



Elementary Language Arts/Reading

Framework for ELs in Grades K-1

Routines	Instructional Design	
Opening Routine (Whole Group)	Language Warm-Up: Daily Language Practice (ALWAYS related to previously taught subject)	
	<ul style="list-style-type: none"> • High-frequency words • Rhyming Words (Nursery Rhymes) • Activating Prior Knowledge (Visuals and Realia) • Educational Games to Learn English: “Head, Shoulders, Knees and Toes”; “Old MacDonald”; “Simon Says”; etc. • Handwriting 	<ul style="list-style-type: none"> • Language Development Activities: Flashcards/Games • Concepts of Print • Fluency • Phonics • Vocabulary Activities • Phonemic Awareness • Grammatical Structures
Laying the Groundwork (Whole Group)	<p>Set a Purpose/Introduce Focus Task</p> <ul style="list-style-type: none"> • Explore essential question (introduce theme, big idea) • Prepare for learning: activate prior knowledge • Present language objective and student learning goal (Focus Standard) • Preview the text and make a prediction • Introduce new concepts 	
	<p>Explicit Vocabulary Instruction</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • High-Frequency Words • Vocabulary Strategy <p>Formative Assessment</p>	

<p style="text-align: center;">Direct Instruction (I Do)</p>	<p>Teach the Skill: Modeling through listening, speaking, reading, and writing Close reading/Close Listening Paired Selection Genres <i>Domain: Listening</i></p> <ul style="list-style-type: none"> • Listening for a purpose based on focus standard <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> • Retell and Respond <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Model comprehension strategies • Reading fluency practice (teacher read aloud, echo/choral reading) <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing • Writing Trait Purpose • Handwriting • The Writing Process <p>Formative Assessment</p>
<p style="text-align: center;">Guided Instruction (We Do)</p>	<p>Practice with Students: Putting It all Together/Application</p> <ul style="list-style-type: none"> • Revisit predictions • Oral summarizing • Make text connections (text to text, text to self, text to world) • Review language patterns • Apply learned vocabulary to real-life context <p>Engage and Transform</p> <p><i>Domain: Listening</i></p> <ul style="list-style-type: none"> • Listening for a purpose based on focus standard <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> • Structured Oral Practice • Collaborative Discussions Routines <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Apply skills and strategies • Reading fluency practice (teacher read aloud, echo/choral reading) <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing • Writing Trait Practice • Handwriting • The Writing Process <p>Formative Assessment</p>

	Group A	Group B	Group C
Differentiated Instruction, Small Group Collaborative Learning (They Do)	Technology Station Imagine Learning-ESOL level 1 i-Ready-ESOL levels 2-4	Independent Station Apply and reinforce learning Peer collaboration Skill building practice	Teacher Led Station Language development focus lessons Data-driven instruction Focus lessons: phonemic awareness, phonics, fluency, vocabulary, comprehension
Independent (You Do)	Formative and Summative Assessments: <ul style="list-style-type: none"> Independent application of skill or standard taught 		
Closing Routine (Whole Group)	Reiterate, Redirect, Review & Reflect Review key points, vocabulary, literary terms Metacognitive routines Home learning assignment (extension of lesson that student can do independently)		

Note: *Instructional Design activities presented in this Expanded Framework are suggestions and examples.*

Newcomers may benefit from the exclusive use of the Literature Big Book Main Selection in order to build a solid reading foundation.

Whole (grade level) group and small (instructional level) groups will use the WIDA CAN DO indicators to facilitate instruction.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language 	
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smallest," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house") 	
WRITING	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Planning Tool for ELs

Subject Area: Text: Grade Level:	WIDA ELD Standard: Florida Standard(s): Comprehension Skill:
Domain: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing	
<u>What CAN the student DO</u> according to his/her ESOL level? (Use Can Do Descriptors)	What <u>social and instructional language</u> does the EL need for this lesson?
What <u>academic language</u> does the EL need for this lesson?	What <u>question(s)</u> will promote the learning outcome(s)?
What <u>support</u> is needed for this lesson? <u>Sensory-Graphic -Interactive</u>	What is the <u>language focus</u> for this lesson?
What <u>ESOL strategy</u> applies to this lesson (refer to the ESOL matrix)?	What <u>background knowledge</u> is needed for this lesson?

Language Supports

Sensory Supports		Graphic Supports	Interactive Supports
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams, & drawings Magazines & newspapers	Physical activities Videos & films Broadcasts Models & figures	Charts Graphic organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet or software programs

**Revised Speaking Rubric of the WIDA Consortium
Grades 1-12**

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
Level 6 Reaching Response is fully comprehensible, fluent and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college-and-career-readiness standards; characterized by:	<ul style="list-style-type: none"> * sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience * clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> * a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics * controlled, skilled use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> * consistent usage of just the right word or expression in just the right content related to content area topics * facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:	<ul style="list-style-type: none"> * sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience * clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> * a broad range of oral phrase sentence patterns and grammatical structures matched to the content area topic * controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> * usage of technical and abstract content-area words and expressions as appropriate * usage of words and expressions with precise meaning related to content area topics as appropriate * vocabulary usage that fulfills the speaking purpose
Level 4 Expanding Response is generally comprehensible, fluent; and related to purpose; characterized by:	<ul style="list-style-type: none"> * connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity * some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> * a range of oral phrase and sentence patterns and grammatical structures characteristics of the content area * generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> * usage of specific and some technical content-area words and expressions as appropriate * usage of words and expressions with multiple meanings or common idioms across content areas as appropriate * vocabulary usage that generally fulfills the speaking purpose

<p>Level 3 Developing Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:</p>	<ul style="list-style-type: none"> *oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas * evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> * developing range of oral phrase and sentence patterns and grammatical structures common to content areas * developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> * usage of some specific content words and expressions as appropriate * usage of words or expressions used frequently in content areas, as appropriate * vocabulary usage that attempts to fulfill the speaking purpose
<p>Level 2 Emerging Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:</p>	<ul style="list-style-type: none"> *oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident * some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> * chunks of language, repetitive oral phrase patterns, and formulaic structures used in social and instructional situations or across content areas * variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> * usage of general content words and expressions * usage of social and instructional words and expressions across content areas * possible usage of general vocabulary where more specific language is needed
<p>Level 1 Entering Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:</p>	<ul style="list-style-type: none"> * words, oral phrases, or memorized chunks of oral language used to represent ideas * varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> * words, chunks of language, or simple phrasal patterns associated with common social and instructional situations * occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> * usage of highest frequency general content-related words * usage of everyday social and instructional words and expressions

**Revised Writing Rubric of the WIDA Consortium
Grades 1-12**

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<p>Level 6 Reaching Text is fully comprehensible and appropriate to purpose, situation, audience; comparable to the writing of English proficient students meeting college-and-career-readiness standards; and includes:</p>	<ul style="list-style-type: none"> * extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas * clear evidence of consistency in conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> * a full range of sentence patterns and grammatical structures matched to content area topics * consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> * consistent usage of just the right word or expression in just the right content related to content area topics * facility with precise vocabulary usage in general, specific, or technical language
<p>Level 5 Bridging Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:</p>	<ul style="list-style-type: none"> * extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas * clear evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> * a broad range of sentence patterns and grammatical structures matched to the content area topic * nearly consistent use of appropriate conventions to convey meaning, including for effect 	<ul style="list-style-type: none"> * usage of technical and abstract content-area words and expressions as appropriate * usage of words and expressions with precise meaning related to content area topics as appropriate * vocabulary usage that fulfills the writing purpose
<p>Level 4 Expanding Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:</p>	<ul style="list-style-type: none"> * connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion * some evidence of conveying an appropriate perspective, register, and genre 	<ul style="list-style-type: none"> * a range of sentence patterns and grammatical structures characteristics of the content area * generally consistent use of appropriate conventions to convey meaning 	<ul style="list-style-type: none"> * usage of specific and some technical content-area words and expressions as appropriate * usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate * vocabulary usage that generally fulfills the writing purpose

<p>Level 3 Developing Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:</p>	<ul style="list-style-type: none"> * text that shows developing organization in the expression of an expanded idea or multiple related ideas * evidence of a developing sense of perspective, register, and genre 	<ul style="list-style-type: none"> * a developing range of sentence patterns and grammatical structures common to content areas * developing use of conventions to convey meaning 	<ul style="list-style-type: none"> * usage of some specific content words and expressions as appropriate * usage of common cognates, words and expressions across content areas * vocabulary usage of that attempts to fulfill the writing purpose
<p>Level 2 Emerging Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:</p>	<ul style="list-style-type: none"> * text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization * some amount of text that may be copied or adapted 	<ul style="list-style-type: none"> * repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas * variable use of conventions 	<ul style="list-style-type: none"> * usage of general content words and expressions * usage of social and instructional words and expressions across content areas * possible usage of general vocabulary where more specific language is needed
<p>Level 1 Entering Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:</p>	<ul style="list-style-type: none"> * language that represents an idea or ideas * varying amounts of text that may be copied * adapted text that may contain some original language 	<ul style="list-style-type: none"> * words, chunks of language, or simple phrasal patterns associated with common social and instructional situations * possible use of some conventions 	<ul style="list-style-type: none"> * usage of highest frequency general content-related words * usage of everyday social and instructional words and expressions