



Elementary Language Arts/Reading

Framework for ELs in Grades 2-5

| Routines | Instructional Design | |
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| 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 • Idioms • Prefixes/Suffixes/Root words • Rhyming Words • Quick Writes with Scaffolding • Educational Games to Learn English: “Hangman”; “Head, Shoulders, Knees and Toes”; “Old MacDonald”; “Jeopardy”; “Simon Says”; “Password”; “Family Feud”; “Twenty Questions”; etc. | <ul style="list-style-type: none"> • Language Development Activities: Team Competitions; Memory; Flashcards; Puzzles; Spelling Attack • Grammatical Structure • Phonemic awareness • Concepts of Print • Fluency • Phonics • Vocabulary: Social/Instructional and Academic Language |
| 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"> • prefixes, roots, suffices • synonyms, antonyms, analogies, homophones, homonyms • syntactic application (multiple meaning words, context clues) <p>Formative Assessment</p> | |

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| <p style="text-align: center;">Direct Instruction (I Do)</p> | <p>Teach the Skill: Modeling through listening, speaking, reading, and writing</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"> • 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 • Conversation Practice • Prompt, cue, question <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Model comprehension strategies (previewing, annotation (note-taking), summarizing, graphic organizers) • Reading fluency practice (teacher read aloud, jump-in reading, echo/choral reading) <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing (Based on WIDA Standards and Student Proficiency Level) • The Writing Process • FSA Writing • Paraphrasing • Citing Evidence <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 essential question & predictions • Oral and written summarizing • Make text connections (text to text, text to self, text to world) • Review language patterns • Apply learned vocabulary to real-life context • Analyze author's perspective, choice of words, craft and structure • Metacognitive strategies <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 • Conversation Practice • Prompt, cue, question <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Model comprehension strategies (previewing, annotation (note-taking), summarizing, graphic organizers) • Reading fluency practice (teacher read aloud, jump-in reading, echo/choral reading) |

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| | <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing (Based on WIDA Standards and Student Proficiency Level) • The Writing Process • FSA Writing • Paraphrasing • Citing Evidence <p>Formative Assessment</p> | | |
| Differentiated Instruction, Small Group Collaborative Learning (They Do) | Group A | Group B | Group C |
| | <p>Technology Station Imagine Learning-ESOL level 1 i-Ready-ESOL levels 2-4</p> | <p>Independent Station Apply and reinforce learning Peer collaboration Skill building practice</p> | <p>Teacher Led Station Language development focus lessons Data-driven instruction Focus lessons: phonemic awareness, phonics, fluency, vocabulary, comprehension</p> |
| Independent (You Do) | <p>Formative and Summative Assessments:</p> <ul style="list-style-type: none"> • Independent application of skill or standard taught | | |
| Closing Routine (Whole Group) | <p>Reiterate, Redirect, Review & Reflect 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 3-5

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"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines | <ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) | <ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures | <ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media | <ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios | |
| SPEAKING | <ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions | <ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers | <ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving | <ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships | <ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) | |

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 3-5

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| | 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"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) | <ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") | <ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases | <ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text | <ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level | |
| WRITING | <ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words | <ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials | <ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures | <ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems | <ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports | |

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Planning Tool for ELs

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| 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 |
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| 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 |
| <p>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:</p> | <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 |
| <p>Level 5 Bridging 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"> * 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 |
| <p>Level 4 Expanding Response is generally comprehensible, fluent; and related to purpose; characterized by:</p> | <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 |

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| <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 |

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| <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 |