Somers Point School District

English Language Learner (ELL) Curriculum Alignment to the

Common Core State Standards and the

WIDA Language Development Standards

August 2012

Acknowledgment

This is a comprehensive K – 8 ELL Curriculum. The goal is to provide a thematic standard-based curriculum which will afford the highest quality English language instruction to our students. This curriculum represents a synthesis of the district's ELL Curriculum and its relationship to the Common Core State Standards (CCSS), the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards (ELDS).

We would like to thank the individuals whose support, efforts and patience helped to bring the vision of an articulated ELL curriculum into existence.

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** Revisions may occur upon publication of the 2012 edition of the WIDA standards**

Mission

The English Language Learner (ELL) program strives to support English Language Learner's until they are able to function independently, both academically and socially, in the mainstream classroom. We believe that ELLs should be integrated in mainstream classes as soon as possible. To this end, a supportive environment is provided in both mainstream classes and ELL program classes to encourage students to take risks in their language learning and increase their self-confidence. Language is taught and practiced within natural contexts and meaningful situations, and the acquisition of language is stressed over simply "learning" language. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Maintaining and valuing the students' native language and culture are important, and we are committed to the support of parents in working with their children at home.

In addition to supporting ELLs, the ELL program is committed to assisting classroom teachers in their efforts to help ELLs move along the continuum of English language acquisition.

Rationale

English language learners (ELLs) must be held to the same level of standards expected of students who are already proficient in English. However, these students are acquiring both English language proficiency and content area knowledge concurrently; some students will require additional time, and all will require appropriate instructional support and aligned assessments. ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can bring to bear conceptual knowledge developed in their first language when reading in a second language. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to educational tasks at hand. Those ELLs who are newcomers to U.S. schools will need sufficient scaffolding instruction and assessments to make sense of content delivered in a second language and to display this content knowledge.

Goals

The social and academic integration of the students into the mainstream classroom is the overall goal of the ELL program. English Language Learners need to achieve a sufficient level of English to allow a full and successful transition into the mainstream classroom. In order to help the students achieve this level, we have goals in the following areas:

Primary:
- To help ELL students develop English language skills for communication in school and the community
- To help ELL students develop English language skills in order to make satisfactory progress in the mainstream school program
- To help students develop the skills necessary to demonstrate progress on formative and summative assessments
- To provide instruction that satisfies cultural as well as linguistic needs
- To provide an appreciation of different cultures and their contribution to our society

Content:
- Reinforce and pre-teach the concepts from content area subjects (Social and Instructional, Language Arts, Math, Science, Social Studies)
- Independent learning through the correct use of resources (see Resources in Appendix)
- Develop and use critical thinking skills and study strategies
- Develop an awareness of our local, state, and national cultural norms

Skill Domains: Listening, Speaking, Reading, Writing

Students should develop:
- The ability to understand ordinary spoken English statements, questions, instructions and to be able to respond to significant variations in the spoken language
- The ability to produce the sounds of English and achieve intelligibility in the construction of well-formed statements, questions, and instructions in conversation with others
- The ability to comprehend and interpret written English, taking into account each student's reading level
- The ability to construct well-formed sentences and take compositional risks in writing coherent paragraphs in English

Culture:
- Encourage risk taking and view mistakes as a learning opportunity
- Build self-confidence
- Instill a positive attitude and mutual respect towards new language and culture
- Value their native language and cultural background
- Value language as a means of understanding and communicating with the world around us

In addition to the goals for ELLs, the ELL program strives to support mainstream teachers and parents in their child's education. It is critical for parents and all staff who deal with non-native English speakers to understand the nature of second language learning for academic purposes. With this in mind, the ELL department:

- Educates staff through in-service training about the ELL program and needs of non-native English speaking students in the school.
- Informs parents about the ESL program, American education, and the nature of second language acquisition (through home visitation, parent booklets, parent meetings, advisory council, newsletters, phone calls, adult ELL classes, etc.)

Curriculum Content Standards for ELL

The ELL curriculum is an integrated curriculum that is designed to prepare English Language Learners (ELLs) to meet the English Language Development Standards and the Common Core State Standards. There is a direct correlation between the ELL curriculum, the WIDA 2012 Language Development Standards, and the Common Core State Standards. The curriculum is written based on enduring understandings and essential questions with both formative and summative assessments. In addition to strands for each of the WIDA's five English Language Development standards, the 2012 edition offers one complimentary strand per grade level. WIDA's complementary strands cover the language of Music and Performing Arts, Humanities, Visual Arts, Health and Physical Education, and Technology and Engineering. These strands are designed to assist all educators who work with English Language learners throughout the school day. This emphasizes the significance of English language learning that takes place outside of the core academic subjects represented in WIDA's standards. We wish to recognize that academic language permeates schooling and that all teachers are in fact language teachers. http://wida.us/standards/eld.aspx

WIDA Standards for English Language Proficiency

Standard 1: English language learners communicate in English for **SOCIAL & INSTRUCTIONAL** purposes within the school setting.
- Domain: LISTENING - process, understand, interpret, and evaluate spoken language in a variety of situations
- Domain: SPEAKING - engage in oral communication in a variety of situations for a variety of purposes and audiences
- Domain: READING - process, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Domain: WRITING - engage in written communication in a variety of forms for a variety of purposes and audiences

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.
- Domain: LISTENING - process, understand, interpret, and evaluate spoken language in a variety of situations
- Domain: SPEAKING - engage in oral communication in a variety of situations for a variety of purposes and audiences
- Domain: READING - process, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Domain: WRITING - engage in written communication in a variety of forms for a variety of purposes and audiences

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.
- Domain: LISTENING - process, understand, interpret, and evaluate spoken language in a variety of situations
- Domain: SPEAKING - engage in oral communication in a variety of situations for a variety of purposes and audiences
- Domain: READING - process, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Domain: WRITING - engage in written communication in a variety of forms for a variety of purposes and audiences

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

- Domain: LISTENING - process, understand, interpret, and evaluate spoken language in a variety of situations
- Domain: SPEAKING - engage in oral communication in a variety of situations for a variety of purposes and audiences
- Domain: READING - process, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Domain: WRITING - engage in written communication in a variety of forms for a variety of purposes and audiences

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

- Domain: LISTENING - process, understand, interpret, and evaluate spoken language in a variety of situations
- Domain: SPEAKING - engage in oral communication in a variety of situations for a variety of purposes and audiences
- Domain: READING - process, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Domain: WRITING - engage in written communication in a variety of forms for a variety of purposes and audiences

Assessments

There are multiple and varied forms of assessment that may be used for ELL's. The following is a list of the key assessment tools used at each level:

- Teacher observation and checklists, ELL formal assessment form (see Apeendix)
- Projects, performance assessments
- WIDA Model
- W-APT
- IDEA
- End point testing (WIDA ACCESS for ELL's)
- State tests for grades 3-8

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

Domain: *READING (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten RI.K.1-10 L.K.4-6 **1ˢᵗ Grade** RI.1.1-10 L.1.4-6 **2ⁿᵈ Grade** RI.2.1-10 L.2.3-6	How do we use pictures and words to understand a variety of materials?	**Level 1: Entering** Match pictures with a partner to similar pictures **Level 2: Emerging** Classify words and pictures into given groups **Level 3: Developing** Classify words, phrases, or sentences into given groups **Level 4: Expanding** Follow written directions and instructions **Level 5: Bridging** Be able to follow and carry out complex written directions.	**Level 1: Entering** Match pictures and words on various tasks **Level 2: Emerging** Match/label pictures with words or phrases in activities **Level 3: Developing** Respond to words or phrases in activities **Level 4: Expanding** Follow written directions with peer or teacher assistance **Level 5: Bridging** Follow written directions independently	**Level 1: Entering** Match illustrated words using a word bank **Level 2: Emerging** Identify illustrated phrases or words (e.g., "I help.") **Level 3: Developing** Read and match to illustrations **Level 4: Expanding** Select illustrated pairs of sentences (e.g., "I give her my book. She gives me hers.") **Level 5: Bridging** Identify titles or main ideas based on grade level text

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL.K.2-3 L.K.4-6 **1st Grade** SL.1.2-3 L.1.4-6 **2nd Grade** SL.2.2-3 L.2.3-6	How does a listener understand a message?	**Level 1: Entering** Identify symbols found in classrooms and schools from oral statements (such as office or exit) **Level 2: Emerging** Locate areas of the classroom and school described orally (such as answer the phone in the office or serve food). **Level 3: Developing** Match school personnel with descriptions of school activities (such as field trips or assemblies) **Level 4: Expanding** Match school personnel with descriptions of school activities (such as field trips or assemblies) **Level 5: Bridging** Match oral descriptions of school personnel with different conditions.	**Level 1: Entering** Position manipulative or realia according to oral commands such as to show spatial relations (e.g., "Put the book on the table.") **Level 2: Emerging** Position manipulative or realia according to multiple oral commands such as to show spatial relations (e.g., "Put the cubes in a row across the paper.") **Level 3: Developing** Follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., "Fold the paper in half and place it on your table the long way.") **Level 4: Expanding** Follow verbal directions without visual or nonverbal support (e.g., "Put your name on the top line of the paper.") **Level 5: Bridging** Follow sequence from verbal directions without visual or nonverbal support (e.g., "Put your name on the left hand side of the paper then put the date on the right hand side.")	**Level 1: Entering** Identify symbols, objects or people associated with classrooms or school areas, personnel or activities from pictures and oral statements (e.g., "Office" or "Exit") **Level 2: Emerging** Locate school areas, personnel or activities from pictures and oral descriptive phrases (e.g., "corner of the room," "washroom down the hall") **Level 3: Developing** Relate school areas, personnel or activities described orally in a series of sentences to illustrated school or classroom scenes **Level 4: Expanding** Sort school areas, personnel or activities from non- school areas, personnel or activities according to oral descriptions with visual support (e.g., "Which person works outside the school?") **Level 5: Bridging** Match oral descriptions of school areas, personnel or activities with individual needs or situations.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL.K.1-6 L.K.6 **1st Grade** SL.1.1-6 L.1.6 **2nd Grade** SL.2.1-6 L.2.3, 6	How do people use verbal language to communicate likes or needs?	**Level 1: Entering** Be able to answer common questions about likes and dislikes **Level 2: Emerging** Be able to share likes or dislikes with a partner **Level 3: Developing** Combine or paraphrase likes or dislikes with a partner **Level 4: Expanding** Provides reasons for their Answers **Level 5: Bridging** Be able to persuade someone to understand your point of view	**Level 1: Entering** Answer yes/no questions about likes and dislikes **Level 2: Emerging** Share feelings and emotions, likes or dislikes **Level 3: Developing** Indicate interests, opinions, or preferences **Level 4: Expanding** Give reasons for likes and dislikes with a partner **Level 5: Bridging** Debate and support opinions	**Level 1: Entering** Verbally express likes or dislikes (e.g. fruits and vegetables) **Level 2: Emerging** Tell why you like or dislike objects and activities with a partner **Level 3: Developing** Paraphrase likes, dislikes, or needs with partner (e.g., "She likes cake and ice cream.") **Level 4: Expanding** Support opinions for likes and dislikes (e.g., a sport) **Level 5: Bridging** Orally state opinions and support them with details

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten RI. K.1-10 L.K.4-6 **1st Grade** RI.1.1-10 L.1.4-6 **2nd Grade** SL.2.1-10 L.2.3-6	How can we use personal experiences to enhance our writing?	**Level 1: Entering** Trace, copy, or produce words about self **Level 2: Emerging** Make lists for varying purposes related to self **Level 3: Developing** Relate personal facts **Level 4: Expanding** Compose friendly notes or personal messages **Level 5: Bridging** Narrate or compose personal stories with illustrations	**Level 1: Entering** Draw or dictate personal Experiences **Level 2: Emerging** Draw or label personal experiences **Level 3: Developing** Write short phrases or sentences about personal experiences **Level 4: Expanding** Maintain diaries or journals of personal experiences **Level 5: Bridging** Produce stories based on personal experiences	**Level 1: Entering** Trace, copy or produce words about self using models and pictures **Level 2: Emerging** Make lists for varying personal purposes using models and pictures (e.g., school supplies) **Level 3: Developing** Relate personal facts (e.g., to pen pals) using models and pictures (e.g., "I play soccer.") **Level 4: Expanding** Produce personal messages for friends or family using models and pictures **Level 5: Bridging** Compose personal stories from pictures or illustrated scenes

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

Domain: Listening *(Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL K.2-3 L.K.4-6 **1st Grade** SL 1.2-3 L.1.4-6 **2nd Grade** SL 2.2-3 L.2.3-6	How does a listener reach conclusions about a story?	**Level 1: Entering** Identify characters, places, and objects from illustrations and phrases **Level 2: Emerging** Match illustrations in sequential order of characters, places, or objects with oral statements **Level 3: Developing** Compare/contrast visuals of characters, places or objects from oral sentences, illustrations, and predictable books **Level 4: Expanding** Interpret visual connections between characters, places, or objects in illustrated books **Level 5: Bridging** Draw conclusions about characters, places, or objects	**Level 1: Entering** Match pictures to sentences read aloud. **Level 2: Emerging** Place pictures in sequential order using ordinal numbers (such as first, second, last). **Level 3: Developing** Sequence pictures of stories read aloud by beginning, middle and end. **Level 4: Expanding** Reproduce stories read aloud through a series of pictures. **Level 5: Bridging** Reach conclusions about characters, places, or objects.	**Level 1: Entering** Identify characters, places or objects from visuals and oral phrases in illustration. **Level 2: Emerging** Match visuals of characters, places or objects with oral statements from illustrated books. **Level 3: Developing** Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated books. **Level 4: Expanding** Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated books **Level 5: Bridging** Draw conclusions about main ideas, characters, places, and objects from books read aloud

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

Domain: Speaking *(Engage in oral communication in a variety of situations for purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL K.1-6 L.K.1.6 **1st Grade** SL K.1.1-6 L.1.1.6 **2nd Grade** SL K 2.1-6 L.2.1; 3; 6	How does a speaker use language to depict stories?	**Level 1: Entering** Name people or objects depicted in illustrations **Level 2: Emerging** Orally describe characters and Settings **Level 3: Developing** Predict storylines based on titles and illustrations **Level 4: Expanding** Make up the beginning of storylines based on titles and illustrated covers **Level 5 Bridging:** Connect storylines to personal experiences	**Level 1: Entering** Name characters or settings of stories from (wordless) picture books or short stories; identify features of illustrations and photographs **Level 2: Emerging** Describe characters or settings of stories from (wordless) picture books or short stories; describe features of illustrations and photographs **Level 3: Developing** Outline plots or themes of stories from picture books or short stories; predict what a story is about from visual prompts **Level 4: Expanding** Make up the beginning of a story based on titles and book covers **Level 5: Bridging** Connect storylines to personal experience	**Level 1: Entering** Name people (e.g., "boy," "man") or objects depicted in illustrations **Level 2: Emerging** Describe people or objects in illustrations and stories **Level 3: Developing** Predict ideas in storylines based on titles and illustrations **Level 4: Expanding** Beginning of storylines based on title and illustrated covers **Level 5: Bridging** Relate storylines to personal experiences based on titles and illustrated covers

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

Domain: Reading: *(Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten RF K.1-4 RI K.1-10 L.K.4-6 **1st Grade** RF 1.1-4 RI 1.1-10 L.1.4-6 **2nd Grade** RF 2.3-4 RI 2.1-10 L.2.3-6	How do we organize text to make it comprehensible?	**Level 1: Entering** Associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context **Level 2: Emerging** Match letters/diagraphs within and across words (such as common rhyming words or word families) with pictures **Level 3: Developing** Sort words and phrases into phonological or semantic categories **Level 4: Expanding** Match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers) **Level 5: Bridging** Match sentences with pictures or other visual support (such as graphics, charts or visual organizers)	**Level 1: Entering** Follow directionality of print; sequence a series of pictures to tell stories **Level 2: Emerging** Match voice to print by pointing to words; match a series of pictures or realia that tell stories with transitional words of time (such as first, then, last) **Level 3: Developing** Cross-check pictures and phonics clues; select titles to match a series of pictures **Level 4: Expanding** Use phonics clues to sound out words; sequence sentences to tell stories **Level 5: Bridging** Predict what word or phrase comes next; sequence short paragraphs to tell stories	**Level 1: Entering** Pair illustrated features or photographs of places or objects with icons in non-fiction books (e.g., ☺ and a person's face) **Level 2: Emerging** Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction Books **Level 3: Developing** Compare/contrast illustrated features of places or objects using graphic organizers and phrases or short sentences in non-fiction books **Level 4: Expanding** Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books **Level 5: Bridging** Summarize features of places or objects from multiple compound sentences in non-fiction books

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

Domain: Writing: *(Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten W.K.1-3, 5-8 L.K 1-2,6 **1ˢᵗ Grade** W.1.1-3 L.1.1-2,6 **2ⁿᵈ Grade** W 2.1-3 L.2.1-3,6	How do people connect with various story elements?	**Level 1: Entering** Draw pictures in sequential order in response to stories read orally **Level 2: Emerging** Produce pictures and words to depict sequence in stories **Level 3: Developing** Produce phrases in sequential order to relate a series of events in stories **Level 4: Expanding** Use sequential language in sentences to relate a series of events in stories (e.g., "First…then") **Level 5: Bridging** Use language of storytelling to relate a series of events (e.g., "Once upon a time…")	**Level 1: Entering** Produce icons, letters, or pictures **Level 2: Emerging** Produce symbols and words **Level 3: Developing** Produce word patterns **Level 4: Expanding** Produce and organize word patterns and phrases **Level 5: Bridging** Produce and organize word patterns, phrases, or sentences	**Level 1: Entering** Select and copy words related to settings or characters in illustrated literature **Level 2: Emerging** Describe settings or characters in illustrated literature **Level 3: Developing** Compare/contrast two characters, settings or events in illustrated folktales using graphic organizers **Level 4: Expanding** Describe sequence of events related to characters and settings in illustrated folktales using graphic organizers **Level 5: Bridging** Connect events, characters or morals illustrated literature to life

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

Domain: *Listening* (Process, understand, interpret, and evaluate spoken language in a variety of situations.)

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten: SL.K.2-3 L.K.4-6 **1st grade:** SL 1.2-3 L.1.4-6 1.MD.4 **2nd grade:** SL 2.2-3 L.2.3-6	How does one use oral language to interpret data on a graph?	**Level 1: Entering** Identify math figures described orally (e.g., "Find a shape that looks like the sun.") **Level 2: Emerging** Identify math figures whose attributes are described orally (e.g., "Find a shape with three sides.") **Level 3: Developing** Draw math patterns of figures described orally (e.g., "Draw the shapes of a penny and a dollar. Then draw another penny and a dollar…") **Level 4: Expanding** Manipulate math figures and patterns described orally **Level 5: Bridging** Predict math patterns of figures according to oral descriptions	**Level 1: Entering** Use manipulatives to illustrate oral math statements **Level 2: Emerging** Use manipulatives or draw pictures to illustrate geometric shapes from oral directions **Level 3: Developing** Use manipulatives, draw pictures, or make tallies to illustrate oral math stories **Level 4: Expanding** Use manipulatives or bar graphs to compare oral information (e.g., "There are more girls here today than boys.") **Level 5: Bridging** Complete or produce graphs (such as histograms) to show comparisons given orally (e.g., "Most children are wearing red, some children are wearing blue, and one child is wearing green.")	**Level 1: Entering** Identify two- or three-dimensional Shapes depicted in illustrations described orally (e.g., "Find a shape like the sun.") **Level 2: Emerging** Match attributes of geometric shapes described orally to objects **Level 3: Developing** Identify objects composed of multiple Two- or three-dimensional shapes described orally (e.g., "Put a sphere or ball on either side of a cylinder. What do you see?") **Level 4: Expanding** Graph information for interpretive purposes **Level 5: Bridging** Interpret and organize oral data to construct a variety of graphs and explain in complete sentences.

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

Domain: *Speaking (Engage in oral communication in a variety of situations for a variety of purposes and audiences*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten: SL.K.1-6 L.K.6 K.CC.1,2,4,5,6 K.OA.5 K.MD.1-3 K.G.1-4 **1st grade:** SL.1.1-6 L.1.6 1.OA.6 1.NBT.5,6 1.MD.3,4 1.G.1,3 **2nd grade:** SL 2.1-6 L.2.3, 6 2.NBT.2,9 2.MD.2,4,7 2.G.1,3	How are numbers used in real life?	**Level 1: Entering** Recite math sentences from pictures of everyday objects and oral statements **Level 2: Emerging** Restate math problems from oral statements, referring to pictures of everyday objects **Level 3: Developing** Describe math representations and operations from pictures of everyday objects and oral descriptions **Level 4: Expanding** Compare and contrast math operations needed in problem solving from pictures and oral descriptions **Level 5: Bridging** Explain the process of math problem solving from pictures and oral descriptions	**Level 1: Entering** Give identifying information that involves numbers (such as age, address, or telephone number) **Level 2: Emerging** Give examples of things with Numbers **Level 3: Developing** Give examples of how or when you use numbers outside of school **Level 4: Expanding** Tell how to play games that involve numbers (such as sports, board games, or hopscotch) **Level 5: Bridging** Tell a story that involves numbers	**Level 1: Entering** Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements **Level 2: Emerging** Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., "Ten pencils *and* ten more are twenty.") **Level 3: Developing** Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., "There are seven dogs altogether.") **Level 4: Expanding** Compare/contrast language of basic operations from pictures and oral descriptions (e.g., "Tell me different ways to say this math sentence…") **Level 5: Bridging** Explain basic operations involved in problem solving using pictures and grade level oral descriptions

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

Domain: *Reading* (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency)

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten: RI.K.1-4, 7, 10 RL.K.1,4,10 L.K.4-6 K.CC.7 K.OA.2 **1st grade:** RI.1.2,7,10 RL.1.1,10 L.1.4-6 1.OA.1,2 1.NBT.1 1.MD.3,4 **2nd grade:** RI.2.1,7,10 RL.2.1 L.2.3-6 2.OA.1 2.NBT.3 2.MD.5,8 2.G.1	How do we follow written directions to understand measurements?	**Level 1: Entering** Illustrate math sentence for different operations **Level 2: Emerging** Sort math sentences according to language associated with different operations (such as all together, more, sum, plus, in all, take away, left, minus, fewer) **Level 3: Developing** Order math sentences involving different operations using sequential language **Level 4: Expanding** Analyze math sentences to produce a sequence for problem solving **Level 5: Bridging** Infer sequence of math sentences necessary for problem solving	**Level 1: Entering** Sort objects by size or weight using pictures and descriptive words (such as big, little) **Level 2: Emerging** Sort objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter) **Level 3: Developing** Match real life pictures/words with standard, metric, or nonstandard measurement tools (such as use of paper clips, hands, rulers, or yardstick) **Level 4: Expanding** Estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., "About how many…?") **Level 5: Bridging** Decide appropriate standard, metric, or nonstandard measurement tools based on text about everyday situations	**Level 1: Entering** Match labeled pictures with general words related to estimation (e.g., "a lot," "a little") to pictures of varying quantities **Level 2: Emerging** Match words or phrases related to estimation (e.g., "about 20 cents") **Level 3: Developing** Identify language associated with estimation in illustrated phrases or sentences (e.g., "I see *close* to 100 nickels.") **Level 4: Expanding** Distinguish between language of estimation (e.g., "I have *almost* one dollar.") and language of precision ("I have one dollar.") in illustrated Sentences **Level 5: Bridging** Order illustrated sentences involving the language of estimation used to solve grade level problems

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

Domain: *Writing* (Engage in written communication in a variety of forms for a variety of purposes and audiences.)

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten: WK 1-3, 8 L.K.6 K.CC.3 K.OA.1-5 K.NBT.1 K.G.5-6 **1st grade:** W.1.1-3,8 L.1.6 1.OA.1-3 1.NBT.1,3,4,6 1.MD.3,4 1.G.1-3 **2nd grade:** W.2.1-3,8 L.2.3,6 2.OA.1,3,4 2.NBT.3,4,7 2.MD.2-10 2.G.1-3	How do we relate math to everyday real life situations?	**Level 1: Entering** Illustrate and label whole numbers (such as from 1-100) **Level 2: Emerging** Match whole numbers with words, symbols, or illustrations **Level 3: Developing** List uses or whole numbers using words, phrases, symbols, or illustrations **Level 4: Expanding** Describe and compare whole numbers using words, phrases, symbols, or illustrations **Level 5: Bridging** Create math story problems using whole numbers in words, phrases, or sentences	**Level 1: Entering** Make collages or pictures of numbers (from newspaper or magazines) **Level 2: Emerging** Dictate or make notes of examples of everyday math **Level 3: Developing** Keep an illustrated log or journal of examples of everyday math **Level 4: Expanding** Describe uses of everyday math with illustrated examples **Level 5: Bridging** Explain how you use everyday math (such as when shopping or cooking)	**Level 1: Entering** Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals **Level 2: Emerging** Distinguish number words from other math words using graphic or visual support **Level 3: Developing** Group numbers presented in graphs or visuals using phrases or short sentences (e.g., "This group has more than 40.") **Level 4: Expanding** Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.") **Level 5: Bridging** Describe illustrated scenes or events using numbers in a series of related sentences

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

*Domain: **LISTENING** (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL.K.2-3 L.K.4-6 **1st Grade** SL.1.2-3 L.1.4-6 **2nd Grade** SL.2.2-3 L.2.3-6	How does a listener need to use language to learn about objects In motion?	**Level 1: Entering** Use oral commands to learn about movement of real life objects **Level 2: Emerging** Follow multistep instructions to actually move real life objects **Level 3: Developing** Use oral statements to compare movement of objects **Level 4: Expanding** Be able to orally demonstrate and predict the movement of objects **Level 5: Bridging** Use oral scenarios in order to draw conclusions about the role of force and motion	**Level 1: Entering** Explore movement of objects by following commands (e.g., "Roll the ball…") **Level 2: Emerging** Follow movement of objects by following multiple step directions (e.g., "The car goes backwards, than forwards, …") **Level 3: Developing** Compare movement of objects based on oral statements by gesturing to indicate which form of transportation is the fastest **Level 4: Expanding** Predict movement of objects **Level 5: Bridging** Interpret the effects of force on motion by pointing or demonstration based on oral descriptions	**Level 1: Entering** Identify objects according to chemical or physical properties from pictures and oral statements **Level 2: Emerging** Match objects according to chemical or physical properties from pictures and oral descriptions **Level 3: Developing** Classify objects according to chemical or physical properties (e.g., "Water and juice are liquids.") **Level 4: Expanding** Classify objects according to chemical or physical properties **Level 5: Bridging** Identify chemical or physical change in properties of objects when force or motion occurs

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

Domain: SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL.K.1-6 L.K.6 **1st Grade** SL.1.1-6 L.1.6 **2nd Grade** SL.2.1-6 L.2.3, 6	How can we discuss things dealing with the earth and the sky?	**Level 1: Entering** Use words or phrases related to weather or environment from pictures or photographs (such as temperature, season, precipitation) **Level 2: Emerging** Ask wh-questions about weather or environment from pictures or photographs **Level 3: Developing** Restate scientific hypotheses about weather or environment from pictures or photographs **Level 4: Expanding** Predict results and provide reasons based on scientific hypotheses about weather or environment from oral or written information **Level 5: Bridging** Evaluate and weigh options related to scientific hypotheses about weather or environment from oral or written information	**Level 1: Entering** Name objects of the earth or sky from observation, photographs, or models **Level 2: Emerging** Describe objects of the earth or sky from observation, photographs, or models (e.g., "The sun is big and yellow.") **Level 3: Developing** State relationships between objects of earth or sky using diagrams, photographs, or models (e.g., "Mercury is closest to the sun.") **Level 4: Expanding** Discuss and show changes in the earth and sky using diagrams, photographs, or models (e.g., seasons, day/night) **Level 5: Bridging** Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs, or models	**Level 1: Entering** Use words or phrases related to weather from pictures or photographs (e.g., "clouds in sky") **Level 2: Emerging** Make statements about weather from pictures or photographs (e.g. "It's raining.") **Level 3: Developing** Compare/contrast weather conditions from pictures, photographs or graphs **Level 4: Expanding** Forecast weather and provide reasons from pictures, photographs or graphs **Level 5: Bridging** Validate weather forecasts against pictures, Photographs or graphs

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

*Domain: **READING** (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten RL. K.1, 4, 10 RI.K.1-4, 7-10 L.K.6 **1st Grade** RI.1.1-10 RL.1-1, 10 L.1.4-6 **2nd Grade** RI.2.1-10 RL.2.1 L.2.3-6	Why are natural resources important and how do we utilize them?	**Level 1: Entering** Identify living organisms **Level 2: Emerging** Categorize and classify living organisms (such as fruits and vegetables) **Level 3: Developing** Complete graphs or charts using symbols of the scientific method to address questions related to living organisms **Level 4: Expanding** Interpret graphs or charts related to living organisms using symbols of the scientific method **Level 5: Bridging** Interpret visual representations related to living organisms using symbols and explicit text related to scientific method	**Level 1: Entering** Use realia to illustrate **Level 2: Emerging** Look for words in print associated with liquid **Level 3: Developing** Distinguish between water activities and its uses **Level 4: Expanding** Distinguish between activities that use water from those that do not use water based on written data **Level 5: Bridging** Use chronological order to show how to do activities that involve water (such as lemonade)	**Level 1: Entering** Identify living organisms from visual materials **Level 2: Emerging** Classify living organisms according to descriptions of their qualities using pictures and phrases **Level 3: Developing** Interpret Information on living organisms and their qualities using pictures and sentences to complete graphs or charts **Level 4: Expanding** Compare living organisms according to their qualities using visual aids **Level 5: Bridging** Read and demonstrate comprehension of graphs or charts related to living organisms and their attributes using explicit grade level text

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

*Domain: **WRITING** (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten W.K.1-3, 5-8 L.K.6 **1st Grade** W.1.1-3, 5-8 L.1.6 **2nd Grade** W.2.1-3, 5-8 L.2.3, 6	What are the stages of the life cycle?	**Level 1: Entering** Identify similarities or differences of science related to objects through drawing or copying labels. **Level 2: Emerging** Note scientific change by identifying the stages of process or cycles through drawing, words, or phrases (such as from seeds to plants or from caterpillars to butterflies) **Level 3: Developing** Describe scientific change through the graphic or written depiction of processes or cycles. **Level 4: Expanding** Compare and contrast scientific change using graphic organizers **Level 5: Bridging** Explain the process of scientific change.	**Level 1: Entering** Identify, label, and make collages of the life cycle. **Level 2: Emerging** Match words and phrases to identify the various stages of the life cycle. **Level 3: Developing** Illustrate and write sentences to describe life cycle changes. **Level 4: Expanding** Write a series of sentences using transitional words of time to explain the life cycle. **Level 5: Bridging** Write a paragraph explaining the processes of the life cycle.	**Level 1: Entering** Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man) **Level 2: Emerging** Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases **Level 3: Developing** Describe change in processes or cycles depicted in visuals using phrases and short sentences **Level 4: Expanding** Compare/contrast change depicted in visuals using a series of sentences **Level 5: Bridging** Explain the process of change in visuals using connected sentences

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

Domain: *READING (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten L K.4-6 RI.K1-4,7-10 RL K.1,4,10 **1ˢᵗ Grade** L.1.4-6 RI 1.1-10 RL1.1,1.0 **2ⁿᵈ Grade** L.2.3-6 RI 2.1-10 RL 2.1	How do we comprehend the use of money and currency through literature?	**Level 1: Entering** Match visuals of currencies using phonetic clues. **Level 2: Emerging** Be able to associate phrases related to currencies with related illustrations. **Level 3: Developing** Match uses of currency found in illustrations with simple sentences about familiar experience. **Level 4: Expanding** Be able to sequence illustrated sentences with use of currency to form a story. **Level 5: Bridging** Look for literature on money and banking based on grade level.	**Level 1: Entering** Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny). **Level 2: Emerging** Associate words or phrases related to currencies with illustrated word/phrase walls or picture books. **Level 3: Developing** Match simple sentences about familiar experiences with uses of currency shown in illustrations. **Level 4: Expanding** Sequence illustrated sentences about familiar experiences with uses of currency to make a story. **Level 5: Bridging** Select titles for grade level stories about money and banking.	**Level 1: Entering** Match labeled pictures with currencies. **Level 2: Emerging** Sort currencies. **Level 3: Developing** Compare/contrast different currencies. **Level 4: Expanding** Summarize information about artifacts of the past from illustrated text. **Level 5: Bridging** Interpret information from literature on money and banking.

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL K.2-3 L.K.4-6 **1ˢᵗ Grade** SL 1.2-3 L.1.4-6 **2ⁿᵈ Grade** SL 2.2-3 L.2.3-6	How does a student follow oral directions on maps and neighborhood diagrams and or pictures?	**Level 1: Entering** Locate reference points on local, regional, or world maps or globes from oral commands **Level 2: Emerging** Identify physical features of the earth on local, regional, or world maps or globes based on oral statement **Level 3: Developing** Interpret legends on local or regional maps or scales (including the compass rose) based on a series of oral directions **Level 4: Expanding** Distinguish between geographic locations on local or regional maps based on oral descriptions that include directionality **Level 5: Bridging** Follow travel routes on maps based on a series of directionality and sequence statements	**Level 1: Entering** Identify neighborhood signs (such as traffic lights, schools, or railroad crossings) **Level 2: Emerging** Identify water and land on maps and globes. **Level 3: Developing** Use a map legend or scale to locate places. **Level 4: Expanding** Find location using maps of neighborhoods (e.g., the house is next to the park). **Level 5: Bridging** Construct maps or reproduction of neighborhoods based on field trips or oral directions.	**Level 1: Entering** Label neighborhood signs and maps. **Level 2: Emerging** Identify places of interest in a community. **Level 3: Developing** Use oral directions to locate places on a map. **Level 4: Expanding** Use a map to plan a trip based on directionality. **Level 5: Bridging** Draw and label a map and route showing directionality and following sequence.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten SL K.1-6 L.K.6 **1st Grade** SL 1.1-6 L.1.6 **2nd Grade** SL 2.1-6 L.2.3,6	How can we discuss how families function and change?	**Level 1: Entering** Orally say what families do based on modeling visual support. **Level 2: Emerging** Role play and orally display the jobs within the family. **Level 3 Developing:** Use pictures and personal experience of families to compare responsibilities. **Level 4 Expanding:** Describe how roles and responsibilities can be changed with a family. **Level 5 Bridging:** Be able to have discussions on the importance of family relationships in small groups.	**Level 1: Entering** State what families do based on gestures or modeling in small groups. **Level 2: Emerging** Share personal responsibilities within a family based on pictures or role playing (e.g., "I feed the dog.") in small groups. **Level 3: Developing** Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups. **Level 4: Expanding** Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups. **Level 5: Bridging** Discuss or rate importance of personal or family responsibilities in small groups.	**Level 1: Entering** Name family members shown doing their jobs in pictures or illustrated scenes. **Level 2: Emerging** State roles of family members in pictures or illustrated scenes and the jobs they perform. **Level 3: Developing** Compare and contrast the jobs family members perform. **Level 4: Expanding** Explain importance or contributions of family members. **Level 5: Bridging** Predict impact of changes within families.

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

Domain: *WRITING (Engage in written communications in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Kindergarten W.K. 1-3, 5-8 **1st Grade** W.1.1-3, 6 **2nd Grade** W. 2.1-3 L.2.3,6	How is vocabulary used to describe various types of homes/habitats in written form?	**Level 1: Entering** Use models to draw and label pictures of various types of homes and habitats. **Level 2: Emerging** Use general vocabulary to identify various homes and habitats. **Level 3: Developing** Move to the use of specific vocabulary to describe the different types of habitats and/or homes from pictures. **Level 4: Expanding** Use specific vocabulary to compare/contrast different types of homes/habitats in short sentences or phrases. **Level 5: Bridging** Use grade-level vocabulary to write short stories about different types of homes/habitats.	**Level 1: Entering** Draw and label pictures of different types of homes or habitats from models. (e.g. on bulletin boards) **Level 2: Emerging** Identify different types of homes or habitats from pictures or models using general vocabulary. (e.g. "Birds *heres")* **Level 3: Developing** Describe different types of homes or habitats from pictures using some specific vocabulary. (e.g., "Birds live in nests") **Level 4: Expanding** Compare different types of homes or habitats from illustrated scenes using specific vocabulary(e.g., hives v. caves) **Level 5: Bridging** Produce stories about different types of homes of habitats using grade level.	**Level 1: Entering** Reproduce or label/pictures of products in the marketplace from illustrated word banks. **Level 2: Emerging** Describe products in the marketplace from illustrated examples. **Level 3: Developing** Compare attributes of two products in the marketplace from illustrated examples. **Level 4: Expanding** State uses of products in the marketplace from illustrated examples. **Level 5: Bridging** Evaluate usefulness of products in the marketplace and give reasons for choices or decisions.

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade: S.L. 3.1 - 3.6 L. 3.2 - 3.6 **4th Grade:** S.L. 4.1 - 4.6 L. 4.2 - 4.6 **5th Grade:** S.L. 5.1 - 5.6 L. 5.2 - 5.6	How does a listener understand objects and their uses in their environments?	**Level 1**: **Entering** Identify basic materials/objects in the classroom **Level 2**: **Emerging** Choose necessary materials as described by a partner **Level 3**: **Developing** Match materials with their common uses **Level 4**: **Expanding** Sequence material uses to complete tasks **Level 5**: **Bridging** Evaluate materials used for given tasks	**Level 1: Entering** Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a pencil.") **Level 2: Emerging** Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need paper and your reading book.") **Level 3: Developing** Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner **Level 4: Expanding** Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner **Level 5: Bridging** 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?")	**Level 1: Entering** Follow one-step oral commands supported visually or modeled **Level 2: Emerging** Follow two-step oral commands supported visually that involves language of request (e.g., "Please open your book *and* point to a picture.") **Level 3: Developing** Follow multi-step oral commands supported visually that incorporate language of request (e.g., "I'm asking you to close your book, put it in your desk and stand up.") **Level 4: Expanding** Follow a series of oral directions supported visually that involve language of request (e.g., "First, I would like you to… Then, please…Finally,…") **Level 5: Bridging** Follow multiple complex oral directions that involve requests (e.g., "Before you leave the room, please copy your homework assignment and put your things away.")

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade SL 3.1-6 L 3.1-6 **4th Grade** SL 4.1-6 L 4.1-6 **5th Grade** SL 5.1-6 L 5.1-6	How does one use spoken language to communicate and describe situations with others?	**Level 1: Entering** Be able to answer choice questions from peers **Level 2: Emerging** Describe pictures to other students **Level 3: Developing** Give details of pictures to peers **Level 4: Expanding** Enact scenarios from pictures with peers **Level 5: Bridging** Create fantasies about situations and share them with peers	**Level 1: Entering** Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2. **Level 2: Emerging** Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2. **Level 3: Developing** Ask questions to obtain information to share with peers in L1 or L2. **Level 4: Expanding** Clarify information by restating or rephrasing ideas to peers in L1 or L2. **Level 5: Bridging** Offer specific information that supports ideas with peers.	**Level 1: Entering** Produce WH questions to seek assistance and gather information. **Level 2: Emerging** Produce responses to questions using phrases or short sentences. **Level 3: Developing** Use questions to obtain information and share with others. **Level 4: Expanding** Restate and clarify information given. **Level 5: Bridging** Provide specific information and support with details.

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

Domain: READING *(Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade L 3.1-3.6 RF 3.3-3.4 RI 3.1-3.10 **4th Grade** L 4.1-4.6 RF 4.3-4.4 RI 4.1-4.10 **5th Grade** L 5.1-5.6 RF 5.3-5.4 RI 5.1-5.10	How can we relate personal experiences to a given text?	**Level 1: Entering** Use illustrated texts or word walls to identify words related to oneself. **Level 2: Emerging** Use prior knowledge to make predictions from illustrated text. **Level 3: Developing** Be able to confirm past predictions. **Level 4: Expanding** Compare and contrast one's own personal experiences with those in the text. **Level 5: Bridging** Use personal experiences to evaluate the information in grade level text.	**Level 1: Entering** Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls **Level 2: Emerging** Make predictions from illustrated text using prior knowledge or personal experiences **Level 3: Developing** Confirm predictions based on prior knowledge or personal experiences from illustrated text **Level 4: Expanding** Compare/contrast personal experiences with those in illustrated text **Level 5: Bridging** Evaluate validity of information in grade level text based on personal experiences	**Level 1: Entering** Select general themes related to leisure activities from pictures and words or phrases (e.g. "Play ball.") **Level 2: Emerging** Locate information in visually or graphically supported text on leisure activities (e.g., soccer schedule). **Level 3: Developing** Identify overall message from visually or graphically supported examples of leisure activities. **Level 4: Expanding** Compare information from visually or graphically supported text on leisure activities (e.g., soccer schedule for September and October). **Level 5: Bridging** Infer information on leisure activities from text (e.g., soccer team's travel schedule).

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Grade 3: W.3.1 - 3.10 L. 3.1 - 3.6 **Grade 4:** W.4.1 - 4.10 L. 4.1 - 4.6 **Grade 5:** W.5.1 - 5.10 L. 5.1 - 5.6	How do we relate our writing skills to issues in our lives?	**Level 1**: **Entering** Use visuals to draw or label common objects at home or at school **Level 2**: **Emerging** Describe visuals relating to practices of their school **Level 3**: **Developing** Be able to sequence procedures performed at home or at school **Level 4**: **Expanding** Provide strategies and examples of school/ home/community issues **Level 5**: **Bridging** Create written pieces about school/home/community issues	**Level 1: Entering** Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2. **Level 2: Emerging** Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2. **Level 3: Developing** Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2. **Level 4: Expanding** Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2. **Level 5: Bridging** Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community.	**Level 1: Entering** Produce words/phrases associated with school rules or procedures from illustrated scenes and models. **Level 2**: **Emerging** List dos and don'ts regarding school rules or procedures from illustrated scenes (e.g., "Don't run in the halls."). **Level 3**: **Developing** Give examples of school rules or procedures from illustrated scenes for specific situations (e.g., fire drills, lunchroom). **Level 4**: **Expanding** Explain the usefulness or importance of school rules or procedures from illustrated scenes of specific situations. **Level 5**: **Bridging** Discuss or propose modifications to or consequences of breaking school rules or procedures.

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3ʳᵈ Grade: S.L. 3.1 - 3.6 L. 3.2 - 3.6 **4ᵗʰ Grade:** S.L. 4.1 - 4.6 L. 4.2 -. 4.6 **5ᵗʰ Grade:** S.L. 5.1 - 5.6 L. 5.2 - 5.6	How does a listener relate to oral statements about characters and events in stories?	**Level 1**: **Entering** Match pictures and oral statements **Level 2**: **Emerging** Be able to identify pictures with story elements **Level 3**: **Developing** Make predictions based on clues from stories **Level 4: Expanding** Sequence pictures as they relate to a given story **Level 5**: **Bridging** Be able to provide analogies	**Level 1: Entering** Match pictures to individual clues based on oral statements with a partner. **Level 2**: **Emerging** Identify pictures associated with solutions to short mysteries read aloud with a partner. **Level 3: Developing** Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions in cooperative groups. **Level 4: Expanding** Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups. **Level 5: Bridging** Apply analogies of events or characters in mysteries read aloud	**Level 4: Entering** Match pictures to individual clues based on oral statements. **Level 2**: **Emerging** Identify pictures associated with solutions to short mysteries read aloud. **Level 3: Developing** Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions. **Level 4: Expanding** Sequence pictures of clues/pieces of evidence from mysteries and read aloud. **Level 5: Bridging** Apply analogies of events or characters in mysteries read aloud to students' lives; make connections and draw conclusions from oral discourse using grade level materials.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade SL 3.1-6 L 3.1-6 **4th Grade** SL 4.1-6 L 4.1-6 **5th Grade** SL 5.1-6 L 5.1-6	How does one use spoken language to communicate and describe situations with others?	**Level 1: Entering** Be able to answer choice questions from peers **Level 2: Emerging** Describe pictures to other students **Level 3: Developing** Give details of pictures to peers **Level 4: Expanding** Enact scenarios from pictures with peers **Level 5: Bridging** Create fantasies about situations and share them with peers	**Level 1: Entering** Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2 **Level 2: Emerging** Describe pictures of imaginary people, objects or situations to peers in L1 or L2 **Level 3: Developing** Provide details of pictures of imaginary people, objects or situations to peers **Level 4: Expanding** Develop and enact scenarios from pictures of imaginary people, objects or situations with peers **Level 5: Bridging** Make up fantasies about imaginary people, objects or situations and share with peers	**Level 1: Entering** Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations **Level 2: Emerging** Describe pictures of imaginary people, objects or situations **Level 3: Developing** Provide details of pictures of imaginary people, objects or situations **Level 4: Expanding** Complete scenarios from pictures of imaginary people, objects or situations **Level 5: Bridging** Make up fantasies about imaginary people, fantasies objects or situations

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

Domain: READING *(Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade L 3.1-3.6 RF 3.3-3.4 RI 3.1-3.10 **4th Grade** L 4.1-4.6 RF 4.3-4.4 RI 4.1-4.10 **5th Grade** L 5.1-5.6 RF 5.3-5.4 RI 5.1-5.10	How do we gather information from written material to form opinions?	**Level 1: Entering** Use physical activity to find and identify information from words or phrases in illustrated books **Level 2: Emerging** Be able to sequence events in illustrated books using graphic organizers or physical activity **Level 3: Developing** Determine relevant versus irrelevant information **Level 4: Expanding** Compare/contrast information using graphic organizers or physical activity **Level 5: Bridging** Use grade level material to synthesize information to form opinions	**Level 1: Entering** Find identifying information on biographies from words or phrases in illustrated books or word/phrase walls using physical activity **Level 2: Emerging** Sequence events in biographical sketches in illustrated books using graphic organizers or physical activity **Level 3: Developing** Sort relevant from irrelevant biographical information in illustrated books using graphic organizers or physical activity **Level 4: Expanding** Compare/contrast biographical information of two persons in illustrated books using graphic organizers or physical activity **Level 5: Bridging** Synthesize biographical information of two persons from grade level material to form opinions on people	**Level 1: Entering** Find identifying information on biographies from illustrations, words or phrases **Level 2: Emerging** Sequence events in biographical sketches using illustrations and graphic organizers (e.g., time lines) **Level 3: Developing** Sort relevant from irrelevant biographical information using illustrations and graphic organizer **Level 4: Expanding** Compare/contrast biographical information of two persons using illustrations and graphic organizers **Level 5: Bridging** Synthesize biographical information of two persons from grade level material to form opinions on people

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
Grade 3: W.3.1 - 3.10 L. 3.1 - 3.6 **Grade 4:** W.4.1 - 4.10 L. 4.1 - 4.6 **Grade 5:** W.5.1 -5.10 L. 5.1 - 5.6	What are the steps necessary to create grade level narratives?	**Level 1**: **Entering** Use words/phrases to respond to illustrated events with peers **Level 2**: **Emerging** List illustrated events using short sentences/phrases in groups **Level 3**: **Developing** Use related sentences to describe a series of illustrated events **Level 4**: **Expanding** Use paragraph transitions in narrative form to narrate a series of illustrated events **Level 5**: **Bridging** Create grade level narrative stories	**Level 1: Entering** Respond to illustrated events using words or phrases based on models in round tables with peers **Level 2: Emerging** List illustrated events using phrases or short sentences based on models in round tables with peers **Level 3: Developing** Describe a series of illustrated events using related sentences in narrative form based on models in round tables with peers **Level 4: Expanding** Narrate a series of illustrated events using paragraph transitions in narrative form based on models and peer edits **Level 5: Bridging** Produce grade level narrative stories or reports using process writing	**Level 1: Entering** Identify basic conventions or mechanics in text (e.g., use of capital letters) **Level 2**: **Emerging** Differentiate uses of conventions or mechanics in illustrated sentences (e.g., those that end in periods or question marks) **Level 3**: **Developing** Relate when to use conventions or mechanics in illustrated passages (e.g., commas to indicate a series) **Level 4**: **Expanding** Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences to make appositives) **Level 5**: **Bridging** Provide examples and reasons for use of specified conventions or mechanics (e.g., "Why do we need commas?")

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade: SL 3.1 -3.6 L 3.2 -3.6 RI 3.1-3.5 RI 3.7-3.10 **4th Grade:** SL 4.1 - 4.6 L 4.2 - 4.6 RI 4.1-4.5 RI 4.7-4.10 **5th Grade:** SL 5.1 -5.6 L 5.2 -5.6 RI 5.1-5.5 RI 5.7-5.10	How do we use visuals as an aid to listening?	**Level 1: Entering** Use visuals to match items **Level 2: Emerging** Use visuals to compare items **Level 3: Developing** Analyze items using visually supported materials **Level 4: Expanding** Be able to predict using visuals with a partner **Level 5: Bridging** Synthesize based on oral questions	**Level 1: Entering** Match prices to goods using visually supported materials (e.g. Newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner **Level 2: Emerging** Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more?") with a partner **Level 3: Developing** Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is most expensive?") with partner **Level 4: Expanding** Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs *under* $1000?") with a partner **Level 5: Bridging** Make conditional purchases of goods from oral questions (e.g., "If you had $1000, which items would you buy?")	**Level 1: Entering** Mark position/location of numbers or illustrated objects from oral commands (e.g., "top," "bottom," "middle") **Level 2: Emerging** Identify comparative quantities of numbers or illustrated objects from oral commands or questions (e.g., "most," "least") **Level 3: Developing** Match general and some specific language associated with descriptive statistics to illustrated oral examples **Level 4: Expanding** Discriminate between different meanings of language associated with descriptive statistics from illustrated oral discourse **Level 5: Bridging** Apply technical language related to descriptive statistics to grade level oral scenarios (e.g., "mean," "mode," "median," "range")

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade SL 3.1-6 L 3.1, 3.3, 3.4, 3.5 ,3.6 **4th Grade** SL 4.1-6 L 4.1, 4.3, 4.4, 4.5, 4.6 **5th Grade** SL 5.1-6 L 5.1, 5.3, 5.4, 5.5, 5.6	How are we able to discuss problems relating to math operations?	**Level 1: Entering** Use realia and manipulatives to repeat information about math operations **Level 2: Emerging** Be able to paraphrase information using realia and/or manipulatives **Level 3: Developing** Make connections between new math information and previous experiences **Level 4: Expanding** Be able to explain or discuss uses of information relating to math operations **Level 5: Bridging** Create own problems by integrating new information about math operations	**Level 1: Entering** Repeat information about math operations using realia or manipulatives and teacher models (e.g., "Here are 3 groups of 4.") in L1 or L2 **Level 2: Emerging** Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2 **Level 3: Developing** Connect new information about math operations to previous experiences using realia or manipulatives **Level 4: Expanding** Explain or discuss uses of information about math operations using realia or manipulatives **Level 5: Bridging** Integrate or synthesize information about math operations to create own problem.	**Level 1: Entering** State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times") **Level 2: Emerging** Use general vocabulary in math sentences from illustrated examples (e.g., "You *times* three *by* five.") **Level 3: Developing** Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?," "Which number is to the left?") **Level 4: Expanding** Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., 'How many are *left*?' means, 'What is the *remainder*?'") **Level 5: Bridging** Explain different ways of problem solving grade level examples using specific or technical vocabulary

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

Domain: READING *(Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade RF 3.3-3.4 RI 3.1-3.5, 3.7-3.10 L 3.1, 3.4, 3.6 **4th Grade** RF 4.3, 4.4 RI 4.1-4.5, 4.7-4.10 L 4.1, 4.4, 4.6 **5th Grade** RF 5.3, 5.4 RI 5.1—5.5, 5.7-5.10 L 5.1, 5.4, 5.6	How do we read directions to create models?	**Level 1: Entering** Use written directions to recreate drawings from diagrams and written directions **Level 2: Emerging** Make scale drawings from models and written directions **Level 3: Developing** Create scale drawings from everyday experiences in small groups **Level 4: Expanding** Be able to reproduce scale models from diagrams or written directions **Level 5: Bridging** Use diagrams to build models to scale based on models and written directions	**Level 1: Entering** Recreate drawings from diagrams and written directions in a small group (e.g. "Make a car like this.") **Level 2: Emerging** Create scale drawings from diagrams or models and written directions in a small group **Level 3: Developing** Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group **Level 4: Expanding** Reproduce scale models from diagrams and written sets of directions in a small group **Level 5: Bridging** Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)	**Level 1: Entering** Identify large whole numbers from pictures and models (e.g., "This number has 7 places.") **Level 2: Emerging** Identify large whole numbers from pictures or models and phrases or short sentences **Level 3: Developing** Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand) **Level 4: Expanding** Compare examples of large whole numbers presented in pictures and text **Level 5: Bridging** Match situations to use of large whole numbers from grade level text

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

*Domain: **WRITING** (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade W 3.1, 3.2, 3.4, 3.7 L 3.1-3.6 **4th Grade** W 4.1, 4.2, 4.4, 4.7 L 4.1-4.6 **5th Grade** W 5.1, 5.2, 5.4, 5.7 L 5.1-5.6	How can we use math concepts to create problems of fractions?	**Level 1: Entering** Be able to label parts of diagrams **Level 2: Emerging** Describe the meaning of fractional parts of diagrams in short phrases/sentences **Level 3: Developing** Provide sequential steps to solve problems using related sentences **Level 4: Expanding** Be able to describe strategies for solving problems related to fractions in paragraph form **Level 5: Bridging** Create own original problems using fractions in situations	**Level 1: Entering** Label fractional parts of diagrams or realia from number word banks **Level 2: Emerging** Describe what the fractional parts mean from diagrams or realia in phrases or short sentences **Level 3: Developing** Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences **Level 4: Expanding** Describe strategies or ideas for solving problems involving fractions from diagrams in paragraph form **Level 5: Bridging** Create original problems involving fractions embedded in scenarios or situations	**Level 1: Entering** Reproduce names of three-dimensional shapes from labeled models (e.g., cones, cylinders or prisms) **Level 2: Emerging** Make lists of real-world examples of three-dimensional shapes from labeled models **Level 3: Developing** Describe attributes of three-dimensional shapes from labeled models **Level 4: Expanding** Compare/contrast attributes of three-dimensional shapes from labeled models or charts (e.g., "A __ is like a __ because __.") **Level 5: Bridging** Incorporate descriptions of three-dimensional shapes into real-world situations

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade: SL 3.1 -3.6 L 3.2 -3.6 **4th Grade:** SL 4.1 - 4.6 L 4.2 - 4.6 **5th Grade:** SL 5.1 -5.6 L 5.2 -5.6	How does a listener use language to be able to make choices regarding foods?	**Level 1: Entering** Be able to select foods from various sources by following oral directions **Level 2: Emerging** Classify foods and groups from sources following oral directions **Level 3: Developing** Use visual support to compare food choices following oral directions **Level 4: Expanding** Follow oral descriptions to evaluate food choices **Level 5: Bridging** Be able to design meals by making food choices following oral descriptions	**Level 1: Entering** Choose foods from realia, magazines or newspapers following oral directions **Level 2: Emerging** Classify foods from realia, magazines or newspapers following oral directions **Level 3: Developing** Compare choices of foods by following oral directions with visual support **Level 4: Expanding** Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious food in this group.") **Level 5: Bridging** Design meals by making choices of foods following a series of oral descriptions	**Level 1: Entering** Identify examples of states of matter from oral statements with visual support **Level 2: Emerging** Distinguish among examples of states of matter from oral statements and visual support **Level 3: Developing** Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid) **Level 4: Expanding** Hypothesize change in states of matter from oral descriptions (e.g. "I take ice cubes out of the freezer. I put them in the sun. What will happen?") **Level 5: Bridging** Determine relationships between states of matter from oral discourse and visual support

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

Domain: ***SPEAKING*** *(Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade SL 3.1-6 L 3.1, 3.3-3.6 **4th Grade** SL 4.1-4.6 L 4.1, 4.3-4.6 **5th Grade** SL 5.1-5.6 L 5.1, 5.3-5.6	How can we discuss concepts of natural phenomena using everyday language?	**Level 1: Entering** Use real life examples to organize natural phenomena **Level 2: Emerging** Be able to describe natural phenomena from real life examples **Level 3: Developing** Categorize natural phenomena from real life examples **Level 4: Expanding** Compare features of natural phenomena from real life examples **Level 5: Bridging** Be prepared to discuss and explain relationships among natural phenomena from real life examples	**Level 1: Entering** Organize and identify natural phenomena from real-life examples (e.g., "leaves," "insects," "rocks") in small groups **Level 2: Emerging** Describe natural phenomena from real life examples using general vocabulary (e.g., "This leaf has five points.") in small groups **Level 3: Developing** Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups **Level 4: Expanding** Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups **Level 5: Bridging** Discuss and explain physical relationships among natural phenomena from real life examples using technical vocabulary	**Level 1: Entering** Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?") **Level 2: Emerging** Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood goes together.") **Level 3: Developing** Describe functions of systems or their parts using visual support **Level 4: Expanding** Discuss importance or usefulness of systems or their parts using visual support **Level 5: Bridging** Imagine how change affects systems or their parts (e.g., "How might breaking an arm change your daily life?")

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

Domain: *READING (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3ʳᵈ Grade RF 3.3, 3.4 RI 3.1-3.10 L 3.1-3.6 **4ᵗʰ Grade** RF 4.3, 4.4 RI 4.1-4.10 L 4.1-4.6 **5ᵗʰ Grade** RF 5.3, 5.4 RI 5.1-5.10 L 5.1-5.6	Why conservation is necessary and important in today's society?	**Level 1: Entering** Use labeling to sort real life items. **Level 2: Emerging** Be able to identify various ways to conserve based on pictures and written text. **Level 3: Developing** Illustrate forms of conservation by sequencing descriptive pictures and words. **Level 4: Expanding** Make use of illustrated texts and websites to find solutions to issues related to conservation. **Level 5: Bridging** Search for new ways to conserve using grade appropriate materials	**Level 1: Entering** Sort real-life objects according to labels (e.g., recyclable and not recyclable) **Level 2: Emerging** Identify ways to conserve from pictures and written text **Level 3: Developing** Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process) **Level 4: Expanding** Find solutions to conservation issues presented in illustrated texts or websites **Level 5: Bridging** Research better or new ways to conserve using grade level materials	**Level 1: Entering** Match labeled pictures representing earth materials with Vocabulary (e.g., "Which one is a rock?") **Level 2: Emerging** Sort descriptive phrases according to pictures of earth materials **Level 3: Developing** Differentiate among earth materials using charts, tables or graphic organizers **Level 4: Expanding** Interpret information on earth materials from charts, tables or graphic organizer **Level 5: Bridging** Apply information on earth materials to new contexts using grade level text

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade W 3.1, 3.2, 3.4-3.7 L 3.1-3.6 **4th Grade** W 4.1, 4.2, 4.4-4.7 L 4.1-4.6 **5th Grade** W 5.1, 5.2, 5.4-5.7 L 5.1-5.6	How have the Earth's features changed throughout time?	**Level 1: Entering** Use labeling as a means to identify features of the Earth **Level 2: Emerging** Use diagrams or graphic organizers to classify the various features of the Earth. **Level 3: Developing** Use short phrases or sentences to describe features of the past or present world. **Level 4: Expanding** Describe features of our planet in past, present, or future form in paragraph form. **Level 5: Bridging** Be able to write an essay describing the Earth's features	**Level 1: Entering** Label features of the Earth based on diagrams or models (e.g., its layers) **Level 2: Emerging** Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences **Level 3: Developing** Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences **Level 4: Expanding** Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs **Level 5: Bridging** Compose fictional and non-fictional multiparagraph pieces about the Earth's features	**Level 1: Entering** Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars") **Level 2: Emerging** Describe features of astronomical objects from labeled diagrams **Level 3: Developing** Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun) **Level 4: Expanding** Discuss relationships between astronomical objects from diagrams or graphs **Level 5: Bridging** Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade: SL 3.1 -3.6 L 3.2 -3.6 **4th Grade:** SL 4.1 - 4.6 L 4.2 - 4.6 **5th Grade:** SL 5.1 -5.6 L 5.2 -5.6	How do we comprehend spoken language in relation to describing artifacts of the past?	**Level 1: Entering** Use pictures and oral statements in small groups to identify artifacts from the past. **Level 2: Emerging** Describe how artifacts of the past were used from pictures. **Level 3: Developing** Match pictures of artifacts of the past within their environments in small groups. **Level 4: Expanding** Be able to recreate the past describing how tools and artifacts were made based on illustrations. **Level 5: Bridging** Role play based on the work of paleontologists and anthropologists.	**Level 1: Entering** Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups **Level 2: Emerging** Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups **Level 3: Developing** Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups **Level 4: Expanding** Reenact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups **Level 5: Bridging** Interpret work of paleontologists and anthropologists through role play based on oral readings or videos	**Level 1: Entering** Identify information on trade routes from oral statements supported graphically or visually (e.g., points on timelines or icons on maps) **Level 2: Emerging** Arrange information on trade routes from oral directions supported visually or graphically (e.g., timelines, graphs, charts, maps) **Level 3: Developing** Order or sequence information on trade routes from oral directions supported visually or graphically **Level 4: Expanding** Interpret information on trade routes from oral descriptions supported visually or graphically **Level 5: Bridging** Draw conclusions from information on trade routes from oral discourse supported visually or graphically

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

*Domain: **SPEAKING** (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade SL 3.1-3.6 L 3.1, 3.3-3.6 **4th Grade** SL 4.1-4.6 L 4.1, 4.3-4.6 **5th Grade** SL 5.1-5.6 L 5.1, 5.3-5.6	How is oral language used to describe places/locations on maps and globes?	**Level 1: Entering** Find places on maps and globes with a partner. **Level 2: Emerging** Be able to define locations on maps/globes using language with a partner. **Level 3: Developing** Describe locations of places on maps/globes using descriptive language with a partner. **Level 4: Expanding** Orally state directions going from one place to another with a partner. **Level 5: Bridging** Explain and identify locations on maps/globes based on symbols.	**Level 1: Entering** Locate and show places on maps or globes (e.g., "Here is Delaware.") in L1 or L2 with a partner **Level 2: Emerging** Define locations of places on maps or globes (e.g., using relational language "Wisconsin is between Minnesota and Michigan.") in L1 or L2 with a partner **Level 3: Developing** Detail locations of places on maps or globes (e.g., using descriptive language) with a partner **Level 4: Expanding** Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner **Level 5: Bridging** Compose historical documentaries from multiple sources (e.g., using third person)	**Level 1: Entering** Label features of communities or regions depicted in pictures or maps **Level 2: Emerging** Describe communities or regions depicted in pictures or maps **Level 3: Developing** Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources) **Level 4: Expanding** Discuss relationships between communities or regions depicted in pictures or maps **Level 5: Bridging** Analyze resources of communities or regions and discuss accomplishments or needs

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

Domain: *READING (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade RF 3.3, 3.4 RI 3.1-3.6 L 3.1-3.6 **4th Grade** RF 4.3, 4.4 RI 4.1-4.10 L 4.1-4.6 **5th Grade** RF 5.3, 5.4 RI 5.1-5.10 L 5.1-5.6	Why is it important to study migration and immigration through texts?	**Level 1: Entering** Use a globe or map to trace migration routes with a classmate. **Level 2: Emerging** Use text to match migration routes on maps/globes with a partner. **Level 3: Developing** Using graphic organizers to map out and organize migration routes with a classmate. **Level 4: Expanding** Using visuals, compare/ contrast information on migration and immigration. **Level 5: Bridging** Discuss why cultures migrated based on grade-level research.	**Level 1: Entering** Trace immigration/migration routes on globes or maps with a partner **Level 2: Emerging** Match immigration/migration routes on globes or maps to text and share with a partner **Level 3: Developing** Organize information on immigration/ migration based on investigation using graphic or visual support with a partner **Level 4: Expanding** Compare information on immigration/ migration based on investigation (e.g. in websites, newspapers or libraries) using graphic or visual support with a partner **Level 5: Bridging** Identify reasons or explanations for immigration/migration based on investigation using grade level multicultural texts	**Level 1: Entering** Match examples of historical events with illustrations and labels **Level 2: Emerging** Identify features, people or historical events depicted in illustrations and phrases **Level 3: Developing** Compare/contrast different time periods or people using graphic organizers and sentences **Level 4: Expanding** Interpret effects of historical events on people's lives during different time periods using graphic organizers and text **Level 5: Bridging** Detect trends based on historical events or people's actions using grade level text

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

Domain: **WRITING** *(Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
3rd Grade W 3.1-3.8, 3.10 L 3.1-3.6 **4th Grade** W 4.1-4.10 L 4.1-4.6 **5th Grade** W 5.1-5.10 L 5.1-5.6	How does written language contribute to our understanding of historical information and documents?	**Level 1: Entering** Make a timeline to label important historical highlights. **Level 2: Emerging** Use a timeline to create phrases and short sentences. **Level 3: Developing** Create entries in journals based from a timeline. **Level 4: Expanding** Be able to summarize information to produce reports. **Level 5: Bridging** Create written historical documentaries from many sources.	**Level 1: Entering** Reproduce historical highlights from labeled timelines or visually supported headlines **Level 2: Emerging** Create phrases or short sentences from timelines or visually supported headlines **Level 3: Developing** Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text **Level 4: Expanding** Produce reports by summarizing information (e.g., using first person) **Level 5: Bridging** Compose historical documentaries from multiple sources (e.g., using third person)	**Level 1: Entering** Label features of communities or regions depicted in pictures or maps **Level 2: Emerging** Describe communities or regions depicted in pictures or maps **Level 3: Developing** Compare/contrast different aspects of communities or regions depicted in pictures or maps (e.g., location, people, places, resources) **Level 4: Expanding** Discuss relationships between communities or regions depicted in pictures or maps **Level 5: Bridging** Analyze resources of communities or regions and discuss accomplishments or needs

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade SL.6.1 - 6.3 **7th Grade** SL.7.1 – 7.3 **8th Grade** SL.8.1.- 8.3.	What are the requirements for interpersonal communications in the school and the community?	**Level 1: Entering** Identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) **Level 2: Emerging** Match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books) **Level 3: Developing** Categorize needed resources with types of assignments based on pictures and oral descriptions **Level 4: Expanding** Analyze assignments and match with needed resources based on oral discourse **Level 5: Bridging** Explain choices of needed resources based on oral discourse.	**Level 1: Entering** Indicate a choice from visuals. **Level 2: Emerging** Describe a choice and give reason from a visual prompt. **Level 3 : Developing** Recommend or suggest a personal preference. **Level 4: Expanding** Discuss in conversation based on small group discussion. **Level 5: Bridging** Recommend or suggest in a small group discussion.	**Level 1: Entering** Answer WH questions from visuals. **Level 2: Emerging** Reply to verbal cues to select the needed resource. **Level 3 : Developing** Explain and support choice from visual prompts. **Level 4: Expanding** Explain and elaborate personal choice. **Level 5: Bridging** Discuss and support choice without visual prompts.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade SL.6.1 - 6.6 **7th Grade** SL.7.1 – 7.6 **8th Grade** SL.8.1.- 8.6	What are the requirements for interpersonal communications in the school and the community?	**Level 1: Entering** Repeat, restate, or respond to oral instructions or assignments **Level 2: Emerging** Paraphrase or retell oral instructions, assignments, or stories **Level 3 : Developing** Summarize oral instructions, assignments, or stories **Level 4: Expanding** Analyze oral instructions, assignments, or stories using detailed descriptions **Level 5: Bridging** Synthesize oral instructions, assignments, or stories using detailed descriptions.	**Level 1: Entering** Indicate a choice from visuals. **Level 2: Emerging** Describe a choice and give reason from a visual prompt. **Level 3 : Developing** Recommend or suggest a personal preference. **Level 4: Expanding** Discuss in conversation based on small group discussion. **Level 5: Bridging** Recommend or suggest in a small group discussion.	**Level 1: Entering** Answer WH questions from visuals **Level 2: Emerging** Reply to verbal cues to express a preference. **Level 3 : Developing** Explain and support choice from visual prompts . **Level 4: Expanding** Explain and elaborate personal choice. **Level 5: Bridging** Discuss and support choice without visual prompts.

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

Domain: *READING (Process, interpret, and evaluate written language, symbols, and text with understanding and fluency.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade RI.6.1 - 6.10 RL.5.1 – 6.10 **7th Grade** RI.7.1 – 7.10 RL.7.1 – 7.10 **8th Grade** RI.8.1.- 8.10 RL.8.1 – 8.10	What are the requirements for interpersonal communications in the school and the community?	**Level 1: Entering** Preview visually supported text to glean basic facts. **Level 2: Emerging** Highlight main ideas or information from visually supported text. **Level 3 : Developing** Scan material from visually supported text to identify details of main ideas. **Level 4: Expanding** Skim material from visually supported text for word and phrases to confirm ideas. **Level 5: Bridging** Draw conclusions based on information from text.	**Level 1: Entering** Locate facts or information on socially-related topics (such as the school dance) **Level 2: Emerging** Connect facts or information on socially-related topics to examples; identify main idea from everyday information supported by visuals **Level 3 : Developing** Compare/contrast facts or information on socially-related topics; summarize everyday information, supported by visuals (such as on billboards, ads, or instructions) **Level 4: Expanding** Interpret facts or information on socially-related topics; identify details or related information that support the main idea **Level 5: Bridging** Evaluation facts or information on socially-related topics; interpret details or related information that supports the main idea.	**Level 1: Entering** Identify concepts about print and text features. **Level 2: Emerging** Identify facts and explicit messages from text. **Level 3 : Developing** Use context clues to determine word meaning and identify main ideas. **Level 4: Expanding** Identify word families, figures of speech and details that support main ideas. **Level 5: Bridging** Conduct research to glean information from multiple sources.

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade W.6.1 - 6.10 **7th Grade** W.7.1 – 7.10 **8th Grade** W.8.1 – 8.10	What are the requirements for interpersonal communications in the school and the community?	**Level 1: Entering** Label and produce icons for school rules and procedures. **Level 2: Emerging** Compose using phrases and simple sentences. **Level 3 : Developing** Compose using expanded sentences with some complexity. **Level 4: Expanding** Compose using a variety of sentence lengths and complexity. **Level 5: Bridging** Compose using a variety of sentence lengths and structures.	**Level 1: Entering** Make lists of words associated with school subjects **Level 2: Emerging** Outline or complete organizers with school schedule and subjects **Level 3 : Developing** Describe a typical school day and discuss favorite school subjects **Level 4: Expanding** Suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., "I would like to…") **Level 5: Bridging** Compare and contrast, choose, and evaluate original and amended school rules.	**Level 1: Entering** Complete chart of school rules and procedures. **Level 2: Emerging** List main plot events after viewing a film. **Level 3 : Developing** Describe characters after viewing a film. **Level 4: Expanding** Summarize plots events and main characters after viewing a film. **Level 5: Bridging** Using information gathered after viewing a film to create a short story to extend the narrative.

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade L.6.1, 6.3, 6.5, 6.6 SL.6.1 – 6.3 **7th Grade** L.7.1, 7.3, 7.5, 7.6 SL.7.1 – 7.3 **8th Grade** L.8.1, 8.3, 8.5, 8.6 SL.8.1 – 8.3	How does a listener understand a message?	**Level 1: Entering** Identify elements of stories from oral directions supported by illustrations. **Level 2: Emerging** Respond to auditory cues by following directions. **Level 3 : Developing** Identify a main idea or make predictions based on oral discourse. **Level 4: Expanding** Identify cause/effect in oral discourse. **Level 5: Bridging** Respond to cues in oral class discussion.	**Level 1: Entering** Identify words and phrases related to different time frames following oral directions with visual support (e.g., "before," "during," "after.") **Level 2: Emerging** Match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., "Long ago; right now; in the future.") **Level 3 : Developing** Identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback). **Level 4: Expanding** Analyze use of literary devices related to different time frames found in short stories read orally. **Level 5: Bridging** Analyze use of literary devices related to different time frames found in novels read orally.	**Level 1: Entering** Identify examples of plot situations based on oral and visual cues. **Level 2: Emerging** Match oral descriptions to literal visual depictions. **Level 3 : Developing** Apply oral descriptions to infer literal and figurative meanings. **Level 4: Expanding** Identify figurative elements in oral discourse and visual cues. **Level 5: Bridging** Associate separate elements from oral discourse to intended meanings.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade L.6.1, 6.3, 6.5, 6.6 SL.6.1 – 6.6 **7th Grade** L.7.1, 7.3, 7.5, 7.6 SL.7.1 – 7.6 **8th Grade** L.8.1, 8.3, 8.5, 8.6 SL.8.1 – 8.6	How do speakers express their thoughts and feelings? How does word choice affect the message? How does a speaker communicate so others will listen and understand the message?	**Level 1: Entering** State facts about characters using visuals. **Level 2: Emerging** Describe personalities of characters using visuals. **Level 3 : Developing** Compare character attributes using visuals. **Level 4: Expanding** Discuss character attributes using visuals and graphic organizers. **Level 5: Bridging** Critique and give examples of characters in a literary work.	**Level 1: Entering** Answer WH-questions from pictures related to biographies or human interest stories. **Level 2: Emerging** Describe pictures related to biographies or human interest stories. **Level 3 : Developing** Relate information from graphic organizers on biographies or human interest stories. **Level 4: Expanding** Summarize points from outlines derived from biographies or human interest stories. **Level 5: Bridging** Paraphrase and summarize points from outlines derived from biographies or human interest stories.	**Level 1: Entering** Give examples from literature using graphic organizers. **Level 2: Emerging** Summarize story lines using visuals and graphic organizers **Level 3 : Developing** Compare/contrast features of story elements using visuals or graphic organizers **Level 4: Expanding** Discuss or extend analogies within familiar contexts using visual support. **Level 5: Bridging** Explain meaning of analogies or symbolism within familiar contexts.

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

Domain: *READING (Process, understand, interpret, and evaluate written language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th grade L.6-3 – .6.6 RI.6.1 – 6.10 RL 6.1 – 6-10 **7th grade** L.7.3 – 6 RI 7.1 – 7.10 RL 7.1 – 7.10 **8th grade** L.8.3 – 8.6 RI 8.1 – 8.10 RL. 8.1 – 8.10	How do readers construct meaning from text? How does understanding a text's structure help a reader understand meaning?	**Level 1: Entering** Match icons and symbols to words and phrases. **Level 2: Emerging** Locate and classify information and facts. **Level 3: Developing** Identify main ideas. **Level 4: Expanding** Find details that support main ideas. . **Level 5: Bridging** Draw conclusions from explicit and implicit text.	**Level 1: Entering** Locate organizational features of texts (e.g., headings, paragraphs). Respond to literal questions from illustrations or visually supported text. Identify word patterns in context. **Level 2: Emerging** Differentiate among organizational features of texts (such as indices and glossaries); predict outcomes from visually supported text; use knowledge of affixes or root words to determine meaning in context **Level 3: Developing** Use organizational features of texts to glean main ideas (such as bold print); confirm predictions and make generalizations from visually supported, explicit text; use context clues to determine word meanings (such as homonyms or metaphors) **Level 4: Expanding** Use organizational features of texts to compare/contrast ideas; make inferences from text; identify figures of speech (such as similes, alliteration, personification) **Level 5: Bridging** Use organizational features of text to evaluate ideas, make inferences from text, and explain figures of speech	**Level 1: Entering** Associate actions and contributions using visuals and phrase level text. **Level 2: Emerging** Identify influences on people and events using visuals and sentence level text. . **Level 3: Developing** Interpret impact on characters' lives using visuals and multi-level text. **Level 4: Expanding** Interpret impact on characters' lives using visuals and paragraph level text. **Level 5: Bridging** Predict reactions of characters to events in text.

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th grade W.6.4, 5 L.6.1.-6.3, 5,6 **7th grade** W.7.4, 5 L. 7.1-7.3,5, 6 **8th grade** W.8.4,5 L.8.1-8.3 , 5, 6	How do writers develop a well written product? How do rules of language affect communication? Why does a writer choose a particular form of writing? How do writers express themselves?	**Level 1: Entering** Give written information in response to oral or written directions. **Level 2: Emerging** Describe events, people, processes and procedures. . **Level 3: Developing** Summarize information from graphics or notes. **Level 4: Expanding** Label objects pictures and diagrams. **Level 5: Bridging** Apply information to new contexts and create various forms of writing.	**Level 1: Entering** Produce symbols, words, or phrases to convey basic information. **Level 2: Emerging** Produce notes, construct charts or graphic organizers to convey information. **Level 3 : Developing** Construct paragraphs to convey information (such as produce journal entries). **Level 4: Expanding** Create original ideas by synthesizing them. **Level 5: Bridging** Critique and comment on original ideas on varied grade level topics.	**Level 1**: **Entering** Reproduce statements on various topics from illustrated models or outlines. **Level 2: Emerging** Produce statements on various topics from illustrated models or outlines. **Level 3: Developing** Summarize statements on various topics from illustrated models or outlines. **Level 4: Expanding** Respond to commentaries by offering support or a counterargument on various topics from illustrated models or outlines. **Level 5: Bridging** Provide commentary on a variety of grade level topics.

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

Domain: *LISTENING* (Process, understand, interpret, and evaluate spoken language in a variety of situations.)

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th grade SL.6.1 – 6.3 **7th grade** SL.7.1 -7.3 **8th grade** SL. 8.1 -8.3	How does a listener recognize and identify Mathematical Language?	**Level 1: Entering** Match oral statements to illustrations. **Level 2: Emerging** Follow two-step oral directions. **Level 3: Developing** Follow multi-step oral directions. **Level 4: Expanding** Analyze and apply oral information. **Level 5: Bridging** Make inferences about the relationship of points, lines, segments, rays, and angles.	**Level 1: Entering** Match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., "Which __ shows ___?") **Level 2: Emerging** Follow multi-step directions to identify proportional representation in graphs **Level 3: Developing** .Match examples of uses of proportion with oral descriptions (such as interest or taxes: e.g., "If....then…") **Level 4: Expanding** Analyze and apply the use of proportion from oral word problems **Level 5: Bridging** Make inferences from oral scenarios.	**Level 1: Entering** Match oral phrases to vocabulary. **Level 2: Emerging**: Identify examples of geometric attributes based on oral directions illustrated. **Level 3: Developing** Create different types lines, segments, points, angles, and rays using multi-step oral directions. **Level 4: Expanding** Make predictions about geometric attributes from oral scenarios and graphic displays. **Level 5: Bridging** Make inferences from oral scenarios of grade level materials.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th grade 6.SL.1 – 3, 5 **7th grade** 7.SL.1, 3,4, 5, 7, 8 **8th grade** 8.SL.1, 2, 4	How does a speaker express mathematical language?	**Level 1: Entering** Answer 5 WH questions. **Level 2: Emerging** Restate facts. **Level 3: Developing** Make predictions. **Level 4: Expanding** Discuss concepts. **Level 5: Bridging** Interpret representations of data.	**Level 1: Entering** Identify line segments from pictures of everyday objects (such as types of angles or parallel lines) **Level 2: Emerging** Define or describe types of line segments from pictures of everyday objects (e.g., "Opposite sides are parallel"); paraphrase math problems with visual support involving algebra **Level 3: Developing** Compare/contrast types of line segments from pictures presented orally from math text (such as parallel vs. perpendicular lines); summarize relevant information from math problems (involving algebra) **Level 4 : Expanding** Explain w to use different types of line segments presented orally from math text (such as in geometric figures); interpret information from math problems (involving algebra) **Level 5 : Bridging** Evaluate how to use different types of line segments presented orally from math text; interpret information from math problems	**Level 1: Entering** Answer oral questions about measures of central tendency using short sentences. **Level 2: Emerging** Restate the facts from notes. **Level 3: Developing** Infer how the graph will change if the measures are changed. **Level 4: Expanding** Discuss real-life situations where measures of central tendency will be used. **Level 5: Bridging** Explain how and when the measures of central tendency will be used.

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

Domain: *READING (Process, understand, interpret, and evaluate written language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th grade RI. 6.10 **7th Grade** RI 7.10 **8th grade** RI. 8.10	How does the type of data influence the outcome?	**Level 1: Entering** Match symbols to words. **Level 2: Emerging** Classify information. **Level 3: Developing** Use context clues to find the meaning of words. **Level 4: Expanding** Interpret data. **Level 5: Bridging** Explain inferences.	**Level 1: Entering** Match vocabulary needed for problem solving with graphics, symbols, or figures. **Level 2 : Emerging** Classify written examples supported visually of math procedures used in real word problems (such as perimeter or area). **Level 3: Developing** Classify written examples of math procedures used in text-based problems. **Level 4 : Expanding** Order steps of procedures involved in problem solving using sequential language. **Level 5: Bridging** Critique use of particular graphs for a variety of data.	**Level: Entering** Interpretation of the symbols. **Level 2: Emerging** Classify data according to its Category. **Level 3: Developing** Use the context clues in a passage. **Level 4: Expanding** Data interpreted from graph. **Level 5: Bridging** Explain and give reasons why certain data are represented best in particular graphs.

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th grade W.6.4 W.6.5 **7th grade** W.7.4 W.7.5 **8th grade** W.8.4 W.8.5	How are numbers represented in everyday math?	**Level 1: Entering** Label diagrams. **Level 2: Emerging** Take notes and produce short sentences. **Level 3: Developing** Summarize information from graphics. **Level 4: Expanding** Describe events. **Level 5: Bridging** Apply information to new concepts.	**Level 1: Entering** Show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations, or geometrical relations) **Level 2: Emerging** Express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically **Level 3: Developing** State step-by-step process of math operations, procedures, patterns, or functions. **Level 4: Expanding** Write everyday math word problems and explain problem solving strategies **Level 5: Bridging** Write estimation problems and explain problem-solving strategies	**Level 1: Entering** Labeling of equivalent fractions. **Level 2: Emerging** Use short sentences to name fractions. **Level 3: Developing** Identify and describe the relationship between fractions using a series of sentences. **Level 4: Expanding** Detail how fractions can be applied to real-life situations. **Level 5: Bridging** Create estimation problems with common and decimal fractions.

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade SL.6.1-6.3 RST.6-8.2 - 6-8.9 **7th Grade** SL.7.1-7.3 RST.6-8.2 - 6-8.9 **8th Grade** SL 8.1-8.3 RST.6-8.2 - 6-8.9	What vocabulary does a listener need to understand the science domains?	**Level 1: Entering** Match illustrations to oral statements. **Level 2: Emerging** Respond to a diagram. **Level 3: Developing** Listen to examples based on illustrations and oral directions. **Level 4: Expanding** Identify cause and effect. **Level 5: Bridging** Respond to oral passages about patterns of change.	**Level 1: Entering** Match science domains or their tools with pictures from oral statements (such as earth, life, or physical science.) **Level 2: Emerging** Categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens). **Level 3: Developing** Identify science domains or their tools from oral descriptions of examples. **Level 4: Expanding** Compare/contrast examples of science domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes). **Level 5: Bridging** Predict patterns of change given different variables from oral scenarios.	**Level 1: Entering** Respond to oral statements about the unit of study. **Level 2: Emerging** Create a diagram based on oral directions and illustrations. **Level 3: Developing** Classify examples of life based on illustrations and oral directions. **Level 4: Expanding** Identify cause and effect based on spoken language. **Level 5: Bridging** Explain patterns of change over time given different oral scenarios.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade SL.6.1-6.6 RST.6.1-2 RST.6.6 RST.6.9 **7th Grade** SL.7.1-7.6 RST.7.1-2 RST.7.6 RST.7.9 **8th Grade** SL.8.1-8.6 RST.8.1-2 RST.8.6 RST.8.9	How does a speaker express vocabulary associated with scientific events?	**Level 1: Entering** Answer oral questions. **Level 2: Emerging** Restate facts. **Level 3: Developing** Describe procedures. **Level 4: Expanding** Discuss procedures and offer solutions. **Level 5: Bridging** Give examples and justify response.	**Level 1: Entering** Use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines). **Level 2: Emerging** Describe scientific events or discoveries based on illustrations. **Level 3: Developing** Compare/contrast scientific events or discoveries described orally with visual support (e.g., "___ is similar/different from ___ because ___."). **Level 4: Expanding** Predict future scientific events or discoveries based on oral or graphic evidence (e.g., "___could/will/may/might/lead to ___.") **Level 5: Bridging** Make oral hypotheses based on graphic evidence	**Level 1: Entering** Answer oral questions. **Level 2: Emerging** Restate the scientific discoveries. **Level 3: Developing** Compare/contrast scientific events and discoveries. **Level 4: Expanding** Discuss future scientific events based on oral or graphic evidence. **Level 5: Bridging** Offer hypothetical examples of problems, offer solutions, and justify response.

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

Domain: *READING (Process, understand, interpret, and evaluate written language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade RI.6.1-6.10 RST.6-8.2,3,4,7,9,10 **7th Grade** RI.7.10 RST.6-8.2,3,4,7,9,10 **8th Grade** RI.8.10 RST.6-8.2,3,4,7,9,10	How do we use written text model objects, events, and relationships in science?	**Level 1: Entering** Match symbols to words. **Level 2: Emerging** Classify information. **Level 3: Developing** Use context clues to find the meaning of words. **Level 4: Expanding** Interpret data. **Level 5: Bridging** Conduct research from multiple sources.	**Level 1: Entering** Match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., "An examples of ___ is ___." **Level 2: Emerging** Match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., "___goes with ___.") **Level 3: Developing** Sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., "before, after; goes with and belongs to; is like, is different from…") **Level 4: Expanding** Identify systems or processes from descriptions from science text (e.g., "As a result of___; ___ is caused by _.") **Level 5: Bridging** Interpret results of research using multiple sources.	**Level 1: Entering** Interpretation of the symbols on a map. **Level 2: Emerging** Classification of objects according to their elements. **Level 3: Developing** Assess context clues in a passage to find the meaning of vocabulary words. **Level 4: Expanding** Data interpreted from graph. **Level 5: Bridging** Results of research using multiple sources to produce an essay.

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade W.6.4-.5 RST.6-8.1,.2,.3,.6,.7,.8,9 **7th Grade** W.7.4-.5 RST.6-8.1,.2,.3,.6,.7,.8,9 **8th Grade** W.8.4-.5 RST.6-8.1,.2,.3,.6,.7,.8,9	How do writers express themselves in clear, concise scientific language?	**Level 1: Entering** Produce phrases to convey messages. **Level 2: Emerging** Take notes and produce shorts sentences. **Level 3: Developing** Describe events. **Level 4: Expanding** Summarize information from graphics. **Level 5: Bridging** Apply information to new concepts	**Level 1: Entering** Identify forms of energy and everyday examples depicted visually (such as light, sound, heat) **Level 2: Emerging** Describe and draw forms of Energy **Level 3: Developing** Compare/contrast two forms of energy (e. g. and are alike/different in these ways.") **Level 4: Expanding** Explain uses of different forms of energy (e.g., "___ is used to ___.") **Level 5: Bridging** Evaluate uses of different forms of energy (e.g., "__ is used to ___.")	**Level 1: Entering** Produce phrases to explain various scientific domains **Level 2: Emerging** Create short sentences from their own notes. **Level 3: Developing** Describe the actions and reactions using compare and contrast vocabulary. **Level 4: Expanding** Write a summary from the information taken from graphics. **Level 5: Bridging** Write the explanation in detail of how the new information applies.

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

Domain: *LISTENING (Process, understand, interpret, and evaluate spoken language in a variety of situations.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade SL.6.1-6.3 RH.6.3-4 RH 6.7 **7th Grade** SL.7.1-7.3 RH 7.3-4 RH 7.7 **8th Grade** SL.8.1-8.3 RH.8.3-4	What is government and what can it do? Why do rules, laws and government not always preserve individual rights? What are the fundamental values and principles of society?	**Level 1: Entering** Trace migration routes on globe or map. **Level 2: Emerging** Match migration routes on map or globe to text information. **Level 3: Developing** Compare information from two sources of similar information. . **Level 4: Expanding** Compare and contrast information from two sources of similar information. **Level 5: Bridging** Identify reasons for migration patterns.	**Level 1: Entering** Name major social issues or inequities depicted in illustrations. **Level 2: Emerging** Characterize major social issues or inequities depicted in illustrations. **Level 3: Developing** Give examples or descriptions of major social issues or inequities depicted in illustrations. **Level 4: Expanding** Find patterns associated with resources or products of regions described orally (e.g., "The Northeast and Midwest manufacture more goods than the South") **Level 5: Bridging** Evaluate visually supported information on major social issues or inequities depicted in illustrations	**Level 1: Entering** Give examples of individual and group rights using visual support. **Level 2: Emerging** Describe individual and group rights using visual support. **Level 3: Developing** Compare individual and group rights in various countries using visual support. **Level 4: Expanding** Discuss individual and group rights in various countries using visual support. **Level 5: Bridging** Critique individual and group rights in various countries giving oral support.

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

Domain: *SPEAKING (Engage in oral communication in a variety of situations for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade SL.6.1-6.6 RH.6.1-9 **7th Grade** SL.7.1-7.6 RH.7.1-9 **8th Grade** SL.8.1-8.6 RH.8.1-9	How does a learner locate sources? How are present events related to past events? What is the importance of understanding the diversity of people, cultures, ideas and geography? What are the fundamental values and principles of society?	**Level 1: Entering** Identify map features in response to oral directions. **Level 2: Emerging** Indicate geographical features within areas in response to oral directions. **Level 3: Developing** Compare various geographical features within areas in response to oral directions. **Level 4: Expanding** Analyze information on various geographical features within areas in response to oral directions. **Level 5: Bridging** Interpret cause and effect on various geographical features within areas in response to oral directions	**Level 1: Entering** Associate events or people with timeframes in U.S. or world history shown on timelines or in graphics **Level 2: Emerging** List features or characteristics of major event or people in U.S. or world history depicted in illustrations **Level 3: Developing** Discuss the significance of major events or people in U.S. or world history (e.g., "This is important because…") . **Level 4: Expanding** Provide reasons behind major events or people's actions in U.S. or world history **Level 5: Bridging** Analyze and explain major events or people's actions in U.S. or world history.	**Level 1: Entering** Identify aspects of economic and social trends in various areas response to oral directions. **Level 2: Emerging** Match aspects of economic and social trends in various areas response to oral directions. **Level 3: Developing** Find examples of economic and social trends in various areas response to oral directions. **Level 4: Expanding** Compare/contrast of economic and social trends in various areas response to oral directions. **Level 5: Bridging** Evaluate the impact of economic and social trends in various areas response to oral directions.

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

Domain: *READING (Process, understand, interpret, and evaluate written language in a variety of situations.)*

Common Core State Standard	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade RI.6.10 RH.6.1-.10 **7th Grade** RI7.10 RH7.1-.10 **8th Grade** RI.8.10 RH7.1-.10	How does a learner locate sources? How are present events related to past events? What is the importance of understanding the diversity of people, cultures, ideas and geography? What are the fundamental values and principles of society?	**Level 1: Entering** Label and produce icons for school rules and procedures. **Level 2 : Emerging** Compose using phrases and simple sentences. **Level 3 : Developing** Compose using expanded sentences with some complexity. **Level 4: Expanding**: Compose using a variety of sentence lengths and complexity. **Level 5: Bridging** Compose using a variety of sentence lengths and structures	**Level 1: Entering** Identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases **Level 2: Emerging** Match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements **Level 3: Developing** Match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions **Level 4: Expanding** Analyze the rights or responsibilities of people in the U.S. or other countries from social studies text **Level 5: Bridging** Analyze the rights or responsibilities of people in the U.S. or other countries from social studies text.	**Level 1: Entering** Identify aspects of economic and social trends in various areas response to oral directions **Level 2: Emerging** Match aspects of economic and social trends in various areas response to oral directions. **Level 3: Developing** Find examples of economic and social trends in various areas response to oral directions. **Level 4: Expanding** Compare/contrast of economic and social trends in various areas response to oral directions. **Level 5: Bridging** Evaluate the impact of economic and social trends in various areas response to oral directions.

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

Domain: *WRITING (Engage in written communication in a variety of forms for a variety of purposes and audiences.)*

Common Core State Standards	Essential Questions	WIDA Skills	Activities	Assessments
6th Grade W6.4-.5 RH6.1-.10 **7th Grade** W7.4-.5 RH.7.1-.10 **8th Grade** W8.4-.5 RH.8.1-.10	How does a learner locate sources? How are present events related to past events? What is the importance of understanding the diversity of people, cultures, ideas and geography? What are the fundamental values and principles of society?	**Level 1: Entering** Label features of U.S. or other governments through illustrations. . **Level 2: Emerging** Describe functions of U.S. or other governments using graphic organizers. **Level 3: Developing** Compare/contrast functions of the U.S. or other governments based on graphic organizers. **Level 4: Expanding** Analyze functions of the U.S. or other governments in response to recent events . **Level 5: Bridging** Critique functions of the U.S. or other governments in response to recent events.	**Level 1: Entering** Identify resources in various areas response to oral directions. **Level 2: Emerging** Indicate resources in various areas response to oral directions. **Level 3: Developing** Compare resources in various areas response to oral directions. **Level 4: Expanding** Analyze resources in various areas response to oral directions. **Level 5: Bridging** Interpret resources in various areas response to oral directions.	**Level 1: Entering** Identify aspects of economic and social trends in various areas response to oral directions. **Level 2: Emerging** Match aspects of economic and social trends in various areas response to oral directions. **Level 3: Developing** Find examples of economic and social trends in various areas response to oral directions. **Level 4: Expanding** Compare/contrast of economic and social trends in various areas response to oral directions. **Level 5: Bridging** Evaluate the impact of economic and social trends in various areas response to oral directions.