



**Elementary Language Arts/Reading**

**Framework for ELs in Grades 2-5**

<b>Routines</b>	<b>Instructional Design</b>	
<b>Opening Routine (Whole Group)</b>	<b>Language Warm-Up: Daily Language Practice (ALWAYS related to previously taught subject)</b>	
	<ul style="list-style-type: none"> <li>• High-frequency words</li> <li>• Idioms</li> <li>• Prefixes/Suffixes/Root words</li> <li>• Rhyming Words</li> <li>• Quick Writes with Scaffolding</li> <li>• Educational Games to Learn English: “Hangman”; “Head, Shoulders, Knees and Toes”; “Old MacDonald”; “Jeopardy”; “Simon Says”; “Password”; “Family Feud”; “Twenty Questions”; etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Language Development Activities: Team Competitions; Memory; Flashcards; Puzzles; Spelling Attack</li> <li>• Grammatical Structure</li> <li>• Phonemic awareness</li> <li>• Concepts of Print</li> <li>• Fluency</li> <li>• Phonics</li> <li>• Vocabulary: Social/Instructional and Academic Language</li> </ul>
<b>Laying the Groundwork (Whole Group)</b>	<p><b>Set a Purpose/Introduce Focus Task</b></p> <ul style="list-style-type: none"> <li>• Explore essential question (introduce theme, big idea)</li> <li>• Prepare for learning: activate prior knowledge</li> <li>• Present language objective and student learning goal (Focus Standard)</li> <li>• Preview the text and make a prediction</li> <li>• Introduce new concepts</li> </ul> <p><b>Explicit Vocabulary Instruction</b></p> <ul style="list-style-type: none"> <li>• prefixes, roots, suffices</li> <li>• synonyms, antonyms, analogies, homophones, homonyms</li> <li>• syntactic application (multiple meaning words, context clues)</li> </ul> <p><b>Formative Assessment</b></p>	

<p style="text-align: center;"><b>Direct Instruction (I Do)</b></p>	<p><b>Teach the Skill: Modeling through listening, speaking, reading, and writing</b></p> <p>Construct text Deconstructing the Text Close reading Language forms and functions</p> <p><i>Domain: Listening</i></p> <ul style="list-style-type: none"> <li>• Listening for a purpose based on focus standard</li> </ul> <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> <li>• Structured Oral Practice Collaborative Discussions Routines</li> <li>• Conversation Practice</li> <li>• Prompt, cue, question</li> </ul> <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> <li>• Model comprehension strategies (previewing, annotation (note-taking), summarizing, graphic organizers)</li> <li>• Reading fluency practice (teacher read aloud, jump-in reading, echo/choral reading)</li> </ul> <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> <li>• Access 2.0 Writing (Based on WIDA Standards and Student Proficiency Level)</li> <li>• The Writing Process</li> <li>• FSA Writing</li> <li>• Paraphrasing</li> <li>• Citing Evidence</li> </ul> <p><b>Formative Assessment</b></p>
<p style="text-align: center;"><b>Guided Instruction (We Do)</b></p>	<p><b>Practice with Students: Putting It all Together/Application</b></p> <ul style="list-style-type: none"> <li>• Revisit essential question &amp; predictions</li> <li>• Oral and written summarizing</li> <li>• Make text connections (text to text, text to self, text to world)</li> <li>• Review language patterns</li> <li>• Apply learned vocabulary to real-life context</li> <li>• Analyze author's perspective, choice of words, craft and structure</li> <li>• Metacognitive strategies</li> </ul> <p><b>Engage and Transform</b></p> <p><i>Domain: Listening</i></p> <ul style="list-style-type: none"> <li>• Listening for a purpose based on focus standard</li> </ul> <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> <li>• Structured Oral Practice</li> <li>• Collaborative Discussions Routines</li> <li>• Conversation Practice</li> <li>• Prompt, cue, question</li> </ul> <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> <li>• Model comprehension strategies (previewing, annotation (note-taking), summarizing, graphic organizers)</li> <li>• Reading fluency practice (teacher read aloud, jump-in reading, echo/choral reading)</li> </ul>

	<p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> <li>• Access 2.0 Writing (Based on WIDA Standards and Student Proficiency Level)</li> <li>• The Writing Process</li> <li>• FSA Writing</li> <li>• Paraphrasing</li> <li>• Citing Evidence</li> </ul> <p><b>Formative Assessment</b></p>		
<b>Differentiated Instruction, Small Group Collaborative Learning (They Do)</b>	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
	<p><b>Technology Station</b> Imagine Learning-ESOL level 1 i-Ready-ESOL levels 2-4</p>	<p><b>Independent Station</b> Apply and reinforce learning Peer collaboration Skill building practice</p>	<p><b>Teacher Led Station</b> Language development focus lessons Data-driven instruction Focus lessons: phonemic awareness, phonics, fluency, vocabulary, comprehension</p>
<b>Independent (You Do)</b>	<p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> <li>• Independent application of skill or standard taught</li> </ul>		
<b>Closing Routine (Whole Group)</b>	<p><b>Reiterate, Redirect, Review &amp; Reflect</b> Review key points, vocabulary, literary terms Metacognitive routines Home learning assignment (extension of lesson that student can do independently)</p>		

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

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

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

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

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

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

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



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

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

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