

Standards for English Language Development

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These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education.

Pennsylvania Department of Education

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Introduction

English Language Development Standards Framework

The Pennsylvania Department of Education convened the English Language Proficiency Standards Workgroup in 2015 to revise, update and correlate the existing English Language Proficiency Standards to the newly developed, more rigorous Pennsylvania Core/Academic Standards, thus giving ELs equitable access to subject content. As part of this work, the Department recognized the need to incorporate changes in research-based instruction that impacts language development and improves academic achievement.

Standards

The framework was modeled after WIDA's English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12: Frameworks for Large-scale State and Classroom Assessment developed by the WIDA consortium of states. The framework retains the five overarching standards previously adopted by Pennsylvania.

Pennsylvania English Language Development Standards

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

Standard 2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

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

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

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

The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of English Language Proficiency (ELP). The framework incorporates the acquisition of social and academic language across development levels and the incremental demands of language through various grade levels.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success for **Social and Instructional** purposes.

Grade Level: Pre-K-Kindergarten

16.1.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.PK-K.1L Follow one-step oral commands with teacher modeling.	16.1.PK-K.2L Follow one-step oral commands in a small group.	16.1.PK-K.3L Follow two-step oral commands in a small group.	16.1.PK-K.4L Follow oral directions as presented in a context (e.g. conversation, song) in a small group.	16.1.PK-K.5L Follow sequential commands with visual or non-verbal cues.	AL.2 PK.B
	Reading	16.1.PK-K.1R Sort labeled pictures of familiar objects (e.g. classroom items, family members) with teacher modeling.	16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list.	16.1.PK-K.3R Name letters from own name and match to letters found in classroom print with a partner.	16.1.PK-K.4R Match pictures of classroom objects beginning with similar sounds too familiar words (e.g., pen, pencil) in a small group.	16.1.PK-K.5R Identify or read words in functional print with visual cues with a partner.	1.1 PK.B 1.1 K.C
PRODUCTIVE	Speaking	16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures.	16.1.PK-K.2S Produce simple statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.3S Produce expanded statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.4S Tell about a time you asked for an adult for help using models.	16.1.PK-K.5S Elaborate with details on a time you asked an adult for help using models.	16.2.PK.C 16.2.K.C
	Writing	16.1.PK-K.1W Draw and/or label family members using models and illustrated word cards (e.g., grandma) in L1 or L2.	16.1.PK-K.2W Draw and label family members using models and illustrated word cards (e.g., This is ____.) in L1 or L2.	16.1.PK-K.3W Draw and describe family members using sentence frames and illustrated word cards (e.g., This is _____. He is _____.)	16.1.PK-K.4W Produce illustrated stories about family members using related sentence frames and illustrated word cards.	16.1.PK-K.5W Produce illustrated stories about family members with a classroom aide.	16.2.PK.B 16.2.K.B

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: Pre-K-Kindergarten

16.2.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.PK-K.1L Mimic teacher physical movements while listening to songs or chants (e.g., “Itsy Bitsy Spider” or “Head, Shoulders”).	16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.	16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.	16.2.PK-K.4L Reenact part of a song or chant in response to verbal prompts in a small group.	16.2.PK-K.5L Reenact songs or chants in response to verbal prompts and digital media.	CC.1.5.PK.C CC.1.5.K.C
	Reading	16.2.PK-K.1R Sequence labeled pictures of main story events (e.g., first, next, last) with teacher support.	16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.	16.2.PK-K.3R Sequence main story events and key details using labeled pictures.	16.2.PK-K.4R Match illustrations of key story details with sequence words cards in a small group.	16.2.PK-K.5R Locate sequence words in a story with visual support (e.g., illustrated flash cards 16.2.PK-K.1S or word wall).	CC.1.3.PK.A CC.1.3.K.A
PRODUCTIVE	Speaking	16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.	16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.	16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.	16.2.PK-K.4S Summarize the events of a story using visual supports with a partner.	16.2.PK-K.5S Express an opinion about a story or experience using visual supports and speaking prompts (e.g., I think...; I like...)	CC.1.5.PK.D CC.1.5.K.D
	Writing	16.2.PK-K.1W Illustrate a shared experience or event with teacher modeling.	16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.	16.2.PK-K.3W Write about a shared experience or event in a shared group writing.	16.2.PK-K.4W Write initial sound of words describing a shared experience or event in a shared group writing.	16.2.PK-K.4W Write about a shared experience or event using high frequency words in a shared group writing.	CC.1.4.K.M

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

Grade Level: Pre-K-Kindergarten

16.3.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.	16.3.PK-K.2L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a partner.	16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a teacher or classroom aide.	16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives with a partner.	16.3.PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives.	CC.2.1.PK.A.2 CC.2.1.K.A.2
	Reading	16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling.	16.3.PK-K.2R Sort labeled pictures of shapes with manipulatives and a partner.	16.3.PK-K.3R Match pictures of shapes to labels with manipulatives and a partner.	16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group.	16.3.PK-K.5R Identify words related to shapes in phrases or short sentences with manipulatives and a word bank.	CC.2.3.PK.A.1 CC.2.3.K.A.1
PRODUCTIVE	Speaking	16.3.PK-K.1S Repeat attributes of objects using words (e.g., long, short, heavy) or gestures with teacher modeling.	16.3.PK-K.2S State attributes of objects (e.g., long pencil, short chalk) using manipulatives with teacher support.	16.3.PK-K.3S Describe attributes of objects (e.g., This pencil is long.) using manipulatives with a partner.	16.3.PK-K.4S Compare attributes of objects using some technical language (e.g., This pencil is long. That one is short.) using manipulatives with a partner.	16.3.PK-K.5S Specify similarities and differences of attributes of objects using technical language (e.g., long, longer, longest) in a group.	CC.2.4.PK.A.1 CC.2.4.K.A.1
	Writing	16.3.PK-K.1W Describe measurable attributes of objects by tracing high frequency words (e.g., big; small) with a partner.	16.3.PK-K.2W Describe measurable attributes of objects using a pre-printed worksheet with a partner.	16.3.PK-K.3W Describe measurable attributes of objects using a pre-printed worksheet.	16.3.PK-K.4W Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	16.3.PK-K.5W Describe measurable attributes of objects with technical vocabulary with an illustrated word bank.	CC.2.4.PK.A.1 CC.2.4.K.A.1

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

Grade Level: Pre-K-Kindergarten

16.4.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.PK-K.1L Identify the three types of earth materials (rock, soil, and sand) by pointing to pictures, graphics or samples with teacher prompts.	16.4.PK-K.2L Collect types of earth materials as directed by one-step teacher prompts.	16.4.PK-K.3L Respond to WH-questions about the three types of earth materials in a small group.	16.4.PK-K.4L Identify the three types of earth materials following two-step oral directions in a small group.	16.4.PK-K.5L Respond to questions about the three types of earth materials with a partner.	3.3.PK.A1 3.3.K.A1
	Reading	16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.	16.4.PK-K.2R Sort labeled pictures illustrating change-of-season effects on local environment (e.g., fall leaves, spring flowers, snow) following the read-aloud of a big book.	16.4.PK-K.3R Identify the changes in seasons with a partner following the read-aloud of a big book.	16.4.PK-K.4R Identify clothing and activities associated with the changes of seasons using simple sentences in a pocket chart following the read-aloud of a big book.	16.4.PK-K.5R Identify change-of-season effects on local environment with a partner (e.g., In the fall, leaves fall from trees) following the read-aloud of a big book.	4.1.PK.E 4.1.K.E
PRODUCTIVE	Speaking	16.4.PK-K.1S Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	16.4.PK-K.2S Describe using single words or short phrases precipitation types (e.g., picture cards, illustrated word wall).	16.4.PK-K.3S Identify and describe precipitation types using phrases chorally.	16.4.PK-K.4S Report precipitation type of the day using visual cues and simple sentences.	16.4.PK-K.5S Describe precipitation types with a partner using a sentence frame script.	3.3.PK.A5 3.3.K.A5
	Writing	16.4.PK-K.1W Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	16.4.PK-K.2W Draw pictures of living and non-living things with a partner.	16.4.PK-K.3W Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	16.4.PK-K.4W Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	16.4.PK-K.5W Draw and label living things and non-living things with words or short sentences with a partner or triads.	4.1.PK.A 4.1.K.A

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: Pre-K-Kindergarten

16.5.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.PK-K.1L Point to story locations on a map (e.g. The Hundred Acre Wood in Winnie the Pooh) after a repeated shared reading.	16.5.PK-K.2L Point to story locations on a map after a shared reading.	16.5.PK-K.3L Place story locations on a map after with a small group after a shared reading.	16.5.PK-K.4L Place story locations on a map after a shared reading.	16.5.PK-K.5L Identify locations of story events on a map after a shared reading.	7.1.K.B
	Reading	16.5.PK-K.1R Point to labeled illustrations of community workers in uniform with teacher prompts.	16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.	16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.	16.5.PK-K.4R Identify words and phrases related to community workers using a picture book with a partner.	16.5.PK-K.5R Read words, phrases and simple sentences related to community workers in a picture book.	5.3.PK.C 5.3.K.C
PRODUCTIVE	Speaking	16.5.PK-K.1S Repeat names of currency using manipulatives with teacher prompting.	16.5.PK-K.2S Name units of currency when presented with visual cues.	16.5.PK-K.3S Engage in role play shopping with realia in a small group.	16.5.PK-K.4S Engage in discussion to express material wants using manipulatives with a partner.	16.5.PK-K.5S Tell a real or make believe story about a shopping experience with visuals.	6.2.PK.D 6.2.K.D
	Writing	16.5.PK-K.1W Draw a picture of self as member of a family unit with teacher modeling.	16.5.PK-K.2W Draw and label self and family members using scribbles, letter-like forms and invented spelling with teacher support.	16.5.PK-K.3W Draw and label self and family members using illustrated word walls.	16.5.PK-K.4W Write about a real family experience or event with a combination of pictures and words using a word wall.	16.5.PK-K.5W Write about a real family experience or event with a combination of familiar words and invented spelling using a word wall.	5.2.PK.A

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for **Social and Instructional** purposes.

Grade Level: 1

16.1.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.1.1L Follow one-step oral directions as modeled by the teacher (e.g., Open your book.)	16.1.1.2L Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] ... and take out a pencil.)	16.1.1.3L Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.)	16.1.1.4L Follow combined oral directions of increasing complexity with visual or nonverbal support. (e.g., Write your name on the top left-hand side of the paper.)	16.1.1.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.1.1R Follow written directions using diagrams or pictures with teacher modeling.	16.1.1.2R Follow written directions using labeled pictures with a partner.	16.1.1.3R Follow visually supported written directions with a small group.	16.1.1.4R Follow written directions with peer or teacher assistance.	16.1.1.5R Follow high frequency/familiar written directions.	Not Applicable
PRODUCTIVE	Speaking	16.1.1.1S Repeat simple words stated by teacher.	16.1.1.2S Repeat phrases, and memorized chunks of language stated by teacher.	16.1.1.3S Use phrases and simple statements with a partner.	16.1.1.4S Participate in class discussions on familiar social and academic topics.	16.1.1.5S Initiate conversation with peers and teachers on familiar social and academic topics.	Not Applicable
	Writing	16.1.1.1W Copy written language with teacher modeling.	16.1.1.2W Complete modeled sentence starters with teacher support.	16.1.1.3W Form simple sentences using word/phrase bank and peer support.	16.1.1.4W Produce original sentences using a word/phrase bank.	16.1.1.5W Create a related series of sentences in response to prompts.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 1

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<p>16.2.1.1L Point to illustrations of key story details in response to teacher prompt (e.g., where is Owl's bed? Where is the moon?) <u>Owl at Home</u> by Arnold Lobel</p>	<p>16.2.1.2L Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g., When is owl scared/sad/happy?)</p>	<p>16.2.1.3L Sequence illustrations of key story details following a read aloud using a graphic organizer.</p>	<p>16.2.1.4L Respond to questions about key story details of a read aloud in a small group</p>	<p>16.2.1.5L Respond to a read aloud by role-playing key details with a partner.</p>	CC.1.5.1.B
	Reading	<p>16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts (e.g., Show me what little bear cooks. Who are little bear's friends?) <u>Little Bear</u> by Elsa Holmelund Minarik</p>	<p>16.2.1.2R Identify main idea of a text by matching story illustrations to labels with teacher support.</p>	<p>16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support.</p>	<p>16.2.1.4R Locate the main idea of a text by identifying supporting phrases or sentences within the text with a partner.</p>	<p>16.2.1.5R Compare the main ideas of grade level texts using a graphic organizer with a partner.</p>	CC.1.2.1.A
PRODUCTIVE	Speaking	<p>16.2.1.1S Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). <u>Owl at Home</u> by Arnold Lobel</p>	<p>16.2.1.2S Describe the main events of a text using words and short phrases with visual support.</p>	<p>16.2.1.3S Retell the main events of a text with some relevant details with partner.</p>	<p>16.2.1.4S Summarize the main events of a text with relevant details in a group.</p>	<p>16.2.1.5S Summarize the main events of a text with relevant details with a partner.</p>	CC.1.5.1.D

16.2.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.2.1.1W Label an illustrated sequence of events using a word wall with teacher support (e.g., pot, soup, Hen comes). <u>Little Bear</u> by Elsa Holmelund Minarik	16.2.1.2W Complete cloze sentences describing events (e.g., Little Bear makes soup with ____.) using a word wall.	16.2.1.3W Write 2-3 sentences recounting two or more sequenced events using sentences starters.	16.2.1.4W Retell story events in a paragraph recounting two or more sequenced events, using a picture dictionary and/or guided model.	16.2.1.5W Summarize story events describing two or more sequenced events using a guided model.	CC.1.4.1.P

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

Grade Level: 1

16.3.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.1.1L Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	16.3.1.2L Sort objects according to their lengths in response to oral instructions with a partner (e.g., Put the long ___ [pencils, crayons] on XX's desk. Put the short ones on YY's desk.)	16.3.1.3L Order objects according to their lengths (e.g., short, shorter, shortest; longer than) in response to oral directions with a partner.	16.3.1.4L Compare the lengths of objects in response to oral instructions using a graphic organizer in a small group.	16.3.1.5L Follow multi-step oral descriptions to compare the length of objects (e.g., The ruler is longer than the pencil; ...as long as) in a small group.	CC.2.4.1.A.1
	Reading	16.3.1.1R Match indirect measurement words (e.g., smaller, longest) with illustrations and teacher modeling.	16.3.1.2R Order labeled pictures of objects by length with a partner.	16.3.1.3R Identify indirect measurement words embedded in a simple word problem with a partner.	16.3.1.4R Select and use objects as described by length in a visually supported grade-level word problem.	16.3.1.5R Select and use objects as described by length in a grade-level word problem with peer support.	CC.2.4.1.A.1
PRODUCTIVE	Speaking	16.3.1.1S Name the operation used to solve a simple math problem using with teacher modeling.	16.3.1.2S Restate the steps of an operation to solve a math problem using manipulatives in a small group.	16.3.1.3S Describe the steps used in an operation to solve a math problem using manipulatives in a small group.	16.3.1.4S Compare possible operations to solve a math problem using manipulatives in a small group.	16.3.1.5S Justify the operation used to solve a math problem using manipulatives with a partner.	CC.2.2.1.A.1
	Writing	16.3.1.1W Label single-word mathematical terms used in addition (e.g., plus, sum) using an illustrated word bank.	16.3.1.2W Compose phrases about a visually-supported addition problem using a word bank.	16.3.1.3W List the steps to solve an addition problem using sentence frames (e.g., "Start with the first number...").	16.3.1.4W Construct and solve an addition math story problem using a guided model.	16.3.1.5W Write multiple addition math story problems to be shared with classmates.	CC.2.2.1.A.1

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

Grade Level: 1

16.4.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.1.1L Construct models to test force and motion based on one-step oral commands in small groups using L1 or L2.	16.4.1.2L Construct models to test force and motion based on segmented instruction (e.g. "Get the blocks. [pause] Get the ramp. [pause]...") in small groups using L1 or L2.	16.4.1.3L Construct models to test force and motion based on a series of oral statements using realia in a small group.	16.4.1.4L Construct models to test force and motion based on oral discourse using realia in a small group.	16.4.1.5L Construct models to test force and motion based on extended oral discourse using realia with a partner.	3.2.1.B1
	Reading	16.4.1.1R Match labels to samples of earth materials (e.g., soil, sand) with a partner.	16.4.1.2R Identify characteristics of earth materials based on illustrated descriptions with a partner.	16.4.1.3R Sort characteristics of earth materials based on illustrated texts using a graphic organizer in a small group.	16.4.1.4R Sort characteristics of earth materials based on illustrated texts using a graphic organizer.	16.4.1.5R Match descriptive phrases to realia or photographs of earth materials.	3.3.1.A1
PRODUCTIVE	Speaking	16.4.1.1S Point to and name parts of an illustrated food chain with teacher modeling.	16.4.1.2S Describe (using words and phrases) the parts of a food chain presented in a model or illustration with a partner.	16.4.1.3S Describe (using simple sentences) the parts of a food chain from illustrated models.	16.4.1.4S Discuss the relationship between the parts of a food chain from illustrated models using sentence frames with a partner.	16.4.1.5S Discuss the relationship between the parts of a food chain from illustrated models in a small group.	4.1.1.C
	Writing	16.4.1.1W Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	16.4.1.2W Describe the stages of life cycles using drawings and phrases an illustrated word bank.	16.4.1.3W Describe the stages of life cycles using phrases and sentences with an illustrated word bank.	16.4.1.4W Describe in detail the stages of life cycles with an illustrated word bank and a graphic organizer.	16.4.1.5W Produce stories about the stages of life cycles with visual support.	3.1.K.A3

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 1

16.5.1		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.1.1L Match pictures of birthday celebrations of other cultures in response to teacher stated words (e.g. Show me the cake; Where is the present?)	16.5.1.2L Identify illustrations from birthday celebrations of other cultures in response to descriptive phrases.	16.5.1.3L Sequence picture cards after listening to a story about a birthday celebration in another culture.	16.5.1.4L Compare and contrast birthday celebrations using a graphic organizer after watching video clips.	16.5.1.5L Reenact a story about a birthday celebration in another culture.	8.4.1.C
	Reading	16.5.1.1R Identify labeled seasonal pictures with teacher modeling and prompts.	16.5.1.2R Match seasonal pictures to labels with teacher prompts.	16.5.1.3R Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	16.5.1.4R Sequence information about seasonal changes from illustrated text using a graphic organizer (e.g., timeline).	16.5.1.5R Connect information about seasonal changes and lifestyle from illustrated texts using a graphic organizer (e.g., semantic web).	7.3.1.A
PRODUCTIVE	Speaking	16.5.1.1S Name places on maps working with a partner (e.g., This is the hospital.)	16.5.1.2S Ask and answer WH-questions about places on a map with a partner (e.g., Where is Pennsylvania?)	16.5.1.3S Give directions from one place to another using a map with a partner.	16.5.1.4S Plan a trip using a map working with a partner.	16.5.1.5S Engage in discussion about the benefits/challenges of traveling to various locations using a map key in a small group.	7.1.1. B
	Writing	16.5.1.1W Illustrate and label classroom/school rules using words or short phrases with an illustrated work bank.	16.5.1.2W Illustrate and label classroom/school rules using phrases or short sentences with an illustrated word bank.	16.5.1.3W Complete sentences describing the importance of school rules using sentence stems (e.g., We must be quiet when ...)	16.5.1.4W Write sentences describing the importance of school rules using a graphic organizer.	16.5.1.5W Write a letter to the teacher or principal making suggests for new school rules using a guided model.	5.1.1.B

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 2-3

16.1.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show spatial relations (e.g., Put the books on the table.)	16.1.2-3.2L Position manipulatives or realia according to multiple oral commands to show spatial relations (e.g., Put the cubes in a row across the paper.)	16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers (e.g., Fold the paper in half and place it on your table the long way.)	16.1.2-3.4L Follow simple oral directions with visual or nonverbal support (e.g., Write your name on the top left-hand side of the paper.)	16.1.2-3.5L Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, and then put the date on the top right-hand side.)	Not Applicable
	Reading	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports (e.g., illustrated words wall; classroom labels).	16.1.2-3.2R Identify words imbedded in environmental print around classroom/school with a partner.	16.1.2-3.3R Follow illustrated directions containing school vocabulary.	16.1.2-3.4R Follow high frequency written directions on homework, assignments, and assistance, with peer or teacher assistance.	16.1.2-3.5R Follow written directions on homework, assignments, and assessments.	Not Applicable
RPRODUCTIVE	Speaking	16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations.	16.1.2-3.2S Give and ask for permission or make requests using short phrases to teacher or peers in classroom situations.	16.1.2-3.3S Give and ask for permission or make requests using sentences to teacher or peers in classroom situations.	16.1.2-3.4S Communicate with peers to join in activities or games	16.1.2-3.5S Negotiate solutions to problems, interpersonal misunderstandings and/or disputes with a partner.	Not Applicable
	Writing	16.1.2-3.1W Illustrate personal experiences with a partner.	16.1.2-3.2W Label illustrations of personal experiences with phrases and short sentences with a partner.	16.1.2-3.3W Participate in a shared writing activity about a common experience (e.g., field trip, guest speaker).	16.1.2-3.4W Write an email message using a picture dictionary.	16.1.2-3.5W Write in a dialogue journal about personal experiences using a picture dictionary or guided model.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 2-3

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.2-3.1L Answer questions about author’s point of view after listening to an illustrated poem with a list of cognates in a large group/whole class.	16.2.2-3.2L Answer questions about author’s point of view after listening to an illustrated poem with a list of cognates in triads.	16.2.2-3.3L Answer questions about author’s point of view after listening to an illustrated poem in a think-pair-share.	16.2.2-3.4L Answer questions about author’s point of view after listening to a poem in a think-pair-share.	16.2.2-3.5L Answer questions about author’s point of view after listening to a poem.	CC.1.2.3.D
	Reading	16.2.2-3.1R Match pictures of multiple meaning words (e.g., fly – insect, fly – verb) to print with teacher monitoring.	16.2.2-3.2R Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g., I saw a bat; I hit the ball with a bat).	16.2.2-3.3R Point to the multiple meaning word using context clues in a sentence with a partner.	16.2.2-3.4R Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g., context clues, dictionary) with a partner.	16.2.2-3.5R Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g., context clues, dictionary).	CC.1.2.3.K
PRODUCTIVE	Speaking	16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion.	16.2.2-3.2S Answer WH-questions about character traits from a story using pictures (e.g., angry, sad, scared) with teacher modeling.	16.2.2-3.3S Respond to questions in phrases or short sentences about the traits of the main character using sentences starters with a partner and a list of character traits.	16.2.2-3.4S Discuss the traits of a character using specific and some technical language using a list of character traits with a partner.	16.2.2-3.5S Describe characters in a story (e.g., their traits and feelings) in a group.	CC.1.3.3.C

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.2.2-3.1W Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	16.2.2-3.2W Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	16.2.2-3.3W Compare and contrast 'text to self' using a variety of linking words (e.g. unlike; in common).	16.2.2-3.4W Compare and contrast 'text to self' in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame.	16.2.2-3.5W Connect ideas in 'text to self' compare /contrast essays using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	CC.1.4.2.O CC.1.4.3.D

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

Grade Level: 2-3

16.3.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.2-3.1L Identify geometric figures with teacher prompts (e.g., Which is a square?)	16.3.2-3.2L Sort and classify figures (e.g., circles, triangles, quadrilateral) based on a teacher’s oral description of measurable attributes using manipulatives.	16.3.2-3.3L Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.	16.3.2-3.4L Draw a geometric figure based on its attributes from an oral description with a partner.	16.3.2-3.5L Draw a geometric figure based on its attributes from an oral description.	CC.2.2.2.A.1 CC.2.3.3.A.1
	Reading	16.3.2-3.1R Match operation symbols to single words (e.g., add, subtract, multiply, divide).	16.3.2-3.2R Match operation symbols to phrases (e.g., less than, difference between, more than, equal group) with teacher modeling.	16.3.2-3.3R Given a simple word problem, identify the operation to use using a word/symbol conversion chart.	16.3.2-3.4R Match a word problem to a math sentence with a partner.	16.3.2-3.5R Create a math sentence using a story problem given a combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.	CC.2.2.3.A.4
PRODUCTIVE	Speaking	16.3.2-3.1S Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals.	16.3.2-3.2S Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling.	16.3.2-3.3S Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives.	16.3.2-3.4S Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives.	16.3.2-3.5S Justify the operation used to solve a math story problem.	CC.2.2.3.A.4
	Writing	16.3.2-3.1W Label the elements that comprise tables, charts or bar graphs in single words (e.g., vertical and horizontal axis, tally marks, labels).	16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).	16.3.2-3.3W Describe data shown in tables, charts or bar graphs with cloze sentence frames.	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.	16.3.2-3.5W Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	CC.2.4.2.A.4 CC.2.4.3.A.4

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

Grade Level: 2-3

16.4.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.2-3.1L Select appropriate clothing after listening to a weather report in first language and English.	16.4.2-3.2L Select appropriate clothing after viewing a video weather report multiple times.	16.4.2-3.3L Select appropriate clothing after viewing a video weather report twice.	16.4.2-3.4L Select appropriate clothing after viewing a video weather report with guided questions.	16.4.2-3.5L Select appropriate clothing after viewing a video weather report.	3.3.3.A5
	Reading	16.4.2-3.1R Sort labeled pictures of clothing, shelter and food on a graphic organizer with teacher modeling.	16.4.2-3.2R Match labeled pictures of tools to sentence strips describing a final product (e.g., match thresher to 'This tool cuts wheat.')	16.4.2-3.3R Identify the tool used to provide food, clothing, or shelter after reading visually supported paragraph with a partner.	16.4.2-3.4R Identify the tools used to provide food, clothing, or shelter after reading an adapted text.	16.4.2-3.5R Identify the tools used to provide food, clothing, or shelter after reading a grade-level informational text with a picture dictionary.	3.4.3.B4
PRODUCTIVE	Speaking	16.4.2-3.1S Describe the size, shape, weight, color, texture and feel of an object using words or short phrases in first language and English.	16.4.2-3.2S Describe the size, shape, weight, color, texture and feel of an object in related phrases or short sentences using a word bank with a partner.	16.4.2-3.3S Compare objects based on size, shape, weight, color, texture and feel using multiple, expanded sentences with realia and sentence starters (This ___ is heavier than that one, but ___).	16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner.	16.4.2-3.5S Compare and contrast the properties of various objects using technical language and multiple, expanded sentences with a partner.	3.2.3.A1
	Writing	16.4.2-3.1W Sequence the life cycle of a plant or animal using labeled pictures.	16.4.2-3.2W Label the life cycle of a plant or animal on a diagram with a word bank.	16.4.2-3.3W Describe the life cycle of a plant or animal in sentence form using a graphic organizer.	16.4.2-3.4W Describe the life cycle of a plant or animal in multiple related sentences with a visually supported guided model.	16.4.2-3.5W Elaborate on plant or animals life cycles (e.g., birth, development, reproduction) using paragraph frames.	3.1.3.A3

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 2-3

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.2-3.1L Identify symbols in a map key in response to teacher prompts (e.g., Where is the hospital?)	16.5.2-3.2L Match pictures of labeled illustrations to map key symbols from oral description with a partner.	16.5.2-3.3L Locate places on a map follow multi-step directions from oral instructions with a partner.	16.5.2-3.4L Follow multi-step directions using a map key given oral instructions from a narrator in a small group.	16.5.2-3.5L Construct a map with a map key given oral instructions from a partner.	7.1.2.A 7.1.3.A
	Reading	16.5.2-3.1R Match pictures of physical processes to words with teacher support.	16.5.2-3.2R Match cause and effect of basic physical processes using labeled before/after pictures (e.g., river and canyon) with a partner.	16.5.2-3.3R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart) with visual support (illustrated word bank or word wall).	16.5.2-3.4R Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart).	16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g., cause and effect or cycle chart) with a picture dictionary.	7.2.2.B 7.2.3.B
PRODUCTIVE	Speaking	16.5.2-3.1S Name pictures of needs (e.g., water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.	16.5.2-3.2S Ask WH- questions about needs and wants with visual support (e.g., labeled flash cards, illustrated word bank).	16.5.2-3.3S Compare/contrast personal needs and wants with a partner using sentence frames.	16.5.2-3.4S Compare/contrast personal needs and wants with a partner.	16.5.2-3.5S Justify opinion on personal needs/wants with rehearsal time.	6.1.2.A 6.1.3.A

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	16.5.2-3.1W Illustrate a personal experience with conflict and resolution.	16.5.2-3.2W Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary.	16.5.2-3.3W Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames and/or a picture dictionary.	16.5.2-3.4W Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary.	16.5.2-3.5W Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer.	5.2.2.B 5.2.3.B 8.2.2.D 8.2.3.D

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 4-5

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.4-5.1L Identify materials needed to complete tasks (e.g., Take out a number 2 pencil.) using realia, oral directions, and peer support.	16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner (e.g., You need your activity sheet and math book.)	16.1.4-5.3L Match materials needed to complete tasks with their uses using realia, oral directions, and/or peer support.	16.1.4-5.4L Sequence use of materials or resources needed to complete tasks using realia, oral directions, and/or peer support.	16.1.4-5.5L Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., I may need to change my answer. Which kind of writing tool would be best?)	Not Applicable
	Reading	16.1.4-5.1R Match words or short phrases [e.g., library, play sports] to pictures associated with school community.	16.1.4-5.2R Classify phrases and short sentences associated with school community (e.g., Where we eat lunch) using graphic organizers.	16.1.4-5.3R Use context clues to determine meaning of words associated with school community in illustrated texts.	16.1.4-5.4R Analyze information about school community using a variety of printed materials during shared reading.	16.1.4-5.5R Draw conclusions about school community using a variety of printed materials during shared reading.	Not Applicable
PRODUCTIVE	Speaking	16.1.4-5.1S Produce one-word responses to WH-questions about self with oral and picture prompts.	16.1.4-5.2S Produce phrases or short sentences in response to open-ended questions about self with oral and picture prompts.	16.1.4-5.3S Answer open-ended questions about self using complete sentences with a partner.	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.	16.1.4-5.5S Provide extended discourse with justification in regard to personal information or opinions.	Not Applicable

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	<p>16.1.4-5.1W Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.</p>	<p>16.1.4-5.2W Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.</p>	<p>16.1.4-5.3W Produce a written solution to correct an inappropriate behavior in school with a small group.</p>	<p>16.1.4-5.4W Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.</p>	<p>16.1.4-5.5W Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.</p>	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 4-5

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.4-5.1L Point to illustrated words from repeated informational text (e.g., video, media, lecture) with a partner.	16.2.4-5.2L Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.	16.2.4-5.3L Categorize oral information using pictures from informational text (e.g., video, media, lecture) with a graphic organizer.	16.2.4-5.4L Compare peers' ideas about informational text (e.g., video, media, lecture) using a graphic organizer in a small group discussion.	16.2.4-5.5L Draw conclusions from informational text (e.g., video, media, lecture) during group discussion.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.C CC.1.5.5.C
	Reading	16.2.4-5.1R Point to words associated with fact or opinion using a picture dictionary or one-to-one translator.	16.2.4-5.2R Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank.	16.2.4-5.3R Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer.	16.2.4-5.4R Classify evidence of fact and opinion using examples in fictional text using a graphic organizer.	16.2.4-5.5R Draw conclusions about facts and opinions from fictional text using a rubric.	CC.1.2.4.B CC.1.2.5.B CC.1.2.4.E CC.1.2.5.E CC.1.2.4.H CC.1.2.5.H CC.1.2.4.K CC.1.2.5.K
PRODUCTIVE	Speaking	16.2.4-5.1S Answer simple WH-questions about an informational text illustrations (e.g., What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs	16.2.4-5.2S Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g., In Kenya, librarians use _____) with a partner.	16.2.4-5.3S Restate the main idea and details from an illustrated informational text with a partner.	16.2.4-5.4S Discuss opinions about informational text using supporting details and sentence frames in a small group. (e.g., In my opinion; I believe).	16.2.4-5.5S Express and defend opinions with details from informational text using class notes in a class debate.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.D CC.1.5.5.D
	Writing	16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank.	16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames.	16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn Diagram.	16.2.4-5.4W Summarize details from a grade-level informational text using notes.	16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	CC.1.4.4.D CC.1.4.5.D CC.1.4.4.J CC.1.4.5.J CC.1.4.4.P CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q

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

Grade Level: 4-5

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.4-5.1L Point to the multiplication problem from short descriptions (e.g., times 10) by the teacher with visual support.	16.3.4-5.2L Sort the factors in a multiplication task following two-step oral directions with a partner.	16.3.4-5.3L Find the product of multiplication problems following multi-step oral directions with manipulatives in a small group.	16.3.4-5.4L Solve a multiplication problem from oral directions using realia (e.g., buying four apples using grocery ad).	16.3.4-5.5L Solve multiplication problems based on oral discourse with a partner.	CC.2.1.4.C.2 CC.2.1.5.C.2
	Reading	16.3.4-5.1R Match labeled parts of a division equation with its definition using visuals.	16.3.4-5.2R Identify parts of a division equation from a simple word problem using sentence stems with a model.	16.3.4-5.3R Sequence steps in solving a division word problem using sentence strips with a partner.	16.3.4-5.4R Interpret data (e.g., using charts, graphs, etc.) to determine division quotients in a small group.	16.3.4-5.5R Identify ways of using division in everyday life from multiple sources (e.g., approved search engines, textbooks, etc).	CC.2.1.4.C1 CC.2.1.5.C1 CC.2.1.4.C2 CC.2.1.5.C2 CC.2.3.5.A.1
PRODUCTIVE	Speaking	16.3.4-5.1S Name parts of a fraction with teacher modeling.	16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner.	16.3.4-5.3S Retell a story involving fractions in a triad.	16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group.	16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.4.4.A.4 CC.2.4.5.A.4
	Writing	16.3.4-5.1W Give examples of patterns in nature with an illustrated word bank.	16.3.4-5.2W Give examples of patterns in nature using general content words (e.g., shape, size, color).	16.3.4-5.3W Give examples of patterns in nature using sentence stems (e.g., I see that __; I noticed that __).	16.3.4-5.4W Give examples of patterns in nature using a paragraph frame.	16.3.4-5.5W Give examples of patterns in nature using complex sentence frames (e.g., I noticed that ____ is similar to ____).	CC.2.2.4.A.4 CC.2.2.5.A.4

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

Grade Level: 4-5

16.4.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.4-5.1L Identify conservation measures using pictures and realia following oral descriptions.	16.4.4-5.2L Select and label the orally described conservation measures using realia with a partner.	16.4.4-5.3L Categorize conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.4L Compare orally described conservation choices (e.g., past and present technology use) using real life examples.	16.4.4-5.5L Evaluate conservation measures from oral explanations of grade-level materials.	EE.4.5.4.A EE 4.5.4.C
	Reading	16.4.4-5.1R Match labels and symbols of weather patterns with teacher modeling.	16.4.4-5.2R Identify weather patterns from visually supported captions or short statements.	16.4.4-5.3R Sequence descriptive sentences and pictures to illustrate weather patterns.	16.4.4-5.4R Interpret texts to find solutions to weather pattern prediction problems with a small group.	16.4.4-5.5R Research the effects of weather patterns on the community using grade-level reading material.	ST 3.3.4.A5 ST 3.3.5.A5
PRODUCTIVE	Speaking	16.4.4-5.1S Name parts of geological forms with a small group.	16.4.4-5.2S Ask WH-questions about geological forms using pictures and realia with a partner.	16.4.4-5.3S Describe how geological forms are organized with a partner.	16.4.4-5.4S Explain features of geological forms using a graphic organizer.	16.4.4-5.5S Evaluate and explain characteristics of geological forms from grade-level material.	ST 3.3.4.A1 ST 3.3.5.A1 ST 3.3.4.A2 ST 3.3.5.A2 ST 3.3.4.A3 ST 3.3.5.A3 ST 3.3.4.A6 ST 3.3.5.A6
	Writing	16.4.4-5.1W Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	16.4.4-5.2W Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	16.4.4-5.3W Describe and record observations of scientific phenomena on a tri-fold science board.	16.4.4-5.4W Produce journals based on scientific observations from classroom experiments.	16.4.4-5.5W Summarize explanations and observations in a scientific journal using grade-level materials.	ST 3.2.4.A.1 ST 3.2.5.A.1

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 4-5

16.5.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.4-5.1L Point to tools and artifacts based on oral descriptions with visual support.	16.5.4-5.1L Point to pictures of tools and artifacts based on oral classifications with a partner.	16.5.4-5.1L Sequence use of tools and artifacts described orally using a timeline with a partner.	16.5.4-5.1L Identify the differences between tools and artifacts of different time periods using a guided model.	16.5.4-5.1L Draw conclusions about tools and artifacts through oral discourse after video on anthropological sites.	8.2.4.B 8.2.5.B 8.3.4.B 8.3.5.B 8.4.4.B 8.4.5.B
	Reading	16.5.4-5.1R Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases	16.5.4-5.2R Sequence migration stories from a non-fiction text using a graphic novel with sentence strips.	16.5.4-5.3R Sequence migration stories from a non-fiction text after a group reading.	16.5.4-5.4R Sequence migration stories from a non-fiction text with a partner.	16.5.4-5.5R Sequence migration stories from a non-fiction text.	8.3.4.D 8.3.5.D
PRODUCTIVE	Speaking	16.5.4-5.1S Present to peers the responsibilities of branches of government using iPad and visuals.	16.5.4-5.2S Define the responsibilities of the branches of government using sentence starters with a partner.	16.5.4-5.3S List the responsibilities of the branches of government in small groups.	16.5.4-5.4S Define the responsibilities of the branches of government in small groups.	16.5.4-5.5S Present to peers the responsibilities of the branches of government using notes.	5.3.4.A 5.3.5.A
	Writing	16.5.4-5.1W Label pictures of cross-cultural interaction with a partner.	16.5.4-5.2W Write short statements about cross cultural experiences in your community using a graphic organizer.	16.5.4-5.3W Compare and contrast cross-cultural experiences in your community with multiple sentences using a guided model.	16.5.4-5.4W Write a short paragraph summarizing information about cross-cultural experiences in your community using transition words with a word bank.	16.5.4-5.5W Write a persuasive essay about the importance of cross-cultural experiences using visually supported grade-level resources.	5.2.4.B 5.2.5.B 5.3.4.G 5.3.5.G 8.2.4.D 8.2.5.D 8.4.4.A 8.4.5.A

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

Grade Level: 6-8

16.1.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.6-8.1L Respond to oral prompts related to classroom behaviors (e.g., Raise your hand; Open your book) with gestures.	16.1.6-8.1L Follow instructions related to classroom behaviors (e.g. sharing; turn taking) through role play.	16.1.6-8.1L Identify positive ways of interacting socially based on oral descriptions with a partner.	16.1.6-8.1L Compare positive and negative solutions to peer pressure based on oral descriptions during teacher facilitated discussion.	16.1.6-8.1L Make connections to self from oral scenarios involving peer interactions.	Not Applicable
	Reading	16.1.6-8.1R Arrange pictures and symbols with words and phrases in everyday print (e.g., menu, signs, newspaper) in L1 or L2.	16.1.6-8.2R Find key information from everyday print (e.g., menu, signs, newspaper) with visual supports.	16.1.6-8.3R Categorize relevant and irrelevant information on topics gathered from everyday print on a t-chart with a partner.	16.1.6-8.4R Draw conclusions on topics gathered from everyday print in highlighted text.	16.1.6-8.5R Summarize information on topics gathered from everyday print while independently reading.	Not Applicable
PRODUCTIVE	Speaking	16.1.6-8.1S State greetings, compliments, introductions, or farewells in authentic context using one or two words while roleplaying.	16.1.6-8.2S Ask and respond to simple WH-conversational questions or exchange information with picture cues.	16.1.6-8.3S Exchange everyday information using conversation models with partners.	16.1.6-8.4S Participate in conversation using idiomatic expressions or slang in a small group.	16.1.6-8.5S Participate in conversation using idiomatic expressions of slang with a partner.	Not Applicable
	Writing	16.1.6-8.1W Make "To do" lists (pictures and words) using a picture dictionary.	16.1.6-8.2W Compose short phrases or sentences about personally relevant tasks (shopping, dining, personal hygiene) with a partner using sentence frames.	16.1.6-8.3W Construct simple paragraphs about personally relevant tasks using a graphic organizer.	16.1.6-8.4W Revise paragraphs about personally relevant tasks with a partner.	16.1.6-8.5W Write responses including figurative language about personally relevant tasks using study guides.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 6-8

16.2.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.6-8.1L Select illustrations representing main ideas based on simple oral words/phrases using a word bank.	16.2.6-8.2L Select illustrations representing main ideas based on brief oral descriptive phrases using a word bank.	16.2.6-8.3L Identify main idea and supporting detail based on oral descriptions using sentence frames.	16.2.6-8.4L Connect main idea and supporting details based on a teacher-read passage with a partner using graphic organizer.	16.2.6-8.5L Summarize main ideas and supporting details based on teacher-read fiction/nonfiction during small groups.	CC.1.2.6.A CC.1.2.7.A CC.1.2.8.A CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.A CC.1.5.7.A CC.1.5.8.A
	Reading	16.2.6-8.1R Match words to illustrations that reflect main ideas of an illustrated text.	16.2.6-8.2R Locate phrases that reflect the main ideas of an illustrated text.	16.2.6-8.3R Analyze the use of illustrations, headings, captions, vocabulary to determine the central idea of a text with a partner.	16.2.6-8.4R Identify the central and related ideas of a text in sentences using a story map while working in a small group.	16.2.6-8.5R Select and explain the best summary of the central and related ideas of a text in a group of three to four.	CC.1.2.6.L CC.1.2.7.L CC.1.2.8.L CC.1.3.6.K CC.1.3.7.K CC.1.3.8.K
PRODUCTIVE	Speaking	16.2.6-8.1S Repeat key vocabulary (WH-words) that demonstrate main ideas using illustrated flash cards.	16.2.6-8.2S Describe the main idea using short phrases with a partner.	16.2.6-8.3S Connect three details to one main idea with an adapted text in a small group of 3-4.	16.2.6-8.4S Explain the connection between different details and at least two main ideas in a small group of 3-4.	16.2.6-8.5S Debate the main idea and cite details with self-selected support (e.g., a partner, notes, rehearsal time).	CC.1.3.6.A CC.1.3.7.A CC.1.3.8.A CC.1.5.6.B CC.1.5.7.B CC.1.5.8.B
	Writing	16.2.6-8.1W Label events in a story with sequence words (e.g., first, second, then, last) using an illustrated narrative or informational text.	16.2.6-8.2W Write phrases to demonstrate sequence from an illustrated narrative or informational text sentence frames (e.g., After that ...; Finally...).	16.2.6-8.3W Compose sentences that convey sequence using a sequencing chart.	16.2.6-8.4W Construct a paragraph that uses some technical language (e.g., initially, finally) to convey sequence using model papers.	16.2.6-8.5W Edit multiple organized paragraphs that use technical language to sequence events using a rubric.	CC.1.4.6.D CC.1.4.7.D CC.1.4.8.D CC.1.4.6.P CC.1.4.7.P CC.1.4.8.P

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

Grade Level: 6-8

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.6-8.1L Match two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using single words or phrases.	16.3.6-8.2L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading brief descriptions.	16.3.6-8.3L Select two-dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner reading a paragraph	16.3.6-8.4L Match two dimensional shapes three-dimensional shapes and two-dimensional shapes from an oral description with a partner using grade level specific vocabulary (e.g., polygon, cube, tetrahedral).	16.3.6-8.5L Select two dimensional shapes three-dimensional shapes and two-dimensional shapes after an oral description from a presentation to the whole class.	CC.2.3.7.A.2 CC.2.3.8.A.2
	Reading	16.3.6-8.1R Match order of operations terms with symbols with teacher prompting.	16.3.6-8.2R Identify key terms to determine the order of operations in a shared reading of a story problem.	16.3.6-8.3R Demonstrate the order of multi-step problems using manipulatives.	16.3.6-8.4R Follow written directions to solve a multi-step problem based on models.	16.3.6-8.5R Solve a multi-step problem working with a partner.	CC.2.2.7.B.3 CC.2.2.8.B.3
PRODUCTIVE	Speaking	16.3.6-8.1S Name math terms as depicted on flash cards.	16.3.6-8.2S State the steps needed to solve a visually depicted math problem using manipulatives.	16.3.6-8.3S Explain the steps used to solve a visually supported math problem.	16.3.6-8.4S Analyze the process for solving grade-level math problems with a partner.	16.3.6-8.5S Offer an alternative solution to solving a math problem with a small group.	CC.2.2.7.B.3 CC.2.2.8.B.3

16.3.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	<p>16.3.6-8.1W Label a bar graph with title, appropriate scale, labels and a key using a model.</p>	<p>16.3.6-8.2W Write phrases to describe patterns of data in charts and graphs using a visual example.</p>	<p>16.3.6-8.3W Compare and contrast data in charts and graphs using a Venn diagram.</p>	<p>16.3.6-8.4W Create an appropriate chart or graph for a given set of data while working with a partner.</p>	<p>16.3.6-8.5W Justify the process for solving a grade-level open-ended item dealing with data (e.g., why a circle graph would be the best way to report the data) using class notes.</p>	<p>CC.2.4.6.B.1 CC.2.4.7.B.1 CC.2.4.8.B.1</p>

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

Grade Level: 6-8

16.4.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.6-8.1L Critique peer science fair presentations with a rubric and an interpreter.	16.4.6-8.2L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale) and a partner.	16.4.6-8.3L Critique peer science fair presentations with a rubric with icons (e.g., Likert Scale).	16.4.6-8.4L Critique peer science fair presentations with a rubric and a partner.	16.4.6-8.5L Critique peer science fair presentations with a rubric.	S8.A.1.1 Science as Inquiry (e.g. 3.1.6.A9 3.1.7.A9 3.1.8.A9)
	Reading	16.4.6-8.1R Match names of recyclable objects with illustrations with a bilingual dictionary.	16.4.6-8.2R Match sentence strips to illustrations of the steps in the recycling process with a partner.	16.4.6-8.3R Identify the steps and outcomes of a community recycling program in a highlighted or chunked newspaper article.	16.4.6-8.4R Summarize the benefits of a community recycling program in a newspaper article using a graphic organizer.	16.4.6-8.5R Predict outcomes of a community recycling program in a newspaper article using class notes.	4.3.6.D
PRODUCTIVE	Speaking	16.4.6-8.1S Name the components of the Milky Way using visuals as a guide.	16.4.6-8.2S Restate the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.3S Ask questions about the interconnectedness of the components of the Milky Way using visuals and notes/graphic organizers.	16.4.6-8.4S Analyze orally the interconnectedness of the components of the Milky Way using notes/graphic organizers in a small group.	16.4.6-8.5S Analyze orally the interconnectedness of the components of the Milky Way in a small group	3.3.6.B1 3.3.7.B1
	Writing	16.4.6-8.1W Label a drawing/model of a plant cell using pre-printed word cards with a partner.	16.4.6-8.2W Label a drawing/model of a plant cell using a word bank from an illustrated model.	16.4.6-8.3W List the steps of photosynthesis in plants using a pictorial representation.	16.4.6-8.4W Produce a written paragraph explaining the steps of photosynthesis referencing information in a text.	16.4.6-8.5W Write a multi-paragraph report explaining the role of photosynthesis in the cycling of matter and flow of energy on Earth.	3.1.6.A2 3.1.7.A2 3.1.6.A5 3.1.7.A5

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 6-8

16.5.6-8		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.6-8.1L Locate places or geographic features on a map from oral description..	16.5.6-8.2L Select appropriate maps to identify regions, countries or landforms from oral description.	16.5.6-8.3L Select appropriate maps based on oral descriptions about regions, countries, landforms or manmade structures.	16.5.6-8.4L Compare and contrast different types of maps from oral descriptions using a graphic organizer.	16.5.6-8.5L Construct a representation of different types of maps from oral descriptions.	7.1.6.B 7.1.7.B 7.1.8.B 7.2.6.A 7.2.7.A 7.2.8.A
	Reading	16.5.6-8.1R Identify words and phrases from text and charts with visual support.	16.5.6-8.2R Classify data based on information from text and charts using a graphic organizer.	16.5.6-8.3R Compare data based on information from text and charts using a graphic organizer.	16.5.6-8.4R Analyze data based on information and charts in a small group.	16.5.6-8.5R Predict future trends based on data gleaned from grade-level text and charts in a small group.	8.1.6.C 8.1.7.C 8.1.8.C
PRODUCTIVE	Speaking	16.5.6-8.1S Name historical figures or events in photographs and illustrations with a partner.	16.5.6-8.2S Answer WH-questions about historical figures or events from photographs, illustrations or videos in a small group.	16.5.6-8.3S Role-play scenes from the lives of historical figures or events with a team.	16.5.6-8.4S Engage in a classroom discussion about historical figures or events based on previously completed graphic organizer.	16.5.6-8.5S Debate or defend a decision or action of an historical figure or event in teams.	8.1.6.A-B 8.1.7.A-B 8.1.8.A-B
	Writing	16.5.6-8.1W Label pictures of historical events with a partner.	16.5.6-8.2W Write phrases or short sentences about visually supported historical events using sentence frames.	16.5.6-8.3W Compare and/or contrast visually supported historical events using a Venn diagram.	16.5.6-8.4W Generate an informative comparative summary of historical events with a writing frame in a small group.	16.5.6-8.5W Write an informative comparative essay about an historical event using primary sources with a rubric.	8.1.6 A 8.1.7.A 8.1.8.A 8.1.6 C 8.1.7.C 8.1.8.C

English Language Development Standard 1: English language learners communicate in English for **SOcial AND INStruCTIoNAl** purposes within the school setting.

Grade Level: 9-12

16.1.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.9-12.1L Follow one-step oral directions from teacher supported by gestures.	16.1.9-12.2L Sequence events with visual support (i.e., Follow a daily schedule).	16.1.9-12.3L Follow multi-step oral directions to select materials or resources needed to complete tasks with a partner.	16.1.9-12.4L Follow-up, process and respond to announcements over the intercom with peer support.	16.1.9-12.5L Analyze and interpret the appropriateness of oral messages or information from a variety of sources (such as: popular songs and voicemail messages) with a small group.	Not Applicable
	Reading	16.1.9-12.1R Sort information from multiple visually supported sources with a partner.	16.1.9-12.2R Identify important information (e.g., by highlighting) from multiple visually supported sources support with a partner	16.1.9-12.3R Categorize (e.g., best, maybe, unlikely) options from multiple sources with a graphic organizers	16.1.9-12.4R Summarize information from a variety of visually supported print resources.	16.1.9-12.5R Evaluate hypotheses based on information from a visually supported text.	Not Applicable
PRODUCTIVE	Speaking	16.1.9-12.1S Answer yes/no questions about types of music, games, TV programs or recreational with visual support.	16.1.9-12.2S Ask WH questions about preferred movies, magazines, stories, or authors with a partner.	16.1.9-12.3S Recommend games, songs, books, films or computer programs with a partner.	16.1.9-12.4S Compare and contrast plays, films, books, songs, computer programs or magazine articles using realia.	16.1.9-12.5S In a multimedia presentation, critique and evaluate plays, films, books, songs, computer programs, or magazine articles with a small group.	Not Applicable
	Writing	16.1.9-12.1W List common personal interests with a partner.	16.1.9-12.2W Create a graphic organizer about common personal interests with a partner.	16.1.9-12.3W Develop interview questions for a personal interest questionnaire with a small group.	16.1.9-12.4W Write a summary of information from personal interest questionnaires with a small group.	16.1.9-12.5W Make written conclusions and inferences about data collected from questionnaires with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Grade Level: 9-12

16.2.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.9-12.1L Match oral content vocabulary to visuals with a small group.	16.2.9-12.2L Match oral phrases and statements to media, objects, or illustrations with a partner.	16.2.9-12.3L Sort or sequence events from oral commentary with visual support and graphic organizers.	16.2.9-12.4L Identify cause and effect from oral discourse (e.g., watch a video clip and predict a character's response) with a partner	16.2.9-12.5L Identify personal connections from oral descriptions of a character's actions and/or experiences using a graphic organizer.	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.5.9-10.C CC.1.2.11-12.C
	Reading	16.2.9-12.1R Match a person to his/her acts or accomplishments using visuals.	16.2.9-12.2R Sequence the events of a person's life using a timeline.	16.2.9-12.3R Identify motivational factors in a person's life using visuals and annotated text.	16.2.9-12.4R Interpret the impact of a person's life on others or society from visually supported text (e.g., How did Rosa Park's decisions affect the Civil Rights movement?)	16.2.9-12.5R Analyze a person's life choices using grade level text (e.g., was a decision. beneficial or harmful).	CC.1.2.9-10.C CC.1.2.11-12.C CC.1.3.9-10.C CC.1.3.11-12.C
PRODUCTIVE	Speaking	16.2.9-12.1S Ask and answer WH-questions about text features using visually guided prompts with a small group of students.	16.2.9-12.2S Ask and answer text features using pictures, graphs, or charts with a partner.	16.2.9-12.3S Ask and answer context features of text using graphic organizers.	16.2.9-12.4S Discuss the key details and events of a grade-level non-fiction text in a small group using class notes.	16.2.9-12.5S Discuss the key details and events of a grade-level non-fiction text using class notes	CC.1.2.9-10.A CC.1.2.11-12.A CC.1.3.9-10.A CC.1.3.11-12.A CC.1.5.9-10.D CC.1.5.11-12D CC.1.5.9-10.E CC.1.5.11-12E
	Writing	16.2.9-12.1W Produce key words or phrases on a relevant topic using bilingual or picture dictionaries.	16.2.9-12.2W Produce phrases/short sentences using various writing styles with a guided model.	16.2.9-12.3W Produce paragraphs in various genres from notes with a guided model.	16.2.9-12.4W Edit and revise rough drafts across various genres using checklists or rubrics with a partner.	16.2.9-12.5W Produce grade-level writing across various genres using rubrics and electronic writing tools.	CC.1.4.9-10.A CC.1.4.11-12.A CC.1.4.9-10.G CC.1.4.11-12.G CC.1.4.9-10.T CC.1.4.11-12.T

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

Grade Level: 9-12

16.3.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.9-12.1L Match math vocabulary to geometric figures in a small group.	16.3.9-12.2L Follow teacher directions to create a geometric figure using manipulatives.	16.3.9-12.3L Identify geometric figures based on oral descriptions with a partner.	16.3.9-12.4L Create geometric figures based on multi-step oral directions with a partner.	16.3.9-12.5L Transform geometric shapes based on oral directions using computer software or other supports.	CC.2.3.HS.A.1 CC.2.HS.A.13
	Reading	16.3.9-12.1R Match data to the correct graph (e.g., data table to a circle graph) with a partner.	16.3.9-12.2R Organize data on a basic chart with a partner or a group.	16.3.9-12.3R Interpret data in a graph working with a partner or a group.	16.3.9-12.4R Analyze conclusions drawn from data on a graph with a partner or a group.	16.3.9-12.5R Predict trends from data on a graph working with a partner or a group.	CC.2.4.HS.B.1 CC.2.4.HS.B.3
PRODUCTIVE	Speaking	16.3.9-12.1S Repeat the steps in the order of operations using a guided model with a partner.	16.3.9-12.2S Identify steps in the order of operations with a small group.	16.3.9-12.3S Sequence the steps to solve a problem involving the order of operations with a small group. (e.g., add before you subtract in an algebraic equation).	16.3.9-12.4S Explain the solution to a problem involving the order of operations using visual supports.	16.3.9-12.5S Analyze the solution to a problem involving the order of operations with a partner.	CC2.1.HS. F.1 CC2.1.HS.F.2
	Writing	16.3.9-12.1W Label symbols found in algebraic equations, inequalities or expressions.	16.3.9-12.2W Illustrate the steps used to sequence or solve an algebraic equation, inequality or expression with a partner and/or small group.	16.3.9-12.3W Compose a simple algebraic equation, inequality or expression using a guided model.	16.3.9-12.4W Write a word problem that fits an algebraic equation, inequality or expression with a partner.	16.3.9-12.5W Justify the solution of an algebraic equation, inequality or expression using figures, notations and complex sentences.	CC.2.2.HS.D.10 CC.2.2.HS.D.9

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

Grade Level: 9-12

16.4.9-12		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.9-12.1L Match pictures of water to its various states using visual cues.	16.4.9-12.2L Categorize water according to its states and properties with a partner.	16.4.9-12.3L Predict how the state of water will change given various real-world scenarios in videos.	16.4.9-12.4L Compare and contrast the unique properties of water to other liquids with a graphic organizer and teacher direction.	16.4.9-12.5L Reflect on how human influence impacts the state of water with a small group.	3.1.B.A8 4.2.10.C 4.2.12.C
	Reading	16.4.9-12.1R Select traits related to patterns of inheritance (e.g., blond vs. black hair, short tails vs. long tails) with visual support.	16.4.9-12.2R Identify the different parts of a DNA molecule on a diagram with a partner.	16.4.9-12.3R Describe the role of protein synthesis in cell reproduction using poster support.	16.4.9-12.4R Analyze genetic mutations and the how the DNA sequence may or may not affect phenotype using illustrations/photographs.	16.4.9-12.5R Draw conclusions about the impact of breeding using guided notes (e.g., dog, fruit, flower breeding).	3.1.12.B1 3.1.12.B3 3.1.12.B5 3.1.12.C2
PRODUCTIVE	Speaking	16.4.9-12.1S Name examples of extinct and non-extinct species using flash cards (e.g., t-rex, woolly mammoth, raccoons).	16.4.9-12.2S Identify and describe artifacts that support the theory of evolution (e.g., Identify pictures of fossil skeletons).	16.4.9-12.3S Describe the possible causes of species extinction using online video resources.	16.4.9-12.4S Discuss how natural selection can impact a population in a small group.	16.4.9-12.5S Debate various theories of evolution, creation, and extinction of life with teacher modeling and class notes.	3.1.12.C1 3.1.12.C2 3.1.12.C3
	Writing	16.4.9-12.1W Label a simple diagram of the food chain using graphic support.	16.4.9-12.2W Take notes on a graphic organizer to show predator/prey relationships using phrase wall support.	16.4.9-12.3W Write an outline describing a food web which includes producers, consumers, and decomposers with template support (e.g., descriptors of the roles of each organism).	16.4.9-12.4W Summarize the flow of energy within an ecosystem with the support of a model (i.e., as it relates to the food web).	16.4.9-12.5W Produce a research report explaining how the flow of energy within an ecosystem changes when one element is removed with partner support (i.e., as it relates to the food web).	4.1.10.C 4.1.12.C

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: 9-12

16.5.9-12		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.9-12.1L Indicate where natural resources exist (e.g., Find an oil rig) from visually supported oral description.	16.5.9-12.2L Identify distribution of natural resources around the world (e.g., point to sites of solar energy on a map or globe) from visually supported oral description.	16.5.9-12.3L Compare availability of natural resources between two or more countries from visually supported oral description.	16.5.9-12.4L Analyze distribution of products from natural resources among global markets from visually supported oral description.	16.5.9-12.5L Interpret implications of distribution of products from natural resources among global markets from visually supported oral description.	6.3.12C
	Reading	16.5.9-12.1R Identify key vocabulary related to local, state and national government supported visually in L1 or L2	16.5.9-12.2R Locate the roles of local, state and national governments using a graphic organizer in a small group.	16.5.9-12.3R Note the roles and responsibilities of local, state and national government using a Venn diagram with a partner.	16.5.9-12.4R Differentiate the roles of local, state and national governments using a Venn diagram.	16.5.9-12.5R Differentiate the responsibilities of local, state and national governments based on implicit and explicit texts with a partner.	5.3.C.A 5.3.9.A 5.3.12A
PRODUCTIVE	Speaking	16.5.9-12.1S Respond to Yes/No questions about current or past events in world history with visual supports (e.g., photographs)..	16.5.9-12.2S Answer short answer questions about current or past events in world history using sentence starters and visual support.	16.5.9-12.3S Discuss personal connections to current or past people or events in world history (e.g., I visited Tiananmen Square) using realia or visual supports.	16.5.9-12.4S Analyze current or past events in world history with a small group.	16.5.9-12.5S Critique current or past issues or policies in world history with a partner.	8.4.W.A
	Writing	16.5.9-12.1W Match key vocabulary with the physical characteristics of places on a map or a chart with a small group.	16.5.9-12.2W Label the physical characteristics of places with short descriptive phrases noted in a graphic organizer.	16.5.9-12.3W Summarize the physical characteristics of places from information presented in a graphic organizer.	16.5.9-12.4W Create a multi-paragraph essay from an outline describing the physical characteristics of places or regions with a partner.	16.5.9-12.5W Write a research paper analyzing the physical characteristics of places or regions using a graphic organizer.	7.2.W.A

APPENDIX A: A Deeper Understanding

Introduction

There are an estimated 52,296 English Learners (ELs) enrolled in Pennsylvania’s publicly funded schools.¹ These learners represent 3 percent of the total student school population. The three most common languages spoken by Pennsylvania’s ELs (as a percentage of the state’s EL students) are Spanish (57%), uncoded languages (6.2%), and Chinese (4.3%). These students bring with them valuable cultural and linguistic assets, including their home languages. In spite of these assets, ELs face significant challenges to achieving academic success compared to their non-EL peers. With effective, research-based supports and access to quality instruction, ELs can achieve English language proficiency and perform academically at the same high levels as their non-EL peers.

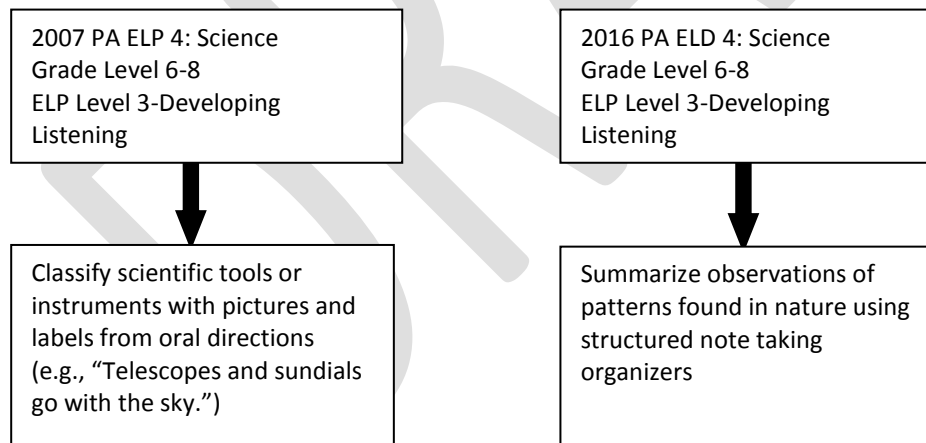
The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. This can be accomplished through the collaborative efforts of instructional staff responsible for instructing these students. To support equitable instruction and assessment of ELs, Pennsylvania developed the Pennsylvania English Language Proficiency Standards (PA ELPS) in 2007. The PA ELPS provided a framework for standards-based instruction and assessment for ELs to attain English language proficiency. Under the direction and guidance of the Pennsylvania Department of Education, a workgroup comprised of educators from various educational systems came together to create these standards and correlate them to Pennsylvania’s Academic Standards.

Since the initial PA ELPS were implemented, changes have occurred with educational policy and practice. In 2013, Pennsylvania’s Elementary and Secondary Education Act (ESEA) flexibility waiver received federal approval. The waiver included an assurance to develop and adopt rigorous standards in English language arts and mathematics that build toward college and career readiness by graduation. It also ensured that these rigorous standards would be implemented for all students and that educators would receive the needed supports to transition to these new standards. Therefore, Pennsylvania’s Core/Academic Standards reflect this increased rigor. Pennsylvania’s ESEA flexibility waiver also required that the state review and update existing English Language Proficiency Standards (ELPS) in order to correlate them to the new Core/Academic Standards.

Increasing Rigor

An example of the increased rigor can be seen in the comparison of a 2007 ELPS Model Performance Indicator (MPI) to the newly revised 2016 indicator (*Figure 1*).

Figure 1. Model Performance Indicator



Note: These MPIs address the same ELPD Standard and subject area. They also target the same grade level, the same skill (Listening) and the same level of language development. However, the task from the 2016 ELD Framework is both more academically and linguistically complex than the 2007 task. Teachers will notice this reflected across the 2016 revision.

Research suggests that academic achievement among ELs lags behind their English-proficient counterparts, with gaps evident not only in language instruction, but also in core subject areas with high language demands.² Nationally, in 2011 ELs scored 36 points lower on the National Assessment of Educational Progress (NAEP) reading assessment compared to non-EL students, with the achievement gap increasing to 44 points at the 8th grade level, with no measurable improvement shown from the achievement gaps evident in 2002.

In Pennsylvania, state assessment data echoes national findings on academic achievement gaps of ELs. The 2012 Pennsylvania System of School Assessment (PSSA) results indicate academic proficiency of ELs falling well below their English proficient peers, with only 17.8% of ELs scoring proficient or above in reading, compared to 71.9% of non-ELs, and 35% of ELs scoring proficient in math, compared to 75.7% of non-ELs. Significantly, these results were less than the 2011 PSSA results, when 23.8% of ELs scored proficient or higher in reading, with 41.9% proficient or higher in mathematics.

During the time period the workgroup was meeting, the Every Student Succeeds Act of 2015 (ESSA) was signed into law. This educational reauthorization recognized the unique needs of ELs, including acknowledging the heterogeneity within the EL subgroup and reaffirms the goal inherent in the Flexibility Waivers: rigorous and challenging academic achievement standards which prepare students for success in college and career.

The workgroup took into account the federal legislation and the increased focus on academic language (e.g., what it is, when it is used, and how English learners can acquire it) as it reviewed and updated the standards. The workgroup also recognized that for ELs to acquire English proficiency and become academically successful, content educators must provide equitable access to planned instruction for their ELs. Classroom educators must not only understand the role of English Language Development Standards (ELDS) as an overlay to content area instruction, but have the tools and knowledge necessary to differentiate instructional content based upon the English language ability of their students. Differentiation of content will enable ELs to master academic English, gain content knowledge and achieve academic success. Therefore, to support educators in meeting the instructional needs of ELs and guide program development and lesson delivery, the workgroup developed the Pennsylvania English Language Development Standards (PA ELDS) Framework.

Model Performance Indicators

Represented in the framework are sample tasks that illustrate language differentiation across grades and subjects. These tasks are termed MPIs, providing educators with a starting point for planning instruction and assessment for ELs' acquisition of social and academic language across proficiency levels. MPIs demonstrate what students can be expected to know and/or be able to do as they approach the transition to the next level of ELP. MPIs also reflect the rigor of the state's Core/Academic Standards for Language Arts, Mathematics, Science and Social Studies and illustrate adaptations of a specific age-appropriate classroom instruction and assessment activity. Each MPI correlates to assessment anchors or eligible content and are organized within the five PA ELDS by:

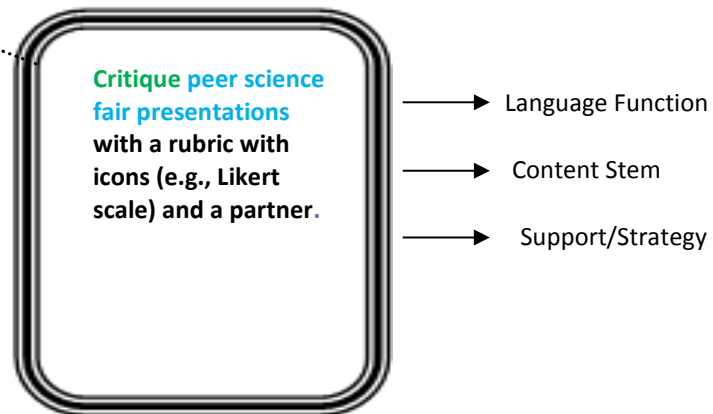
- Six grade level (Pre-K-K, 1, 2-3, 4-5, 6-8, and 9-12);
- Five language proficiency levels (Entering, Emerging, Developing, Expanding, and Bridging); and
- Four language domains (listening, speaking, reading and writing).

The three components of each MPI are illustrated below (*Figure 2.*)

- 1) **Language function** (how the students at each ELP level will be expected to comprehend or produce language in the lesson or activity) ;
- 2) **Content stem** (the specific academic information the students are expected to communicate); and
- 3) **Instructional support(s)** (the manner of assistance which will help students to engage meaningfully with both the academic language and content).

Figure 2. Standard 4 - English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
Grade Level: 6-8

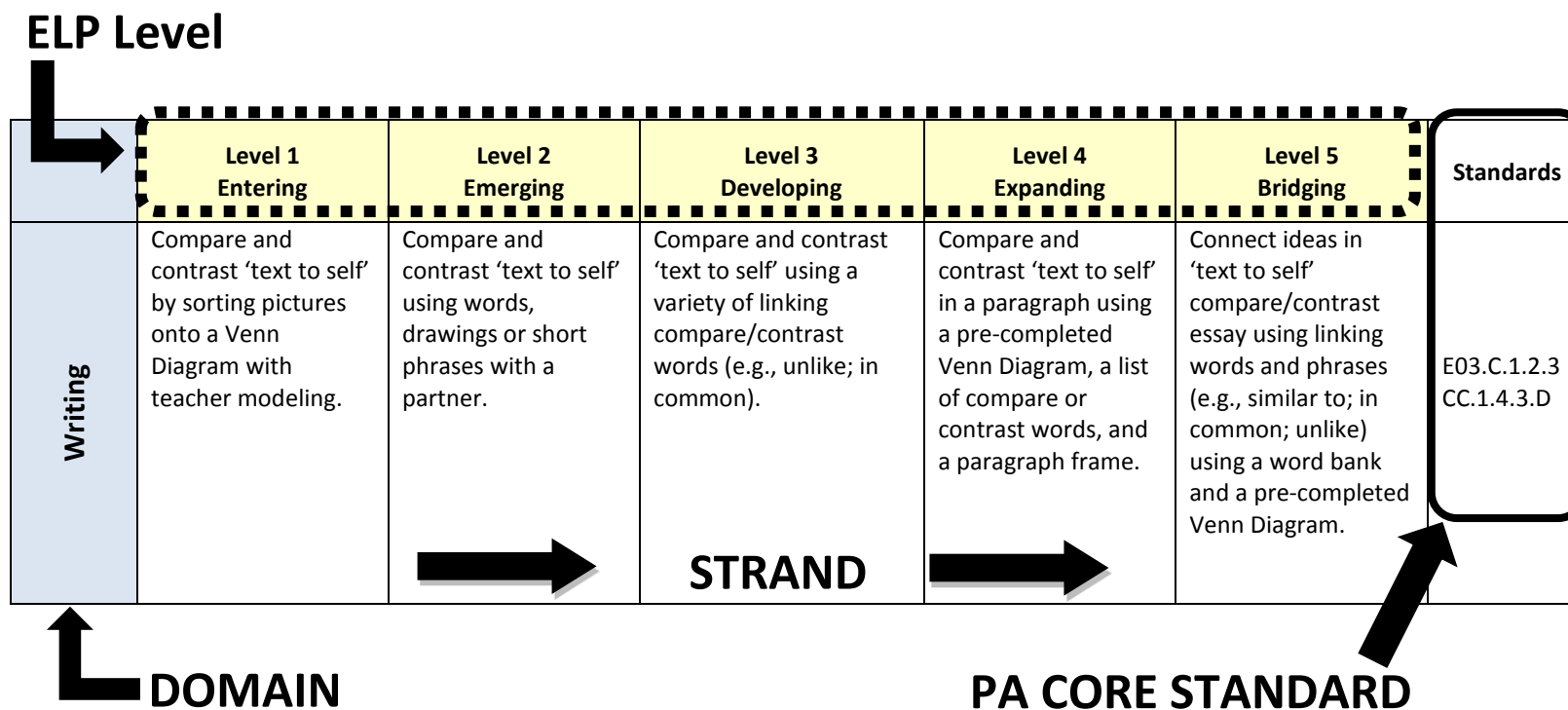
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Listening	Critique peer science fair presentations with a rubric and an interpreter.	Critique peer science fair presentations with a rubric with icons (e.g., Likert scale) and a partner. MPI	Critique peer science fair presentations with a rubric with icons (e.g., Likert scale).	Critique peer science fair presentations with a rubric and a partner.	Critique peer science fair presentations with a rubric.	S8.A.1.1



Note: The MPI in these illustrations are adapted from the indicators developed by the WIDA Consortium. They serve as a snapshot of what an appropriate lesson might be at a given level of English proficiency.

MPIs are presented in a developmental strand across language proficiency levels (horizontal) and language domains (vertical). (Figure 3 represents how the individual MPIs are organized in strands across ELP levels.)

Figure 3. English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts - Grade Level: 2-3



For *English Language Development Standard 1* (Social and Instructional), the MPI refers to the language acquisition that may occur socially or within classroom and school contexts. For ELPS 2 through 5 (Language Arts, Math, Science, and Social Studies), the MPI refer to academic language acquisition that must take place in content specific contexts. The Language Function and Content Stem are expectations of student performance and must always be stated clearly. However at higher levels of proficiency (particularly at Level 5), Supports may not be specifically stated. This does not exclude the possibility of a teacher using these tools in class.

The Framework clearly depicts not only the cumulative nature of content development but also the cumulative development of language which takes both dedicated instruction and time needed for students to reach linguistic parity with their native speaking peers. Instructional co-planning opportunities involving both content teachers and ESL professionals are optimal, since it enables both educators to contribute equally from their respective specialization.

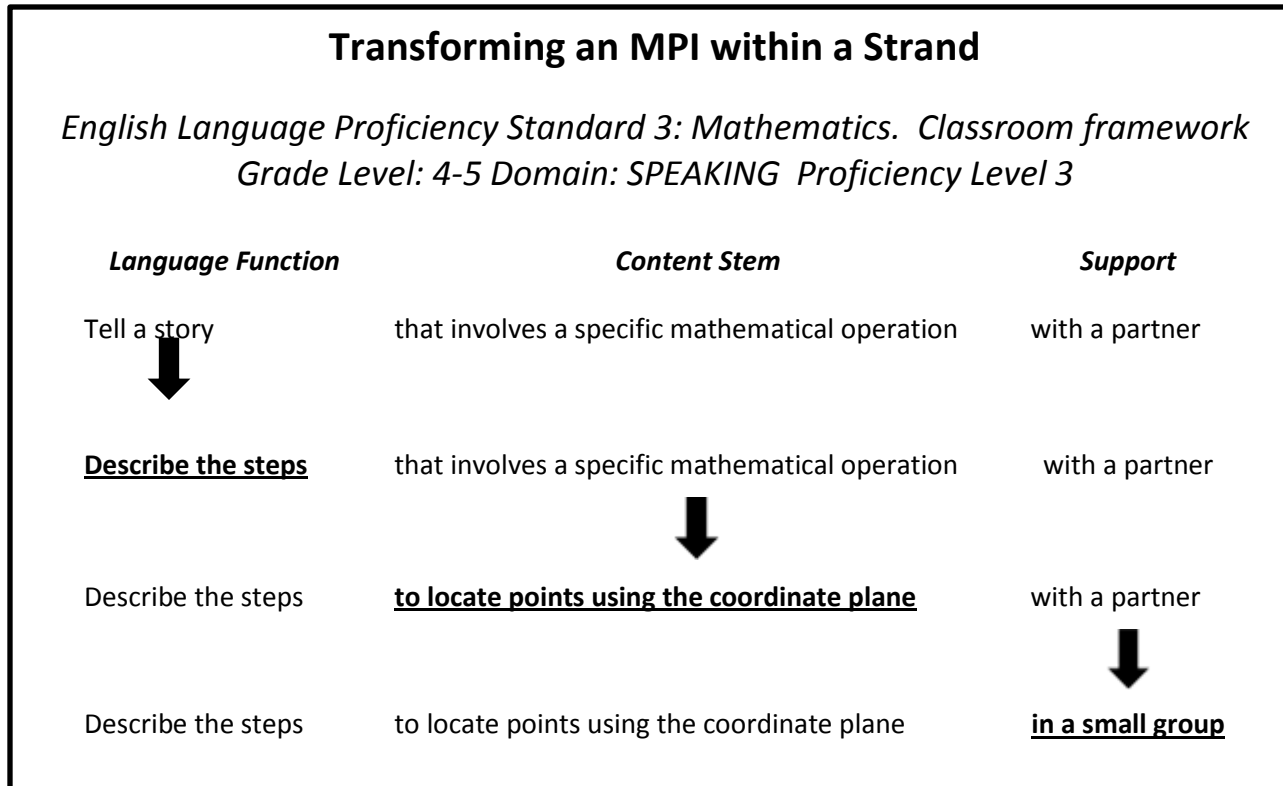
Transformation

The flexibility and power of the MPI become evident through transformations. A transformation is the activity through which one of the 3 elements of the MPI (see Figure 4) is changed or transformed to extend the usage of the MPI while being mindful of the language proficiency level for that MPI.

The need to transform the Language Function would be dictated by the task and the language modality selected for that task. For example, one teacher may ask a student to “Discuss the steps in a chemical reaction” while another may ask students to “List the steps in a chemical reaction.” The first teacher’s task involves speaking, while the second’s involves writing. Instructors must be cognizant of the demands of students’ levels of language proficiency when transforming the language function to guarantee that the transformation does not result in a task that is beyond the students’ ability.

The transformation of a content stem addresses the academic content being taught. Students can be asked to describe the setting of a story, the habitat of a beaver or the burning of Atlanta during the Civil War. In each case the language function remained the same but content topic changed therefore requiring different content specific language to complete the task.

Figure 4: MPI Transformation



The above graphic is an example of a transformation of all elements of a single MPI. Transformations commonly involve changing one element (Language Function, Content Stem, or Support/Strategy) of the MPI. The most common action is the transformation of the content stem to another task within the same or different content area.

Differentiating Instruction and Assessment for English Learners

The challenge for educators in the classroom is found within the duality of providing comprehensible academic content as determined by the Pennsylvania Core/Academic Standards, as well as ensuring that ELs acquire the necessary academic language (vocabulary, grammar, etc.) to access content and exhibit knowledge and mastery of subject material. The PA ELDS Framework is designed to help educators effectively differentiate instruction and assessment across content areas for ELs at varying levels of ELP.

To provide explicit and systematic instruction differentiated by an ELP level, Pennsylvania Department of Education has developed the *ELL Differentiation Protocol*(Figure 5.). The *Protocol* enables educators to:

- Develop language and content objectives;
- Identify and explicitly teach key features of academic language;
- Differentiate based on ELP level;
- Amplify instructional input and scaffold instructional output; and
- Assess comprehension of students at all ELP levels.

The *Protocol* contains a set of four steps for applying the PA ELDS Framework to formative instruction and assessment.

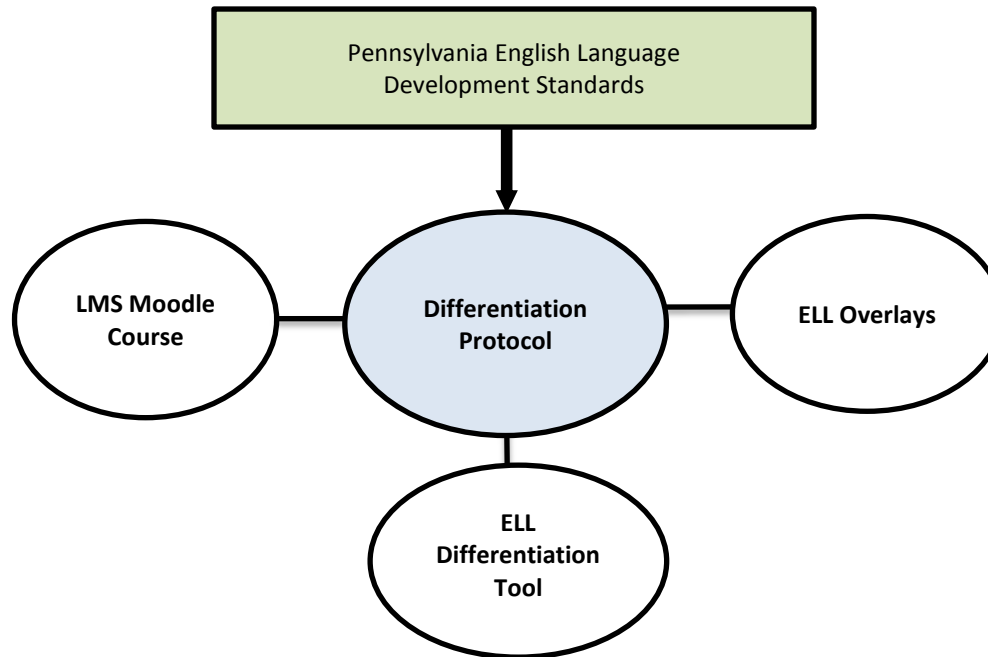
Step 1. Identify the INSTRUCTIONAL GOALS (e.g., standards, concepts, competencies, objectives) for the unit, chapter, or lesson.

Step 2. Determine the KEY USE OF ACADEMIC LANGUAGE (KUALA)

Step 3. Identify key ACADEMIC LANGUAGE components.

Step 4. Develop a three-part PERFORMANCE INDICATOR (PI) outlining a developmentally appropriate task for ELs at any one ELP level.

Figure 5. *Differentiation Protocol*



Comprehensive System of Support

In order to support the implementation of the PA ELDS, the Pennsylvania Department of Education has developed supportive tools and resources.

ELL Overlays

The PA ELL Overlays, like the PA ELDS, provide exemplars of required adaptations to instruction and assessment for ONE specific instructional context. They illustrate the dynamic process of adapting instruction and assessment for ELLs based on ELP level.

The ELL Overlays differ from the formative matrices in that they expand on the example task by incorporating concepts, competencies and academic/topic-related language. By including these additional dimensions, this amplified resource contextualizes ELP-level appropriate tasks in the larger classroom environment. The ELL Overlays for English Language Arts and Mathematics can be found on the SAS Portal at: <http://www.pdesas.org/curriculumframework/elloverlay/>.

ELL Differentiation Tool

Pennsylvania's ELL Differentiation Tool is a dynamic, interactive tool for use by teachers to modify their content lessons to meet the educational needs of ELs. The Tool connects the PA ELDS Framework and Pennsylvania's Academic and Core Standards, and then applies them to specific instructional lessons or activities.

The ELL Differentiation Tool assists teachers in the differentiation of instruction and assessment for ELs, as required by the federal Title I and Title III mandates, state mandates, and the Danielson Framework for Teaching. The overarching PA ELDS Framework acknowledges that ELs share the same cognitive resources as their non-EL peers, and thus are capable of accessing and acquiring the same rigorous college-and-career readiness standards, albeit through a different pathway. It is this need for an alternate pathway to learning which necessitates differentiated instruction and formative assessment to provide support to students at different English Language Development levels, and to scaffold on their existing strengths and funds of knowledge.

This tool synthesizes existing resources (2016 PA ELDS Framework, 2012 WIDA Amplification of the ELDS, and other supporting resources) to provide educators a streamlined experience as they engage in this necessary differentiation for their ELs. The ELL Differentiation Tool can be found on the ESL Portal at <http://ell.eslportalpa.info/>.

LMS Moodle Course - What ALL Educators Need to Know - How to Differentiate Instruction and Assessment for ELs

Developed for classroom/content area teachers, special education teachers, ESL specialists, and administrators, this self-paced, online course introduces educators to effective differentiation strategies for instruction and assessment of ELs. Participants will explore developing student profiles, analyzing language complexity, and how to scaffold and support ELs at various proficiency levels. This course can be accessed via the ESL Portal at <http://ell.eslportalpa.info/>.

Additional Resources

The Pennsylvania Department of Education continues to provide professional development training and resources to educators (including practitioners, administrators, counselors and teachers) working with ELs in PA to facilitate the effective implementation and use of PA ELDS Framework. For additional information on the Framework and the Pennsylvania Core/Academic Standards visit the Pennsylvania Department of Education's Standards Aligned System (SAS Portal) at www.pdesas.org.

Endnotes

¹ <http://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment%20Reports%20and%20Projections.aspx#tab-1>

The ESL statistics are obtained from the Pennsylvania Information Management System (PIMS) October 1 Enrollment Data Collection, and the 52,000+ number is pulled from the 2015-16 October 1 collection.

² Alt, M., Arizmendi, G.D., Beal, C.R., & Hurtado, J. (2013). The effect of test translation on the performance of second grade English learners on the KeyMath-3. *Psychology in the Schools*, 50(1)