 2, Listening & Speaking Domains
Revised (2006) National TESOL Pre-K -12 English Language Proficiency Standard

Brief Description: Phonemic awareness is the ability to manipulate sounds in the spoken word and to understand that spoken words and syllables are made up of sounds.
Its mastery is essential in learning to read in an alphabetic writing system.

How to Teach It:

1. Limit sessions to 10 -15 minutes.
2. Focus on the following phonemic awareness skills: rhyming, sound & syllable segmentation, and sound blending.
3. Model the skill to be taught then ask the children to demonstrate that skill.

Examples:

See: Avenues Levels A, B, and C, Oral Language Sections