

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>

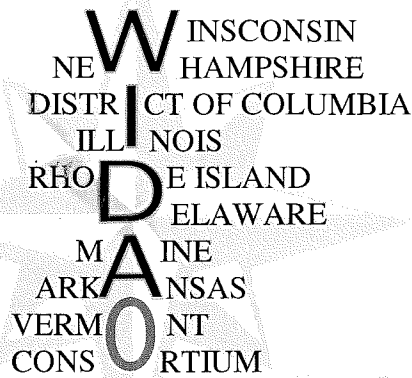


Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

Maine's English Language Proficiency
Standards for English Language Learners In
Kindergarten through Grade 12

for the
English Language Arts of the *Learning Results*

A Classroom Supplement to the WIDA Consortium's Frameworks:
*English Language Proficiency Standards for English Language Learners
in Kindergarten through Grade 12*



W INSCON
NE HAMP
DISTR I CT OF COLUMBIA
ILL NOIS
RHOD E ISLAND
D ELAWARE
M AINE
ARK ANSAS
VERM ONT
CONS ORTIUM

Summer 2004

Maine Department of Education
Federal Programs and Services Team

Maine's English Language Proficiency Standards for English Language
Learners in Kindergarten through Grade 12

for the

English Language Arts of the *Learning Results*

Summer 2004

Susan A. Gendron, Commissioner of Education

Patrick R. Phillips, Deputy Commissioner

Jacqueline Soychak, Team Leader-Federal Programs and Services

Barney Bérubé, English as a Second Language and Bilingual Education Specialist

Published with 100% No Child Left Behind Act, Title III Federal Funds
Printed Under Appropriation No. 013-05A-1003-162-LAA4

The Maine Department of Education assures equal education opportunity and equal employment employment/affirmative action, regardless of race, color, national origin, marital status, age, or handicap. Inquiries or complaints about this policy may be directed to the affirmative action coordinator at the Maine Department of Education, 23 State House Station, Augusta, ME 04333-0023, Tel: (207) 624-6836 TDD: (207) 624-6800.

Inquiries regarding the content of this publication may be directed to Lisa Loftus at (207) 724-6772 or e-mail lisa.loftus@maine.gov. Visit the ESL website of the Maine Department of Education at www.state.me.us/education/esl/homepage.htm.

Maine's English Language Proficiency Standards for English Language
Learners in Kindergarten through Grade 12

for the

English Language Arts of the *Learning Results*

The Maine Department of Education acknowledges and offers its gratitude to the following English as a second language teachers and consultants who served as panelists in preparing these standards:

*Mari Paz-Avery	Educ.Development Ctr., Newton, MA
Rosa Barker	Portland Public Schools
**Barney Bérubé, Ph.D.	Maine Department of Education
***Donald L. Bouchard	Portland Public Schools
****Diana Carson	Auburn Public Schools
Gary Co-Wallis	ESL Consultant, Northern Maine
Sandi Crites	MSAD 52-Turner/Leeds/Greene
Jaki Dimick	Westbrook Public Schools
Amy Gookin	Portland Public Schools
Cathy Hanscom	Bangor Public Schools
Diane Malinski	Lewiston Public Schools
Erica Menard	Falmouth Public Schools
Louise Moses	Portland Public Schools
***Diana Rudloe	Portland Public Schools
Marcia Salem	Portland Public Schools
Marjorie Sampson	Portland Public Schools
Catherine Siegel	Portland Public Schools
Michelle Van Summern	Portland Public Schools
Grace Valenzuela	Portland Public Schools
Julie Wise	Portland Public Schools
Cynthia Volin	Biddeford Public Schools
Laura Wittman	Bangor Public Schools

* Liaison to WIDA Assessment Project

**Project Oversight

Project Facilitators * Document Preparation

INTRODUCTION

The templates in the following pages represent the work of several Maine ESL teachers in preparing standards of English proficiency needed for English language learners (ELL) to achieve the English Language Arts K – 12 *Learning Results*. This is a companion document to the “English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12”, released by the nine states of the WIDA (Wisconsin, Delaware, and Arkansas) assessment consortium, of which Maine is a participant. This document is designed specifically to Maine’s *Learning Results*, inspired by a similar document prepared by the Portland Public Schools, to assist ESL and bilingual education teachers in their teaching the academic language skills needed to perform well in the English language arts content area.

Five levels of English language proficiency descriptors correspond to WIDA Assessment Consortium guidelines: Entering, Beginning, Developing, Expanding, and Bridging. In addition, each level contains appropriate language feature descriptors. The result is a product with more precision for guiding teachers in adapting *the delivery of language* to meet an English language learner’s proficiency levels in the content for the English language arts.

Further explanation may help the reader to better understand the general language features in the performance activity descriptors that are described for each of the levels:

Entering = nonverbal/word usage

Beginning = phrase/sentence usage

Developing = sentence/emerging, continuous text usage

Expanding = practicing continuous text

Bridging = sophisticated, continuous text usage

Specific delineation of language structures is provided for each of these levels. For example, at the **Entering** level, the expectation is for an ELL to perform by following simple directions, answering yes/no question, and reading/writing single words; by contrast, a **Bridging** level ELL would be expected to perform with accurate use of past, present, future tenses, expanded vocabulary, and metaphorical use of language.

It was the intention of the panel of teachers who developed these standards that the descriptors be helpful to mainstream content area teachers as they seek to elicit appropriate language from ELLs for demonstrating grade-level content performance in the *Learning Results*.

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p><u>Content Standard:</u> I. Reading Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p> <hr/> <p><u>Key Learning:</u> (1) Understands that reading is constructing meaning from a variety of print materials for a variety of purposes.</p> <hr/> <p><u>ELP Performance Activity:</u> Students compare/contrast information about butterflies after reading fiction, nonfiction and poetry.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students listen to a broad selection of books and poems about butterflies;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and draw pictures to demonstrate their understanding of the life cycle of the butterfly after hearing a nonfiction book;</p>
	Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and classify the information gained from hearing books of fiction, nonfiction and poetry about butterflies in a teacher-created chart;</p>	
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and use the chart to compare/contrast the information gained from the texts.</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students can explain the purpose of reading fiction, nonfiction and poetry about the same topic.</p>	

ELP Standards: Grades K-2

<p>Content Standard: I. Reading Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>
<p>Key Learning: (2) Understands concepts about print.</p>
<p>ELP Performance Activity: Students explain how to share a book with a friend. (Decision Making)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will observe the teacher modeling appropriate book-handling behavior and will demonstrate appropriate behavior by "reading" the book;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will further demonstrate proper technique by sharing a book with a friend;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will answer questions about the parts of the book;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will describe in their own words <u>all</u> the parts of a book;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will explain in their own words how to share a book.</p>

ELP Standards: Grades K-2

<p style="text-align: center;"><u>Content Standard:</u></p> <p style="text-align: center;">I. Reading</p> <p style="text-align: center;">Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p> <hr/> <p style="text-align: center;"><u>Key Learning:</u></p> <p style="text-align: center;">(3) Understands that stories have a beginning, middle and end.</p> <hr/> <p style="text-align: center;"><u>ELP Performance Activity:</u></p> <p style="text-align: center;">Students identify the beginning, middle, and end of a story. (Decision Making)</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will observe the teacher sequence a TPR activity with a clear beginning, middle, and end (e.g. brushing teeth).</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>Students will organize pictures into a sequence that tells a story and will point to the pictures that show the beginning, middle, and end;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will dictate 3 simple sentences which describe the beginning, middle, and end;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will use pictures and write their own simple sentences to tell the beginning, middle, and end of a familiar story;</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use pictures and more complex sentences to tell the beginning, middle, and end of a familiar story.</p>	

ELP Standards: Grades K-2

<p><u>Content Standard:</u></p> <p>I. Reading</p> <p>Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>
<p><u>Key Learning:</u></p> <p>(4) Uses clues within the text to develop fluency and comprehension (e.g. sentence structure, word meaning, rereading).</p>
<p><u>ELP Performance Activity:</u></p> <p>Students retell a story.</p> <p>(Decision Making)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will observe the teacher sequence and retell a familiar story using flannel board pictures.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>Students will sequence a familiar story using pictures;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will use simple sentences and pictures to retell a familiar story;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will use more complex language to retell a story with pictures;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use complex language incorporating some of the language from the story to retell a familiar story with or without the flannel board.</p>

ELP Standards: Grades K-2

<p><u>Content Standard:</u></p> <p>I. Reading Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>
<p><u>Key Learning:</u></p> <p>(5) Uses strategies to make sense of words in reading (e.g., picture clues, context clues, sight words, phonetic cues, word parts, and word substitutions).</p>
<p><u>ELP Performance Activity:</u></p> <p>Students use specific strategies, as designated by the teacher, to make sense of new words in their reading.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will observe the teacher modeling how to use picture clues to extract meaning from the text;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will "read" an emergent level book using picture clues;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will begin to design a "reading strategies" placemat that includes pictures and descriptions of reading strategies;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will continue adding new strategies to their placemats;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will explain orally the strategies they used to make sense of new words.</p>

ELP Standards: Grades K-2

<p><u>Content Standard:</u> I. Reading Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>
<p><u>Key Learning:</u> (6) Demonstrates an understanding of a reading passage.</p>
<p><u>ELP Performance Activity:</u> Students draw a unique illustration of an event in the passage. (Problem Solving)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will point to pictures of the main characters from a familiar read-aloud story;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will draw a picture of their favorite part of a familiar story;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and after a discussion about unknown vocabulary, students will draw a picture of the main idea of the story;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and after a discussion of "unique" as a vocabulary word, students will make their main idea illustration more "unique";</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will share their illustrations, describing how they are unique.</p>

ELP Standards: Grades K-2

<p><u>Content Standard:</u></p> <p style="text-align: center;">II. Literature</p> <p style="text-align: center;">Explores, experiences, selects, and understands literature from a variety of collections</p> <hr/> <p><u>Key Learning:</u></p> <p style="text-align: center;">(1) Browses school literature collections to find materials of interest.</p> <hr/> <p><u>ELP Performance Activity:</u></p> <p style="text-align: center;">Students identify an area of interest and locate a book. (Decision Making)</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Before going to the library, students will draw a picture of something they are interested in (e.g., birds, bears, fish);</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and after learning about 3 sections of the library, including their own area of interest, each student will choose a book of interest to them.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>After participating in a group brainstorm session to create a list of all areas of the library, students will choose a section where they will locate a book of their choice.</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will make a simple map of the library, showing where they can find their favorite books;</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and after numerous trips to the library, students will make a map of the areas of the library, labeled with pictures and words.</p>	

ELP Standards: Grades K-2

<p>Content Standard:</p> <p style="text-align: center;">II. Literature</p> <p style="text-align: center;">Explores, experiences, selects, and understands literature from a variety of collections</p>
<p>Key Learning:</p> <p style="text-align: center;">(2) Selects reading materials for enjoyment.</p>
<p>ELP Performance Activity:</p> <p style="text-align: center;">Students choose a book for free reading.</p> <p style="text-align: center;">(Decision Making)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>The teacher provides books with many pictures and many levels of text for students to choose from.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>The teacher provides books with many pictures and many levels of text for students to choose from.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>The teacher provides books with many pictures and many levels of text for students to choose from.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>The teacher provides books with many pictures and many levels of text for students to choose from.</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>The teacher provides books with many pictures and many levels of text for students to choose from.</p>

ELP Standards: Grades K-2

<p><u>Content Standard:</u></p> <p>II. Literature Explores, experiences, selects, and understands literature from a variety of collections</p> <hr/> <p><u>Key Learning:</u> (3) Experiences quality literature (Caldecott Awards, Classics).</p> <hr/> <p><u>ELP Performance Activity:</u> Students listen to Caldecott Award books and then compare books of low quality such as books based on TV programs. (Comparison)</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	Students listen to many versions of a classic story;	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	...and choose one high-quality version and one low-quality version;	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will describe one quality of each version.	
	Expanding		
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students begin to develop a list of characteristics that distinguish quality fiction from low-quality fiction;	
	Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and using a completed list of characteristics as a guide, students will give a book review to other students.		

ELP Standards: Grades K-2

Content Standard:

**II. Literature
Explores,
experiences,
selects, and
understands
literature from a
variety of
collections**

**Key Learning:
(4) Distinguishes
between fiction
and informational
sources.**

**ELP Performance
Activity:
Students compare
two books about
animals, one fiction
and one non-fiction.
(Comparison)**

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	Students listen to fiction and non-fiction books about dinosaurs;
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	...and will sort pictures from fiction and on-fiction books about dinosaurs;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will begin to identify and describe qualities of the fiction and non-fiction books using a teacher-made T-chart;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will complete a T-chart showing qualities of fiction and non-fiction books;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and using the T-chart, student will give book reviews to each other detailing the differences between their fiction and non-fiction books.

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p>II. Literature Explores, experiences, selects, and understands literature from a variety of collections</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will listen to several different versions of the same folktale;</p>
<p><u>Key Learning:</u></p> <p>(5) Understands similarities and differences in the story elements of literature from various cultures (e.g., plot, setting, characters, resolution of conflict).</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will contribute their ideas about story elements for a teacher-made wall chart of one version of the folktale;</p>
<p><u>ELP Performance Activity:</u></p> <p>Students compare two folktales from different cultures. (Comparison)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will begin to contribute ideas to a teacher-made chart showing similarities and differences between 2 versions of the same folktale;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write a sentence comparing and contrasting one story element of the two versions;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write sentences comparing and contrasting all story elements from the two folktale versions.</p>

ELP Standards: Grades K-2

<p><u>Content Standard:</u></p> <p style="text-align: center;">II. Literature</p> <p style="text-align: center;">Explores, experiences, selects, and understands literature from a variety of collections</p>
<p><u>Key Learning:</u></p> <p style="text-align: center;">(6) Understands basic fiction, poetry, and non-fiction.</p>
<p><u>ELP Performance Activity:</u></p> <p style="text-align: center;">Students organize ten of their favorite books into categories of fiction, poetry, and non-fiction. (Classification)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will listen to different kinds of books (fiction, non-fiction, poetry) about a topic they are studying;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will make a class graph of their favorite books from the unit, distinguishing between fiction, non-fiction, and poetry.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>As a whole group, students will begin to clarify similarities and differences between fiction, non-fiction, and poetry using a Venn Diagram and books within a specific theme;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will finish the Venn Diagram.</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students will review their favorite book from the unit and compare and contrast it to other types of books (fiction, non-fiction, poetry).</p>

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p>Content Standard: III. Writing Uses the skills and strategies of the writing process for reflective, creative, and informational purposes.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will identify the first letters of words they know from a big book or charted poem or song.</p>
	Beginning	
<p>Key Learning: (1) Recognizes characteristic sounds and rhythms of language including the relationship between sounds and letters.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>Students will begin to construct a simple word family (e.g. words that rhyme with "at").</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will begin to predict rhyming words in familiar poems, songs, and Dr. Seuss books;</p>
<p>ELP Performance Activity: Students substitute rhyming words in a given passage. (Decision Making)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same.</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students will substitute other rhyming words in a poem, song chart, or passage from a book.</p>

ELP Standards: Grades K-2

<p>Content Standard: III. Writing Uses the skills and strategies of the writing process for reflective, creative, and informational purposes.</p>
<p>Key Learning: (2) Uses appropriate spelling in daily writing.</p>
<p>ELP Performance Activity: Students keep a journal to compare/contrast the weather. (Comparison)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will draw a weather picture in their journal;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will label their weather pictures with appropriate initial consonants;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write a simple sentence about their picture, focusing on beginning and final consonants in their spelling;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will begin to incorporate high frequency words in their weather journal entries;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write 3 sentences in their journal describing their weather picture with most words spelled accurately.</p>

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p>Content Standard: III. Writing Uses the skills and strategies of the writing process for reflective, creative, and informational purposes.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will draw pictures in their journal showing stages of the process of a seed growing into a flower;</p>
	Beginning	
<p>Key Learning: (3) Dictates or writes about experiences and discoveries.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will dictate a simple sentence to describe each stage;</p>
	Developing	
<p>ELP Performance Activity: Students will write about the process of growing a flower from a seed using appropriate spellings of key words. (Decision Making)</p>	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write a simple sentence describing each stage using invented spelling and science words charted for the unit;</p>
	Expanding	
<p>ELP Performance Activity: Students will write about the process of growing a flower from a seed using appropriate spellings of key words. (Decision Making)</p>	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
	Bridging	
<p>ELP Performance Activity: Students will write about the process of growing a flower from a seed using appropriate spellings of key words. (Decision Making)</p>	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use more complex sentences in their science journals.</p>

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p><u>Content Standard:</u> IV. Speaking and Listening Demonstrates competence in speaking and listening as tools for learning</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	Students will answer yes/no questions about their chosen book.
<p><u>Key Learning:</u> (1) Contributes to class and group discussions.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students will use simple sentences to answer questions about why they chose their book;
<p><u>ELP Performance Activity:</u> Students tell about their choice of a library book. (Construct Support)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will use complex sentences to tell why they chose their book;
<p><u>ELP Performance Activity:</u> Students tell about their choice of a library book. (Construct Support)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more academic language (e.g., author, characters);
<p><u>ELP Performance Activity:</u> Students tell about their choice of a library book. (Construct Support)</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using academic language such as author, illustrator, characters, plot and setting.

ELP Standards: Grades K-2

<p style="text-align: center;"><u>Content Standard:</u></p> <p style="text-align: center;">IV. Speaking and Listening</p> <p style="text-align: center;">Demonstrates competence in speaking and listening as tools for learning</p> <hr/> <p style="text-align: center;"><u>Key Learning:</u></p> <p style="text-align: center;">(2) Asks questions to help clear up personal confusion on a topic.</p> <hr/> <p style="text-align: center;"><u>ELP Performance Activity:</u></p> <p style="text-align: center;">Students organize thoughts for clarification in chart form. (Classification)</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will answer yes/no questions to contribute to a KWL chart;</p>	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will use simple sentences and simple questions to contribute to the KWL chart.</p>	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will use academic language and complex sentences and question to contribute to a KWL chart;</p>	
	Expanding		
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more academic language and complex sentences/questions;</p>	
	Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>		

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p>Content Standard: IV. Speaking and Listening Demonstrates competence in speaking and listening as tools for learning</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will answer yes/no questions about their experiences;</p>
<p>Key Learning: (3) Recounts personal experiences or personal knowledge about a topic.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will use simple sentences in their sharing;</p>
<p>ELP Performance Activity: Students share information about their activities over a weekend or school vacation. (Decision Making)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will use some complex sentences;</p>
<p>ELP Performance Activity: Students share information about their activities over a weekend or school vacation. (Decision Making)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using complex sentences with appropriate tenses to share their experiences;</p>
<p>ELP Performance Activity: Students share information about their activities over a weekend or school vacation. (Decision Making)</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more details.</p>

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p style="text-align: center;"><u>Content Standard:</u></p> <p style="text-align: center;">IV. Speaking and Listening</p> <p style="text-align: center;">Demonstrates competence in speaking and listening as tools for learning</p> <hr/> <p style="text-align: center;"><u>Key Learning:</u></p> <p style="text-align: center;">(4) Revises writing (e.g., improving sequence, descriptive detail, sentence variety).</p> <hr/> <p style="text-align: center;"><u>ELP Performance Activity:</u></p> <p style="text-align: center;">Students identify and change a portion of a writing piece. (Error Analysis)</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students revise their writing one sentence at a time.
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students revise their writing in steps after being given a specific task (e.g., sentence variety or descriptive detail).
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students revise their writing independently after being given one or two specific tasks (e.g., sentence variety and detail);
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same with a second piece of writing.	

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p><u>Content Standard:</u> IV. Speaking and Listening Demonstrates competence in speaking and listening as tools for learning</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students answer yes/no questions about the beginning, middle, and end of a simple story with pictures;</p>
<p><u>Key Learning:</u> (5) Dictates or writes stories which convey basic ideas and show evidence of a beginning, middle, and ending.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and dictates 3 simple sentences identifying the beginning, middle, and end of the story.</p>
<p><u>ELP Performance Activity:</u> Students will identify the beginning, middle, and end of a written piece. (Decision Making)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students write the beginning, middle and end of an original story using some appropriate tenses and simple sentences;</p>
<p><u>ELP Performance Activity:</u> Students will identify the beginning, middle, and end of a written piece. (Decision Making)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using mostly appropriate tenses and some complex sentences;</p>
<p><u>ELP Performance Activity:</u> Students will identify the beginning, middle, and end of a written piece. (Decision Making)</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using appropriate tenses and complex sentences.</p>

ELP Standards: Grades K-2

	Language Focus	Activity Modification
Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will dictate or write a word or phrase to label a picture;</p>
Key Learning: (1) Constructs complete sentences.	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will write or dictate two simple sentences that relate to a picture;</p>
ELP Performance Activity: Students write/dictate two sentences about a picture. (Construction)	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write two complete sentences using one or two descriptive words.</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will use several descriptive words in each sentence;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write two complex sentences.</p>

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p><u>Content Standard:</u> V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will use a personalized word list to create labels;</p>
<p><u>Key Learning:</u> (2) Spells frequently used words.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will use it to check their spelling.</p>
<p><u>ELP Performance</u> Activity: Students compare one piece of writing each week with a word list for accuracy. (Error Analysis)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will use a class-created word list to check their spelling.</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will compare their writing to a grade-appropriate word list;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades K-2

<p><u>Content Standard:</u> V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p><u>Key Learning:</u> (3) Capitalizes proper nouns and words that begin sentences.</p>
<p><u>ELP Performance Activity:</u> Students write sentences which use capitals at the beginning of sentences and proper nouns.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will copy names of friends and use upper case letters to start them.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>Students will identify words beginning with upper case letters.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will write sentences beginning with capitals and capitalize names of people;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will also capitalize all proper nouns;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades K-2

<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p>Key Learning: (4) Uses end punctuation.</p>
<p>ELP Performance Activity: Students identify and use correct end punctuation when writing. (Decision Making)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students will circle periods and question marks in the morning message;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will find periods, question marks, etc... in the morning message and tell why they are used;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will supply appropriate end punctuation where missing in the teacher's morning message.
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	Students will use correct end punctuation in independent writing.

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p><u>Content Standard:</u> V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
<p><u>Key Learning:</u> (5) Understands verb tense and plurals.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Using choral reading, students practice chanting sentences with different verb tenses and plurals;
<p><u>ELP Performance Activity:</u> Students understand and apply standard English conventions when writing and speaking. (Error Analysis)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and using pattern sentences, students practice writing sentences with different tenses and plurals;
<p><u>ELP Performance Activity:</u> Students understand and apply standard English conventions when writing and speaking. (Error Analysis)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will correct mistakes identified by the teacher.
<p><u>ELP Performance Activity:</u> Students understand and apply standard English conventions when writing and speaking. (Error Analysis)</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	Students read their first draft aloud and correct mistakes in verb tenses and plurals.

ELP Standards: Grades K-2

	Language Focus	Activity Modification
<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students listen and repeat as the teacher models greeting students teachers and strangers;</p>
<p>Key Learning: (6) Uses language appropriate to the level of formality.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and role play greeting each other as friends, family members, familiar adults and unfamiliar adults.</p>
<p>ELP Performance Activity: Students role play the different ways we greet people in our lives. (Problem Solving)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>In small groups, students will tour the school and practice greetings to friends, familiar staff and unfamiliar adults;</p>
<p>ELP Performance Activity: Students role play the different ways we greet people in our lives. (Problem Solving)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will introduce themselves to unfamiliar adults at school.</p>
<p>ELP Performance Activity: Students role play the different ways we greet people in our lives. (Problem Solving)</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students write a letter of introduction to a pen pal using an appropriate greeting.</p>

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p>I. Reading</p> <p>Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will draw pictures about what happened in the beginning, middle, and end of the story;</p>
<p><u>Key Learning:</u></p> <p>(1) Uses comprehension strategies to make sense of narrative text (e.g., summarizing, making inferences).</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will label the pictures;</p>
<p><u>ELP Performance Activity:</u></p> <p>Students use a beginning, middle, and end chart that they complete as they read the story.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write sentences about the beginning, middle, and end of the story;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write a short paragraph summarizing the beginning, middle, and end of the story;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex sentences.</p>

ELP Standards: Grades 3-5

Content Standard:
I. Reading
Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.

Key Learning:
(2) Uses text structures to construct main ideas (e.g., chapter and section headings, topic and summary sentences).

ELP Performance Activity:
Students will generate questions about the text after previewing the book. (Induction)

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>After listening to the teacher's introduction and seeing the illustrations in the text, students will draw pictures about each section;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and using the text headings, students will label their pictures and describe orally what each section/picture is about.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Working in pairs, students will read chapter headings and summary sentences and will then orally generate questions they think will be answered in each chapter;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and working independently, students will do the same, writing several questions they think will be answered in each chapter;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using a grade-level text.</p>

ELP Standards: Grades 3-5

Content Standard:

I. Reading
Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.

Key Learning:

(3) Uses informational parts of a text (e.g., index, table of contents, glossary, appendix).

ELP Performance

Activity:

Students work to find the parts of a book that will give them specific kinds of information. (Problem Solving)

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	While studying amphibians, students will, when shown the table of contents, find the section on "salamanders".
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	While studying amphibians, students will tell which part of the book would have a definition of "salamander";
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will also tell which part of the book they would use to find more information on "salamanders".
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	Using a grade-level science text, students will find further information on "salamanders".

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p>Content Standard:</p> <p>I. Reading</p> <p>Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will identify pictures with single words.</p>
	Beginning	
<p>Key Learning:</p> <p>(4) Uses various strategies to make sense of words in narrative and expository reading.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>Students will dictate simple sentences to go with pictures.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Using pictures, students will predict definitions of unknown words before reading;</p>
<p>ELP Performance Activity:</p> <p>Students use contextual clues and pictures in a text to construct meaning for an unknown word. (Decision Making)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will begin to use context clues to define unknown words in appropriate leveled books;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will compare their definitions with dictionary definitions.</p>

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p>Content Standard: I. Reading Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will illustrate the different times of the school day that they can be found reading;</p>
	Beginning	
<p>Key Learning: (5) Recognizes a variety of purposes for reading.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will label their illustrations;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will put captions under their illustrations identifying the different kinds of materials they read at different times (e.g., bedtime stories, newspaper, text);</p>
<p>ELP Performance Activity: Students will brainstorm different kinds of reading and their purposes. (Classification)</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will categorize their illustrations, and write more detailed captions;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use increasingly complex sentences and vocabulary.</p>

ELP Standards: Grades 3-5

<p>Content Standard: I. Reading Uses reading skills and strategies to comprehend, interpret, and evaluate what is read.</p>
<p>Key Learning: (6) Reads a variety of narrative and informational texts.</p>
<p>ELP Performance Activity: Students record each book they read according to genre. (Classification)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will look at pictures in several stories and group them as real or not real.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>After listening to a simple story with pictures, students will decide if the story is true or not true.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>After reading an appropriately-leveled story, students will decide if it is fact or fiction;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will decide the genre, providing one reason for their decision;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and give three supporting reasons for their decision.</p>

ELP Standards: Grades 3-5

<p>Content Standard:</p> <p style="text-align: center;">II. Literature Explores, experiences, selects, and understands literature from a variety of collections</p> <hr/> <p>Key Learning: (1) Reads and interprets literature from a variety of genres and formats.</p> <hr/> <p>ELP Performance Activity: Working in small groups, students will read folktales and discuss their characteristics. (Abstracting)</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will listen to a folktale and make a story map with a teacher using pictures;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will label pictures and write simple sentences.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will read two folktales and fill in a Venn diagram comparing the stories' characteristics with assistance;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same independently;</p>
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write a paragraph comparing the two folktales.</p>	

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p style="text-align: center;">II. Literature Explores, experiences, selects, and understands literature from a variety of collections</p> <hr/> <p><u>Key Learning:</u> (2) Identifies and articulates personal reading preferences among genres and categories.</p> <hr/> <p><u>ELP Performance Activity:</u> Students read 30 minutes daily in self-selected material and explain what they liked and/or didn't like about the selection. (Constructing Support)</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will listen to read-aloud stories and illustrate their favorite part;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will do the same with read-along stories, labeling their illustrations with a simple sentence;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write several sentences telling why they liked or did not like the book and share their writing with each other.</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Using appropriately-leveled books, students will write a paragraph telling why they liked or disliked the book;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write a book report and give an oral presentation about a book they liked.</p>	

ELP Standards: Grades 3-5

<p><u>Content Standard:</u></p> <p style="text-align: center;">III. Writing</p> <p>Uses the skills and strategies of the writing process for reflective, creative and informational purposes.</p>
<p><u>Key Learning:</u></p> <p>(1) Uses planning, drafting, and revising to produce a finished work.</p>
<p><u>ELP Performance Activity:</u></p> <p>The student will generate story ideas using various techniques such as brainstorming or webbing, and practice conferencing to get ideas for story revision (Decision Making).</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students draw pictures of a story and explain or answer questions about them;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will write simple sentences about each picture, and will provide reasons for suggesting this story to others;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>... following a teacher-lead brainstorming session on a given topic, the student will verbalize the ideas and list them on the board;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>... and the students will work in small groups to collaboratively write a letter recommending a story;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will maintain a personal story idea list</p>

ELP Standards: Grades 3-5

<p>Content Standard: III. Writing Uses the skills and strategies of the writing process for reflective, creative and informational purposes.</p>
<p>Key Learning: (2) Uses self-editing through proof-reading and rereading and seeks help from others to edit and improve writing.</p>
<p>ELP Performance Activity: The student will use a checklist of writing practices for which s/he is accountable to self-edit his/her writing pieces (Error Analysis).</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>The student will dictate a sentence or phrase to the teacher or peers for subsequent editing;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...The student will check for capital letters and period from the dictated sentence;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>... and will check original work for capital letters, periods, and other punctuation and misspelled words;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>... and the students will work in small groups to collaboratively edit work;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will check his/her work for noun-verb agreement and other edits from a teacher-made checklist.</p>

ELP Standards: Grades 3-5

Content Standard:

III. Writing
Uses the skills and strategies of the writing process for reflective, creative and informational purposes.

Key Learning:
(3) Writes pieces that show awareness of a variety of intended audiences and identifiable purposes.

ELP Performance Activity:
Students write a letter to a person they know well, recommending a book or activity giving reasons why they believe this person will enjoy it. (Constructing Support)

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	Students draw pictures of enjoyable activities at school and label them;
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	...and will write simple sentences about each picture;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will write a sentence giving reasons why they believe the person they are writing to would enjoy the activity.
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students will work in small groups to write a letter recommending a book;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same independently.

ELP Standards: Grades 3-5

<p>Content Standard: III. Writing Uses the skills and strategies of the writing process for reflective, creative and informational purposes.</p>
<p>Key Learning: (4) Writes pieces that show a beginning (introduction), middle (body), and ending (conclusion).</p>
<p>ELP Performance Activity: Students use a story map to note introduction, body and conclusion for stories they are creating. (Constructing Support)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students draw 3 pictures representing the beginning, middle, and end of a story;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and dictate simple sentences for each picture.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will participate in a lesson that models how to use a graphic organizer, then use the organizer to begin to write their own story;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more complex sentences;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p>Content Standard:</p> <p>III. Writing</p> <p>Uses the skills and strategies of the writing process for reflective, creative and informational purposes.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students draw pictures about a particular topic and work with the teacher to create labels;</p>
<p>Key Learning:</p> <p>(5) Writes expository pieces with a central idea and supporting details.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will write simple sentences about the pictures.</p>
<p>ELP Performance Activity:</p> <p>Students use a 3-paragraph essay organizer to organize their writing. (Constructing Support)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Using a graphic organizer that will help them define topic sentences, students will write a topic sentence for each paragraph;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write an introductory paragraph, a supporting paragraph, and a conclusion;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex vocabulary.</p>

ELP Standards: Grades 3-5

<p>Content Standard:</p> <p style="text-align: center;">III. Writing</p> <p>Uses the skills and strategies of the writing process for reflective, creative and informational purposes.</p>
<p>Key Learning:</p> <p>(6) Expresses ideas, observations and memories in writing.</p>
<p>ELP Performance Activity:</p> <p>Students and teachers will exchange dialogue journals on a weekly basis. (Constructing Support)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students draw pictures about a particular topic and label them with support;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will dictate/write simple sentences about the pictures in their journal.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will independently write their thoughts to the teacher;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 3-5

Content Standard:
IV. Speaking and Listening
Demonstrates competence in speaking and listening as tools for learning

Key Learning:
(1) Contributes to group discussions.

ELP Performance Activity:
Students will listen to a book read aloud by the teacher and then answer 3 questions. (Deduction)

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students will answer a yes/no question whose answer is evident in the illustrations.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will answer 3 questions based on the book;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will answer at least one critical thinking question;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will answer at least three critical thinking questions.

ELP Standards: Grades 3-5

<p>Content Standard: IV. Speaking and Listening Demonstrates competence in speaking and listening as tools for learning</p>
<p>Key Learning: (2) Asks questions in class when he or she is confused.</p>
<p>ELP Performance Activity: After reading a book, students write questions to be answered by other students who will read the book. (Decision Making)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students will ask questions about the book by looking at the pictures.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will read a book independently and write concrete questions;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same, as well as write critical questions;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using grade-level text.

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p><u>Content Standard:</u> IV. Speaking and Listening Demonstrates competence in speaking and listening as tools for learning</p> <hr/> <p><u>Key Learning:</u> (3) Listens to classmates and adults without interrupting.</p> <hr/> <p><u>ELP Performance Activity:</u> Students will play 20 questions. (Induction)</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students ask questions according to their language proficiency level;
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.	

ELP Standards: Grades 3-5

<p><u>Content Standard:</u> IV. Speaking and Listening Demonstrates competence in speaking and listening as tools for learning</p>
<p><u>Key Learning:</u> (4) Makes an effort to have a clear main point when speaking to others.</p>
<p><u>ELP Performance Activity:</u> Students will develop a presentation by answering several specific questions that tell us what they learned, how they felt, and why it was important.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students will present 1 or 2 sentences about what they learned to a partner.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will present 3 to 4 sentences about what they learned to the class.
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students will answer the following questions: <i>What did I learn that others want to know? How do I feel about what I learned?;</i>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will also answer an additional question: <i>Why is it important to learn what we studied?</i>

ELP Standards: Grades 3-5

Content Standard:
V. Standard English Conventions
Understands and applies standard English conventions when writing and speaking

Key Learning:
(1) Constructs compound sentences.

ELP Performance Activity:
Students select a previously written piece or selection in their journals and find run-on sentences or short, choppy sentences which they will then turn into compound sentences. (Construction)

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	After writing sentences about a topic, students will be able to combine them with "and", using a graphic organizer.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will find 3 run-on sentences in their journals and edit them by turning them into compound sentences;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 3-5

<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p>Key Learning: (2) Writes legibly.</p>
<p>ELP Performance Activity: Students practice writing using a prescribed penmanship form.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will learn how to hold a pencil and print the alphabet;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and print in both upper and lower case letters;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will learn cursive lower case letters;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will learn cursive upper case letters;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use cursive in all of their writing.</p>

ELP Standards: Grades 3-5

<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p>Key Learning: (3) Understands the use of parts of speech: nouns, verbs, pronouns, and adjectives.</p>
<p>ELP Performance Activity: Students will generate nouns, verbs, and adjectives for a specified category. (Classification)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will draw pictures of nouns and verbs and will have assistance in sorting them;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>...and will do the same, labeling and categorizing them with some assistance.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will generate a list of nouns, verbs, and adjectives and use them in sentences.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Given categories, students will generate a list of nouns, adjectives, and verbs for each category. They will then write sentences using the words in their lists;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 3-5

<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p>Key Learning: (4) Spells frequently-used words.</p>
<p>ELP Performance Activity: Students will develop a list of high-utility words in their writing folder for which they will be held accountable and use for self-editing. (Error Analysis)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	<p>Students will draw pictures and label them in their word dictionary.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	<p>Students will develop a list of words from their reading and writing to use for self-editing and will draw pictures to illustrate them;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will continue to develop this list;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will also develop a list of grade-level, high-frequency spelling words.</p>

ELP Standards: Grades 3-5

<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p>Key Learning: (5) Capitalizes proper nouns and titles.</p>
<p>ELP Performance Activity: Students will self-edit their own writing. (Error Analysis)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	Students will learn to capitalize proper nouns in simple sentences.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will self-edit for capitalization of proper nouns and titles;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 3-5

<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>
<p>Key Learning: (6) Understands the use of quotation marks and commas in a series.</p>
<p>ELP Performance Activity: Students will edit a paragraph using commas and quotation marks. (Problem Solving)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	N/A
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students, when given sentences with a series of words connected by <i>ands</i>, will replace the <i>ands</i> with commas.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>When given a paragraph with quotations, students will add quotation marks and commas where appropriate;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 3-5

	Language Focus	Activity Modification
<p>Content Standard: V. Standard English Conventions Understands and applies standard English conventions when writing and speaking</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 	N/A
<p>Key Learning: (7) Understands commonly confused words (e.g., to, too, two, their, there).</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Dictates/Writes simple sentences 	N/A
<p>ELP Performance Activity: Students will make a classroom chart that will display common homophones with examples of how they work. (Problem Solving)</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>The teacher will introduce simple homophones such as <i>to, two, too</i> and write a sentence for each word on the chart.</p>
	Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will gather homophones to put on the chart and use each one in a sentence for the chart;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p>A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <hr/> <p><u>Performance Indicators:</u> (A1) Formulate questions to be answered while reading.</p> <hr/> <p><u>ELP Performance Activity:</u> Students will use a text with pictures to generate questions.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will orally describe and write/dictate "wh" questions about text pictures.
	Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will work in pairs to write questions generated from the test title, headings and picture captions;	
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will answer questions they have generated;	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using more complex language.	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will identify the beginning, middle and end of the story by pointing to the pictures.</p>
	Beginning	
<p><u>Performance Indicators:</u> (A2) Reflect on what has been discovered and learned while reading and formulate additional questions.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Based on text pictures, students will orally retell the beginning, middle and end of the story.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will write three sentences retelling the beginning, middle and end of the story;</p>
<p><u>ELP Performance Activity:</u> Students will use a text with pictures to generate questions.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write additional sentences adding details from the story;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language and new vocabulary from the text.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p><u>Performance Indicators:</u> (A3) Identify specific devices an author uses to involve readers.</p> <p><u>ELP Performance Activity:</u> Students will view a variety of advertisements and identify persuasive elements.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will make a poster advertising a product with an illustration and a simple label.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will create a poster with labels persuading an audience to buy a product;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write five reasons to buy this product.</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will write a short commercial in the form of a story strip;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will also identify the persuasive elements created.</p>	

ELP Standards: Grades 6-8

Content Standard:
A. Process of Reading
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Performance Indicators:
(A4) Use specific strategies (e.g. rereading, consultation) to clear up confusing parts of a text.

ELP Performance Activity:
Students will use various sources to identify unknown words in the text.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will use bilingual or picture dictionaries to identify unknown words;
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	...and will do the same;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will use a glossary or dictionary;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same independently;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

Content Standard:
A. Process of Reading
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Performance Indicators:
(A5) Understand stories and expository texts from the perspective of the social and cultural context in which they were created.

ELP Performance Activity:
Using stories from various cultures (i.e. Cinderella) students will identify cultural components from each story.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will use text pictures to identify the cultural elements of a story.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will work with a partner to complete a chart comparing two (Cinderella) stories.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will select at least three (Cinderella) stories and working with a partner will create a chart comparing basic story elements;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same independently;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will write a compare and contrast paragraph.

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>
<p><u>Performance Indicators:</u> (A6) Identify accurately both the author's purpose and the author's point of view.</p>
<p><u>ELP Performance Activity:</u> Students will read an advice column and explain the reason an advice column was written and provide evidence which illustrates the author's point of view.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	After listening to a simplified advice column, students will identify the problem and solution using simple sentences;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using more complex sentences;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will identify the author's point of view;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will cite evidence from the text.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p>A. Process of Reading</p> <p>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will listen to a text and illustrate what the story is about;</p>
<p><u>Performance Indicators:</u></p> <p>(A7) Summarize whole texts by selecting and summarizing important and representative passages.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will write five sentences about the reading.</p>
<p><u>ELP Performance Activity:</u></p> <p>Students will identify main ideas and supporting details from a level-appropriate informational text.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will identify in writing the main idea of the reading;</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will identify supporting details;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and write a summary stating the main idea and details in their own words.</p>	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u></p> <p>A. Process of Reading</p> <p>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>
<p><u>Performance Indicators:</u></p> <p>(A8) Read for a variety of purposes (e.g. to gain knowledge, to aid in making decisions to receive instructions, to follow an argument, to enjoy).</p>
<p><u>ELP Performance Activity:</u></p> <p>Students will interview a variety of peers and adults and will collect data on the purposes of a variety of texts (e.g. recipes, internet, street signs and lunch menus.)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will work with assistance to select a list of 5 yes/no questions which will be used to interview three people (e.g. Do you read in the kitchen? Do you read at work?);</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will work with a partner to summarize their data in a bar graph.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will work with a partner to develop a list of 8 to 10 questions, interview at least three people and summarize the data in graph form;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will include a written summary;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and before the interviews, student will predict interview outcomes in written form. After the interviews, students will compare their predictions with the actual outcomes.</p>

ELP Standards: Grades 6-8

<p>Content Standard:</p> <p>A. Process of Reading</p> <p>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <hr/> <p>Performance Indicators:</p> <p>(A9) Explain orally and defend opinions formed while reading and viewing.</p> <hr/> <p>ELP Performance Activity:</p> <p>Read and explain the opinion presented in an editorial cartoon.</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	The teacher will explain numerous editorial cartoons and the student will select one to retell the opinion presented;	
	Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and explain in writing why they agree or disagree with the opinion presented.		
Bridging			
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	Students will create an original editorial cartoon, explain it orally, and defend their opinion.		

ELP Standards: Grades 6-8

<p><u>Content Standard:</u></p> <p>A. Process of Reading</p> <p>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>
<p><u>Performance Indicators:</u></p> <p>(A10) Adjust viewing and listening strategies in order to comprehend materials viewed and heard.</p>
<p><u>ELP Performance Activity:</u></p> <p>Using text appropriate to their reading level, students determine the meaning of unknown words.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will create and illustrate a word bank of unknown words.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will create a word bank by writing a list of unknown words from the text and will predict word meanings using identification strategies;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will check the accuracy of their predictions using a dictionary, glossary or other reference source;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will add the correct meaning to their word bank;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use their word banks to create original sentences.</p>

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>
<p><u>Performance Indicators:</u> (A11) Generate and evaluate the notes they have taken from course related reading, listening and viewing.</p>
<p><u>ELP Performance Activity:</u> Students will complete an outline of a chapter in a content-area text.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will point to and name chapter title and chapter headings.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will list in writing the chapter title and chapter headings;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will include a topic sentence for each section;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will include details;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use proper outline form.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will illustrate and label their favorite part of the story;</p>
	Beginning	
<p><u>Performance Indicators:</u> (B1) Demonstrate an understanding that people respond to literature in different and individual ways.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will write one or more sentences about what is happening in the illustration;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will explain the reasons for choosing their selection;</p>
<p><u>ELP Performance Activity:</u> Students will read and respond to a level appropriate story through a journal activity.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will choose a character from the story and explain how they would have reacted if they had been in that situation;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will identify section headings and other important details from one book with assistance;</p>
<p><u>Performance Indicators:</u> (B2) Identify specific interests and questions and pursue them by identifying pertinent literature and media.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same independently;</p>
<p><u>ELP Performance Activity:</u> Students select appropriate literature and gather pertinent information that adds to the understanding of a topic being studied.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same using 2 or more sources;</p>
<p><u>ELP Performance Activity:</u> Students select appropriate literature and gather pertinent information that adds to the understanding of a topic being studied.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will explain which sources were the most useful in their investigation;</p>
<p><u>ELP Performance Activity:</u> Students select appropriate literature and gather pertinent information that adds to the understanding of a topic being studied.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B3) Identify the main and subordinate characters in literary works.</p>
<p><u>ELP Performance Activity:</u> Students will identify the main and subordinate characters after reading a level-appropriate story.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will list the characters in the story with assistance.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will develop a character web identifying main and subordinate characters;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will include a sentence describing each character's role in the story;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and for each character will list three traits (i.e. smart, curious, honest);</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language (i.e. exuberant, curious, tempermental).</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students, working with assistance, will use a graphic organizer (i.e. Venn Diagram) to compare a character to him/herself.</p>
<p><u>Performance Indicators:</u> (B4) Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students, working with a partner, will use a graphic organizer to do one of the following:</p> <ol style="list-style-type: none"> (1) Compare a character to someone they know OR (2) Compare an event to their own life experience;
<p><u>ELP Performance Activity:</u> Students will identify similarities and differences regarding events and characters in a literary work to life experience.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will complete both activities;</p>
<p><u>ELP Performance Activity:</u> Students will identify similarities and differences regarding events and characters in a literary work to life experience.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
<p><u>ELP Performance Activity:</u> Students will identify similarities and differences regarding events and characters in a literary work to life experience.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p>Content Standard: B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
<p>Performance Indicators: (B5) Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
<p>ELP Performance Activity: Students will read level-appropriate stories and will explain how the dialogue related to the story.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>After reading a story or part of a story that contains dialogue and then will reread the story without the dialogue, students will explain how the dialogue enhanced their understanding of the story;</p>
<p>ELP Performance Activity: Students will read level-appropriate stories and will explain how the dialogue related to the story.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same in writing;</p>
<p>ELP Performance Activity: Students will read level-appropriate stories and will explain how the dialogue related to the story.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p> <hr/> <p><u>Performance Indicators:</u> (B6) Recognize the use of specific literary devices (e.g. foreshadowing, flashback, different time frames such as future or the past).</p> <hr/> <p><u>ELP Performance Activity:</u> Students will make predications during a video or story.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>During pauses in a video/story, students will answer yes/no questions predicting what will happen next;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will generate and answer "wh" questions;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will make predictions and justify them;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will begin to use literary terminology as part of their justifications;</p>
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>	

ELP Standards: Grades 6-8

<p>Content Standard: B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p>Performance Indicators: (B7) Recognize complex elements of plot (e.g. setting, major events, problems, conflicts, resolutions).</p>
<p>ELP Performance Activity: Students will read or listen to level-appropriate books and will identify and record plot elements.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will listen to a story and draw a picture about what happened;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will write five sentences about the plot;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will identify elements of plot;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will identify the problem, climax and resolution within the plot;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 6-8

<p>Content Standard: B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p>Performance Indicators: (B8) Apply effective strategies to the reading and interpretation of fiction (e.g. science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories and humorous tales) using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view and use of literary devices.</p>
<p>ELP Performance Activity: Students will discuss effective word identification strategies and create a wall chart.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>All levels will participate in a discussion and the creation of a wall chart which includes words and pictures;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p> <p><u>Performance Indicators:</u> (B9) Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g. reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters and commentaries), which have an appropriate complexity of content and sophistication of style</p> <p><u>ELP Performance Activity:</u> Students will use strategies to identify different types of nonfiction text.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students, with assistance, will be given several examples of journal entries and letters and will be asked to identify each appropriately.
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will identify and list the major characteristics of a biography, an autobiography and a current event article;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will be able to identify and list major characteristics of any nonfiction text they are given;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will compare and contrast the major characteristics of various nonfiction text.	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p> <p><u>Performance Indicators:</u> (B10) Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.</p> <p><u>ELP Performance Activity:</u> Students will use an outline that gives the defining features of a fairy tale to write and original fairy tale and read it with others.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will illustrate a known fairy tale.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will write and illustrate an original fairy tale with assistance and read it to others;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same independently in paragraph form;</p>
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B11) Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.</p>
<p><u>ELP Performance Activity:</u> After viewing or reading stories from other cultures, students will identify similarities and differences among them.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will point to or name at least one similarity and difference among stories from different cultures;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will identify at least three similarities and differences among two stories from different cultures.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will choose one story from another culture and compare that culture to American culture in an essay;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same in greater detail.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p> <p><u>Performance Indicators:</u> (B12) Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.</p> <p><u>ELP Performance Activity:</u> Students will read Students will brainstorm together a list of common themes among plays, books and films.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will brainstorm a list of common themes using prior knowledge from their culture and American culture;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p>Content Standard: B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
<p>Performance Indicators: (B13) Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	When presented with 2 selections, both with the same enduring theme, students will identify the common theme (i.e. heroism, coming of age, appearances vs. reality, love and duty);
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same when presented with multiple selections and themes;
<p>ELP Performance Activity: When presented with multiple selections at the appropriate reading level, students will identify enduring themes of literature.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p> <hr/> <p><u>Performance Indicators:</u> (C1) Form conclusions regarding formal, informal and varieties of language use, based upon experience.</p> <hr/> <p><u>ELP Performance Activity:</u> After discussing appropriate formal and informal language, students recreate the classroom or school rules in an informal form.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will recreate classroom or school rules using illustrations or language appropriate to their level;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 6-8

<p>Content Standard: C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>
<p>Performance Indicators: (C2) Understand factors that commonly affect language change and use.</p>
<p>ELP Performance Activity: Given a list of conversational characteristics and rules, students can identify the appropriate social context.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	When presented with specific social situations, students will model appropriate conversation.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	When presented with specific social situations, students will identify the characteristics and rules of appropriate conversation;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will explain how the language is different in each situation;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will create a short skit modeling appropriate conversational characteristics and rules in a particular social context.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will use bilingual or picture dictionaries to identify and illustrate the meaning of a limited number of words.</p>
<p><u>Performance Indicators:</u> (C3) Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same with homophone pairs;</p>
<p><u>ELP Performance Activity:</u> After listening to sentences dictated by the teacher, students will be able to use a pertinent information source to identify the proper spelling and meaning of the words.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will make original sentences with the homophones.</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>When given a word that is part of a homophone set (e.g. horse), students will identify the matching homophone (e.g. hoarse) and define it;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use both homophones in a sentence.</p>	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will check for capitals at the beginning of proper nouns and sentences;</p>
	Beginning	
<p><u>Performance Indicators:</u> (C4) Use knowledge of the fundamental parts of speech when writing and speaking.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will check for periods;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will check for all other punctuation, misspelled words and general comprehensibility;</p>
<p><u>ELP Performance Activity:</u> Students will use a checklist of writing practices to self-edit their writing process.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will check for verb-noun agreement;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will check for proper use of verb tenses.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>After viewing numerous ads, students will make a collage using at least five pictures that help sell a product;</p>
<p><u>Performance Indicators:</u> (C5) Demonstrate an understanding of the concept of propaganda.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will use at least five key words/phrases;</p>
<p><u>ELP Performance Activity:</u> Students will create a collage using pictures and words to demonstrate the use of advertisements as propaganda.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write a paragraph that helps sell the product;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will explain the strategies used to sell the product;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will work with a teacher to generate a list of strategies which will help them to comprehend challenging text;
	Developing	
<p><u>Performance Indicators:</u> (D1) Seek appropriate assistance when attempting to comprehend challenging text.</p>	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same with a partner;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
<p><u>ELP Performance Activity:</u> Students chart strategies they use when they encounter difficult texts.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p>
<p><u>Performance Indicators:</u> (D2) Identify useful informational organizing strategies.</p>
<p><u>ELP Performance Activity:</u> Students will create a graphic organizer identifying organizational strategies.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will identify organizational strategies with assistance;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will label them on a graphic organizer;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will select a strategy and apply it to a specific content text;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p>Content Standard: D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p> <p>Performance Indicators: (D3) Identify both the author's purpose and the author's point of view when reading expository information.</p> <p>ELP Performance Activity: Students explain the reason a particular level-appropriate piece was written and provide evidence which illustrate the author's point of view.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will respond orally to concrete questions such as: <i>What is the topic?</i> <i>Who is the author?</i>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will write the answers to the above questions as well as to more abstract questions, such as: <i>Why did the author write this piece?</i> <i>What is the author's point of view?</i>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will provide evidence which illustrates the author's point of view;	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using more complex language.	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p>
<p><u>Performance Indicators:</u> (D4) Identify different ways in which informational texts are organized.</p>
<p><u>ELP Performance Activity:</u> Students will be able to identify informational parts of a level-appropriate text (e.g. index, table of contents, glossary, appendix).</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will locate informational parts of the text with assistance;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same without assistance;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same with a partner;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same independently;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will write words to be used in a modified graphic organizer;
	Beginning	
<p><u>Performance Indicators:</u> (D5) Produce and support generalizations acquired from informational text.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	...and will do the same;
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same independently.
<p><u>ELP Performance Activity:</u> Students use a graphic organizer to represent the main idea and the details of a level-appropriate text.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students will create their own graphic organizer to represent the main idea and details;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using more complex language.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p> <hr/> <p><u>Performance Indicators:</u> (D6) Describe new knowledge presented in informational texts and how it can be used.</p> <hr/> <p><u>ELP Performance Activity:</u> Students will construct the first two columns of a KWL chart before reading and the last column after reading.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	After brainstorming with the teacher, students will work with more advanced students who will assist them with the activity.
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will fill out the first two columns of the KWL chart using short phrases, and after reading, will add three facts learned to the new column;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex language;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same adding more information to each column.	

ELP Standards: Grades 6-8

<p>Content Standard: D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p>
<p>Performance Indicators: (D7) Identify common technical terms used in informational texts.</p>
<p>ELP Performance Activity: Students will locate technical terms from a level-appropriate text.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will use bilingual and picture dictionaries to locate words from the text and illustrate their meanings.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>After discussing the technical terms in the text, students will locate these words in the text and copy the sentences in which they were found;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will define these terms;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will use the terms in original sentences;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and view strategies to information texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
<p><u>Performance Indicators:</u> (D8) Use the various parts of a text (index, table of contents, glossary) to locate specific information.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will work with assistance to complete a level-appropriate scavenger hunt (i.e., <i>What page does Chapter 3 start on?</i>) using a textbook;</p>
<p><u>ELP Performance Activity:</u> Students work to find which parts of the book will give them the specific kinds of information they are looking for.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will complete the activity with a partner;</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will work independently;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.</p>
<p><u>Performance Indicators:</u> (E1) Identify specific personal strategies, strengths, and weaknesses in writing and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.</p>
<p><u>ELP Performance Activity:</u> After completing a first draft, students will reflect on the strengths and weaknesses in their writing.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will need assistance to identify one strength and one area needing improvement in their writing and revise their writing accordingly;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will use an editing checklist to polish their piece;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will write a goal concerning an area of weakness in their writing to work on next time;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.</p> <hr/> <p><u>Performance Indicators:</u> (E2) Use planning, drafting and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice and command of mechanics.</p> <hr/> <p><u>ELP Performance Activity:</u> Students, when given a writing prompt, will provide evidence of the use of the various stages of the writing process as the piece progresses from the first to final draft.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will write in their native language or use illustrations to convey their story.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will orally plan and draft their story using simple sentences before working with a native-English speaker to complete the activity;</p>
	Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same with some written planning and drafting;</p>	
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will work independently to complete the activity in written form;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.</p>
<p><u>Performance Indicators:</u> (E3) Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.</p>
<p><u>ELP Performance Activity:</u> Students will listen to a story read aloud by the teacher and then ask questions.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will orally generate "wh" questions based on the text and/or illustrations;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will ask interpretive questions;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will ask critical questions;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will be able to answer the questions that are generated.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p>Content Standard: F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.</p> <p>Performance Indicators: (F1) Edit written work for standard English spelling and usage, evidence by pieces that show and contain: *no significant errors in the use of nouns, pronouns and adjectives *few significant errors in the use of pronouns and adjectives *and others</p> <p>ELP Performance Activity: Students will use a checklist of writing practices to self-edit their writing piece.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will check for capitals at the beginning of proper nouns;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will check for periods;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will check for all other punctuation, misspelled words and general comprehensibility;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will check for verb-noun agreement;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will check for proper use of verb tenses.</p>

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.</p>
<p><u>Performance Indicators:</u> (F2) Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.</p>
<p><u>ELP Performance Activity:</u> Students will develop an oral presentation by answering several specific questions that tell us what they learned, how they felt, and why it is important.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will dictate or write at least 3 sentences.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will answer the following questions: <i>What did I learn that others would want to know?</i> <i>How did I feel about what I learned?</i> <i>Why is it important?;</i>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex sentences;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same as well as answer questions directly from peers.

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.</p>
<p><u>Performance Indicators:</u> (G1) Write stories with an identifiable beginning, middle and end.</p>
<p><u>ELP Performance Activity:</u> Students will use a story map to note the beginning, middle and end for the stories they are creating.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will create a simple story map about one topic, listing a series of events with assistance;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will categorize the events into the beginning, middle and end;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same including descriptive words;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same independently.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.</p> <p><u>Performance Indicators:</u> (G2) Write stories that include major events, develop settings and deal with problems and solutions.</p> <p><u>ELP Performance Activity:</u> Students will create a story strip which includes both writing and illustrations.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will create an story with labels and illustrations;
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	...and will include simple sentences;
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will use more complex sentences;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same including descriptive words;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.</p> <p><u>Performance Indicators:</u> (G3) Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.</p> <p><u>ELP Performance Activity:</u> After completing a unit, students will make a formal presentation to the class.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will present illustrations about what they have learned.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will present 1 to 3 sentences about what they learned;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will summarize the main points using details and will answer the question: <i>Why is it important to learn about this topic?;</i></p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using increasingly complex sentences and academic language;</p>
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 6-8

Content Standard:
G. Stylistic and Rhetorical Aspects of Writing and Speaking
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.

Performance Indicators:
(G4) Write essays and deliver oral presentation which identify a clear topic and reliably support that topic.

ELP Performance Activity:
Students will present information in a clear and organized fashion when researching.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will present illustrations about what they have learned.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will present 1 to 3 sentences about what they learned;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will summarize the main points using details and will answer the question: <i>Why is it important to learn about this topic?;</i>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using increasingly complex sentences and academic language;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.</p> <p><u>Performance Indicators:</u> (G5) Write for both public and private audiences.</p> <p><u>ELP Performance Activity:</u> Students will discuss differences and similarities of writing for an audience versus a private journal.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students work as a class to brainstorm a list of similarities and differences between both types of writing.
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.	

ELP Standards: Grades 6-8

Content Standard:
G. Stylistic and Rhetorical Aspects of Writing and Speaking
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.

Performance Indicators:
(G6) Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).

ELP Performance Activity:
Students present an oral book review to the class.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will select from a series of pictures to illustrate a story.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will write simple sentences to aid in orally summarizing the story;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using more complex language and details;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same, including their personal opinion of the story and provide evidence for the opinion.

ELP Standards: Grades 6-8

Content Standard:
G. Stylistic and Rhetorical Aspects of Writing and Speaking
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.

Performance Indicators:
(G7) Write pieces and make remarks that use descriptive language to clarify, enhance and develop ideas.

ELP Performance Activity:
Students will rewrite simple sentences using descriptive language.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Students will rewrite the sentences adding adjectives (i.e. The dog ran down the street. <i>The big dog ran down the street.</i>) with assistance;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will rewrite the sentences with additional descriptive adjectives (i.e. The dog ran down the street. <i>The big dog ran down the long street.</i>);</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same adding adverbs (i.e. The dog ran down the street. <i>The big black dog ran quickly down the long street.</i>);</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same independently;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same, adding metaphorical language (i.e. The dog ran down the street. <i>The big black dog ran like the wind down the long, winding street.</i>).</p>

ELP Standards: Grades 6-8

Content Standard:
G. Stylistic and Rhetorical Aspects of Writing and Speaking
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.

Performance Indicators:
(G8) Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.

ELP Performance Activity:
Students will write and deliver an autobiographical sketch.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will write about their life using the past, present and future tenses with assistance;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using more complex language and descriptive words;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same independently;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using verb tenses with greater accuracy.

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.</p> <hr/> <p><u>Performance Indicators:</u> (G9) Write pieces that use a variety of transitional devices (i.e., phrases, sentences, paragraphs).</p> <hr/> <p><u>ELP Performance Activity:</u> Students will identify transitional words in a piece of writing.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will work with assistance to complete the activity;
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same with a partner;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same independently;
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same, substituting different transitional words to complete the activity (i.e., But I didn't go. However I didn't go.).	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and communicate feelings, knowledge and opinions.</p>
<p><u>Performance Indicators:</u> (G10) Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).</p>
<p><u>ELP Performance Activity:</u> Students will view videotapes of presentations (news broadcasts, talk shows, etc.) and critique them based on voice, inflection, enunciation and eye contact.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will use a graphic organizer to record strategies of address with assistance;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same with a partner;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same independently;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

Content Standard:
H. Research-Related Writing and Speaking
Students will work, and speak effectively when doing research in all content areas.

Performance Indicators:
(H1) Collect and synthesize data for research topics from interviews and field work, using note-taking and other appropriate strategies.

ELP Performance Activity:
Students will research a topic and take notes using a graphic organizer.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	Students will use a graphic organizer to assist them in locating and organizing a limited amount of basic information (i.e., Name of State, State Flower, Major Products, etc...) with assistance;
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	...and will do the same;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same adding more details;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex language;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will use the same graphic organizer to synthesize data from multiple sources.

ELP Standards: Grades 6-8

Content Standard:
H. Research-Related Writing and Speaking
Students will work, and speak effectively when doing research in all content areas.

Performance Indicators:
(H2) Separate information collected for research topics into major components based on relevant criteria.

ELP Performance Activity:
Students will use a graphic organizer to categorize the information they have collected.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	<p>Given the topic headings (i.e., Climate, Major Products, etc...) in a graphic organizer, students will work with a partner to locate and organize the information they collect;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same adding more details;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more complex language.</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students will create a graphic organizer with their own topic headings and details.</p>

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u> (H3) Create bibliographies.</p>
<p><u>ELP Performance Activity:</u> Students will use a bibliographic format to list sources.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	The teacher will model a correct bibliographic format and the students will use it to list their sources with assistance;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same independently;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u> (H4) Use available catalogs to locate materials for research.</p>
<p><u>ELP Performance Activity:</u> Students identify information or resources appropriate to the research task.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students work in small groups with a teacher to locate information in a resource;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same with several resources;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same independently.

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u> (H5) Use indexes to periodical literature to locate information for research.</p>
<p><u>ELP Performance Activity:</u> Students will identify information or resources appropriate to the research task.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	See Performance Indicator H.4 for all modifications.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u> (H6) Uses magazines, newspapers, dictionaries, journals and other print sources to gather information for research topics.</p>
<p><u>ELP Performance Activity:</u> Students will identify information or resources appropriate to the research task.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	See Performance Indicator H.4 for all modifications.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	

ELP Standards: Grades 6-8

	Language Focus	Activity Modification
<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, and speak effectively when doing research in all content areas.</p> <hr/> <p><u>Performance Indicators:</u> (H7) Use search engines and other Internet resources to collect information for research topics.</p> <hr/> <p><u>ELP Performance Activity:</u> Students will identify information or resources appropriate to the research task.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	See Performance Indicator H.4 for all modifications.
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 		
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 		

ELP Standards: Grades 6-8

<p><u>Content Standard:</u></p> <p>H. Research-Related Writing and Speaking</p> <p>Students will work, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u></p> <p>(H8) Make limited but effective use of primary sources when researching topics.</p>
<p><u>ELP Performance Activity:</u></p> <p>Students will use primary sources such as diaries and interviews while researching.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will write or dictate five facts learned from their research with assistance;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will work independently to write a summary paragraph;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex sentences;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

Content Standard:
H. Research-Related Writing and Speaking
Students will work, and speak effectively when doing research in all content areas.

Performance Indicators:
(H9) Explain the importance of primary sources in evaluating the validity and reliability of collected information.

ELP Performance Activity:
Students will play a game of Gossip/Telephone before discussing the reliability of primary and secondary sources.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	The teacher will whisper a short story to student "A" who will retell it to student "B" and so on. The last student will tell the story to the class.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 6-8

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u> (H10) Demonstrate initial understanding of proper attribution (e.g. footnote).</p>
<p><u>ELP Performance Activity:</u> Students use correct footnote format.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Read/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>The teacher will model correct footnote format and the students will use it to annotate their writing with assistance;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same independently;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>
<p><u>Performance Indicators:</u> (A1) Demonstrate that reading is a gradual process of constructing meaning and revising initial understanding.</p>
<p><u>ELP Performance Activity:</u> Using books appropriate to their reading level, students make predictions about character development and behavior and verify these predictions in the text.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>The teacher reads an illustrated story to the students. Students identify characters and orally answer yes/no questions about what will happen.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>The teacher reads an illustrated story aloud. Students answer "wh" questions predicting outcomes and orally verify them.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students read a story and predict what will happen in writing;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and compare their predictions in writing.</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students read and write an ending to the story based on predictions they make about characters' motives, the plot development and the theme.</p>

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>After watching a video version of a story, student will illustrate their favorite scene;</p>
<p>Performance Indicators: (A2) Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will answer simple questions about their points of view;</p>
<p>ELP Performance Activity: Students will respond to questions expressing their points of view to an appropriate text.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will respond in writing to questions and share their responses orally;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and students will write a guided paragraph comparing and contrasting the various points of view.</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students will write a compare and contrast essay independently, regarding their various points of view.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u></p> <p>A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <hr/> <p><u>Performance Indicators:</u> (A3) Identify the author's purpose and analyze the effects of that purpose on the text.</p> <hr/> <p><u>ELP Performance Activity:</u> Students explain the reason a particular text was written (e.g., to gain knowledge, to receive instructions, to enjoy).</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Using environmental print (e.g., fire exit sign, traffic signs) students will identify the purpose by matching print to symbols.</p>	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>After the teacher reads a variety of simple texts, students will sort them according to the author's purpose (e.g., dictionary for word definition, recipe for preparing food, a classified ad for buying a car).</p>	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will read a variety of simple texts and sort them according to author's purpose;</p>	
	Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write original texts for given purposes (e.g., writing a recipe, a dictionary definition, a classified ad),</p>		
Bridging			
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>		

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p><u>Performance Indicators:</u> (A4) Identify the author's point of view and analyze the effects of that point of view on the text.</p> <p><u>ELP Performance Activity:</u> Students identify the author's point of view and the devices used to convey it.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Using a newspaper advice column or editorial, students identify the author's point of view;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and support this with evidence from the text;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and do so in paragraph form using more complex language.	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p>A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p><u>Performance Indicators:</u> (A5) Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.</p> <p><u>ELP Performance Activity:</u> Students identify the author's point of view and the devices used to convey it.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Using a newspaper advice column or editorial, students identify the author's point of view;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and support this with evidence from the text;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and do so in paragraph form using more complex language.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p><u>Performance Indicators:</u> (A6) Use the context of a work to determine the figurative, idiomatic and technical meanings of terms.</p> <p><u>ELP Performance Activity:</u> Using text appropriate to their reading level, students determine the meaning of unknown words from context.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Using simple sentences and/or illustrations, students will use appropriate words to complete the meaning of a sentence (e.g. <i>It was raining so my clothes got _____ (wet, sad)</i>).
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	After reading a passage with unfamiliar words, the students will choose the correct definition;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and be able to determine meanings of more complex and abstract vocabulary from a variety of texts;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using mainstream texts.	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p><u>Performance Indicators:</u> (A7) Use the context of a work to determine the meanings of abbreviations and acronyms.</p> <p><u>ELP Performance Activity:</u> Using text appropriate to their reading level, students determine the meaning of unknown words from context..</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Using simple sentences and/or illustrations, students will use appropriate words to complete the meaning of a sentence (e.g. <i>It was raining so my clothes got _____ (wet, sad)</i>).
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	After reading a passage with unfamiliar words, the students will choose the correct definition;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and be able to determine meanings of more complex and abstract vocabulary from a variety of texts;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using mainstream texts.	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <hr/> <p><u>Performance Indicators:</u> (A8) Find the meaning of relatively uncommon technical terms used in informational texts.</p> <hr/> <p><u>ELP Performance Activity:</u> Using reference materials to determine the meaning of words.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will use resources (e.g., picture and bilingual dictionaries, staff or peers) to find word meanings;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same independently;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will use glossaries and monolingual learner dictionaries;</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will use regular monolingual dictionaries;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will use thesauruses and specialized content dictionaries.</p>	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> A. Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <p><u>Performance Indicators:</u> (A9) Identify the philosophical assumptions and basic beliefs underlying a particular text.</p> <p><u>ELP Performance Activity:</u> Using a specific text, students will understand an author's beliefs.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will read a text which expresses a specific belief, and will answer questions about this belief;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will write a guided paragraph summarizing the author's philosophical beliefs;
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will write an independent paragraph citing evidence from the text.	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u></p> <p>A. Process of Reading</p> <p>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>From an illustrated text, students will be able to identify cultural characteristics by answering yes/no questions;</p>
<p><u>Performance Indicators:</u></p> <p>(A10) Analyze how the cultural context of a literary work is evident in the text.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>And "wh" questions.</p>
<p><u>ELP Performance Activity:</u></p> <p>Using texts about various cultures, students will identify clues about the culture portrayed.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>After reading a text, students will write simple sentences describing the culture;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write a descriptive paragraph about the culture;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex structures and vocabulary.</p>

ELP Standards: Grades 9-12

<p>Content Standard:</p> <p>A. Process of Reading</p> <p>Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.</p> <hr/> <p>Performance Indicators:</p> <p>(A11) Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).</p> <hr/> <p>ELP Performance Activity:</p> <p>Students will identify main ideas and supporting details in a level-appropriate text.</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will identify through oral or written question prompts, the main idea of a paragraph;	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and identify supporting details.	
	Expanding		
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students will complete an outline;	
Bridging			
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and write a summary stating the main ideas and supporting details.		

ELP Standards: Grades 9-12

<p>Content Standard: B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p>Performance Indicators: (B1) Demonstrate an understanding that people respond to literature in different and individual ways.</p>
<p>ELP Performance Activity: After reading or listening to a piece, the students will respond to the author's purpose.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will respond to guided yes/no questions about the purpose of environmental print.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will respond in writing to yes/no questions of "wh" questions about the author's purpose and their own responses to the piece.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will discuss the work, identifying the author's purpose and noting the varying responses of their peers;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will complete a chart representing these differences;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write an essay about the varied individual responses.</p>

ELP Standards: Grades 9-12

Content Standard:
B. Literature and Culture
Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.

Performance Indicators:
(B2) Identify the simple and complex actions and interactions involving main and subordinate characters in a work.

ELP Performance Activity:
After reading or hearing a story, students will identify the actions and interactions of main and supporting characters.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	Students will answer yes/no questions about characters in the story.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will choose 2 characters and tell what they did in the story.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Using a graphic organizer, students will distinguish between main and supporting characters, identifying important actions and interactions.
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Creating a graphic organizer, students will distinguish between main and supporting characters, identifying important actions and interactions;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using more complex language.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B3) Make abstract connections (e.g., connections about thoughts, ideas values) between their own lives and the characters, events, and circumstances represented in various works.</p>
<p><u>ELP Performance Activity:</u> Students identify similarities and differences regarding events of characters in a literary work to a life experience.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will answer yes/no questions about how the story relates to their lives;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and ask each other simple questions.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Using a Venn Diagram, students compare and contrast the events in the main character's life to their own;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write a compare and contrast essay;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B4) Demonstrate an understanding of the stylistic effect of dialogues on the style of a work.</p>
<p><u>ELP Performance Activity:</u> Students will read a text and determine what dialogue reveals about characters and/or setting.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>After hearing a story/dialogue, students will answer simple questions about the character.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Pairs of students will read and role play simple dialogues, after a discussion of character and setting.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will analyze a dialogue and list attributes of character and setting;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will write an original dialogue using the author's style;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will perform the dialogue in pairs or groups.</p>

ELP Standards: Grades 9-12

<p>Content Standard: B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p>Performance Indicators: (B5) Identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).</p>
<p>ELP Performance Activity: After reading an appropriate text or watching an appropriate video, students will identify instances of foreshadowing.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>During pauses in a video/story, students will answer yes/no questions predicting what will happen next;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will generate and answer "wh" questions;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will make predictions and justify them;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will begin to use literary terminology as part of their justifications;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B6) Identify and analyze how complex elements of plot (e.g., major events, problems, conflicts, resolutions) affect the overall quality of the work.</p>
<p><u>ELP Performance Activity:</u> Students will identify elements of plot.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will answer yes/no questions about the basic plot of a simple story.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will retell the story (with prompting as needed), utilizing basic story grammar.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will complete a story map outlining the elements of plot.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will generate a story map.</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Given literary terms, students will use them to identify elements of plot.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B7) Apply mature strategies to the reading and interpretation of lengthy adult fiction (e.g., satires, parodies, plays, poems, novels) using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.</p>
<p><u>ELP Performance Activity:</u> Students apply effective strategies to the reading and interpretation of a selected work that is appropriately sophisticated in content and style.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will read and discuss a modified version of a text;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and short passages of the original text;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and longer passages of the original text.

ELP Standards: Grades 9-12

Content Standard:
B. Literature and Culture
Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.

Performance Indicators:
(B8) Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.

ELP Performance Activity:
Students apply effective strategies to the reading and interpretation of a selected work that is appropriately sophisticated in content and style.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will read and discuss a modified version of a text;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and short passages of the original text;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and longer passages of the original text.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B9) Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.</p>
<p><u>ELP Performance Activity:</u> Students will define features of various literary genres (e.g., short stories, novels, poetry, and essays).</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Upon visual inspection of a text, students will label its genre.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will learn the names and characteristics of different genres;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will identify examples by their defining features;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will create posters illustrating the various genres;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same using more complex language.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B10) Draw from a broad base of knowledge about literature of the United States and the world to examine and critique how print and visual texts explore the human experience and condition.</p>
<p><u>ELP Performance Activity:</u> Students will examine and explain universal themes found in folktales of various cultures.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will recognize similar themes in various folktales;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will share a folktale from their native culture and the class will discuss its universal theme.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will select and read a folktale, and identify its universal theme;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write a short essay about the theme.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> B. Literature and Culture Students will use reading, listening and viewing strategies to experience, understand and appreciate literature and culture.</p>
<p><u>Performance Indicators:</u> (B11) Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.</p>
<p><u>ELP Performance Activity:</u> Students will examine and explain universal themes found in folktales of various cultures.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will recognize similar themes in various folktales;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will share a folktale from their native culture and the class will discuss its universal theme.</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will select and read a folktale, and identify its universal theme;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write a short essay about the theme.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u></p> <p>C. Language and Images</p> <p>Students will demonstrate an understanding of how words and images communicate.</p>
<p><u>Performance Indicators:</u></p> <p>(C1) Demonstrate an understanding of the relationship among perception, thought and language.</p>
<p><u>ELP Performance Activity:</u></p> <p>Students use language to express perceptions and thoughts.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students listen to a story (e.g., winter) and generate a vocabulary list;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and write meaningful sentences using the vocabulary;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and using a dictionary or thesaurus, students will rewrite the sentences using synonyms;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
<p>Performance Indicators: (C2) Demonstrate an understanding of how language considerations and representations involving gender affect consideration.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students brainstorm gender-specific words that enhanced or diminish individuals (e.g., chick, jock, stud, hotty);.
<p>ELP Performance Activity: Using a list of gender-specific vocabulary, students will discuss positive and negative connotations.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
<p><u>Performance Indicators:</u> (C3) Compare the ways social, occupational, and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students brainstorm gender-specific words that enhanced or diminish individuals (e.g., chick, jock, stud, hotty);
<p><u>ELP Performance Activity:</u> Using a list of gender-specific vocabulary, students will discuss positive and negative connotations.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> C. Language and Images</p> <p style="text-align: center;">Students will demonstrate an understanding of how words and images communicate.</p>
<p style="text-align: center;"><u>Performance Indicators:</u></p> <p>(C4) Compare for a meaning and value of different kinds of symbol systems (e.g., religious symbolism of particular types of architecture.)</p>
<p><u>ELP Performance Activity:</u></p> <p style="text-align: center;">The student will view and discuss the meaning of symbols from different cultures.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>The student will point to one or more symbols from his/her culture and answer yes/no questions about those symbols;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>The student will write three sentences that identify the meanings of symbols from his/her culture (e.g., flag, colors, cross, crescent...);</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and working in pairs, will draw symbols and explain their meanings;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>
<p><u>Performance Indicators:</u> (C5) Demonstrate understanding of the history of and changes in the English language by explaining examples.</p>
<p><u>ELP Performance Activity:</u> Students point out changes in the English language over time.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	N/A
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Using the prologue to <u>Romeo and Juliet</u> in original and modern English, students compare and discuss changes in vocabulary, word order, and verb forms;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
<p>Performance Indicators: (C6) Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students listen to a story (e.g., winter) and generate a vocabulary list;
<p>ELP Performance Activity: Students use language to express perceptions and thoughts.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and write meaningful sentences using the vocabulary;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and using a dictionary or thesaurus, students will rewrite the sentences using synonyms;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
<p>Performance Indicators: (C7) Demonstrate an understanding of the political implications of different forms of language.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
<p>ELP Performance Activity: Using a list of gender-specific vocabulary, students will discuss positive and negative connotations.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students brainstorm gender-specific words that enhanced or diminish individuals (e.g., chick, jock, stud, hotty);
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> C. Language and Images Students will demonstrate an understanding of how words and images communicate.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
<p><u>Performance Indicators:</u> (C8) Identify propaganda techniques used by writers and speakers.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will view ads and discuss the questions, "What makes you want to buy this product?";</p>
<p><u>ELP Performance Activity:</u> Students view ads and identify their appeal.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will categorize the appeal(s) of each ad;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading. Listening and viewing strategies to informational texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will highlight a given word each time it appears in a passage.</p>
	Beginning	
<p><u>Performance Indicators:</u> (D1) Scan a passage to determine whether a text contains relevant information.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will find the number of times a given name appears in a passage;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will find 3 facts about the person in that passage;</p>
<p><u>ELP Performance Activity:</u> Students will locate relevant information by scanning text.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will go to the library/Internet and find 3 additional facts;</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will find 3 more facts.</p>	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: D. Informational Texts Students will apply reading, listening and viewing strategies to informational texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
<p>Performance Indicators: (D2) Distinguish between apparent fact and opinion in nonfiction texts.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will label statements as fact or opinion.
<p>ELP Performance Activity: Reading text at an appropriate level, students will differentiate statements of fact and statements of opinion.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will read a text and find examples of fact and opinion statements;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex text;
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and viewing strategies to informational texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will follow simple directions, asking and clarifying as necessary, to complete the task;</p>
	Beginning	
<p><u>Performance Indicators:</u> (D3) Use discussions with peers as a way of understanding information.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same with a more complex task;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
<p><u>ELP Performance Activity:</u> Working cooperatively, students will follow directions to build or make something (e.g., rocket, baked goods).</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> D. Informational Texts Students will apply reading. Listening and viewing strategies to informational texts across all areas of the curriculum.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	After reading a simple text, students will fill in the missing information on a T-chart;
	Developing	
<p><u>Performance Indicators:</u> (D4) Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.</p>	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using a more challenging text;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
<p><u>ELP Performance Activity:</u> Students identify main ideas and supporting details of informational text.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same using grade-level text.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and viewing strategies to informational texts across all areas of the curriculum.</p> <p><u>Performance Indicators:</u> (D5) Analyze and synthesize the concepts and details in informational texts</p> <p><u>ELP Performance Activity:</u> Using previously completed T-charts, students write a report.</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present; future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will generate simple sentences from their T-charts. (See D-4)	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will write a paragraph using their T-charts.	
	Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	Students will write 3-5 paragraph reports using their T-charts;		
Bridging			
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same, generating works of 2-3 pages.		

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> D. Informational Texts Students will apply reading, listening and viewing strategies to informational texts across all areas of the curriculum.</p> <p><u>Performance Indicators:</u> (D6) Explain how new information from a text changes personal knowledge</p> <p><u>ELP Performance Activity:</u> Students will complete a KWL chart.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will complete a KWL activity with teacher guidance;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students in pairs or cooperative groups will complete a KWL chart and share with the class;</p>
	Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same independently;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will write a reflection piece about what they've learned.</p>	

ELP Standards: Grades 9-12

<p><u>Content Standard:</u></p> <p>E. Processes of Writing and Speaking</p> <p>Students will demonstrate the ability to use the skills and strategies of the writing process.</p> <hr/> <p><u>Performance Indicators:</u></p> <p>(E1) Ask pertinent questions during writing conferences and when working alone, using knowledge of personal writing strategies, strengths, and weaknesses to improve one's own writing.</p> <hr/> <p><u>ELP Performance Activity:</u></p> <p>Students will use a writing process checklist.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will use selected items from a checklist to revise their writing;
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will keep a writing portfolio which contains all stages of the writing process;</p>
<p><u>Performance Indicators:</u> (E2) Reflect on, evaluate, revise and edit a sequence of drafts to improve and polish finished work.</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
<p><u>ELP Performance Activity:</u> Students provide evidence of the use of the various stages of the writing process as a piece progresses from first to final draft.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
<p><u>ELP Performance Activity:</u> Students provide evidence of the use of the various stages of the writing process as a piece progresses from first to final draft.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
<p><u>ELP Performance Activity:</u> Students provide evidence of the use of the various stages of the writing process as a piece progresses from first to final draft.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 9-12

<p><u>Content Standard:</u></p> <p>E. Processes of Writing and Speaking</p> <p>Students will demonstrate the ability to use the skills and strategies of the writing process.</p> <hr/> <p><u>Performance Indicators:</u></p> <p>(E3) Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</p> <hr/> <p><u>ELP Performance Activity:</u></p> <p>Students provide evidence of the use of the various stages of the writing process as a piece progresses from first to final draft.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will keep a writing portfolio which contains all stages of the writing process;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> E. Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process.</p> <p><u>Performance Indicators:</u> (E4) Evaluate the remarks and oral presentations of others to find the key ideas and explain the ways in which these ideas were developed.</p> <p><u>ELP Performance Activity:</u> Students listen to persuasive oral presentations and identify the main idea and supporting arguments.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will listen to a speaker and answer yes/no questions about the argument (e.g. Does the speaker like school lunch?);</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will answer "wh" questions.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will complete a form identifying the thesis and at least two supporting arguments;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will use a rating sheet to evaluate the effectiveness of the arguments.</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>Students write an essay in which they state reasons that they agree or disagree with the speaker.</p>	

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.</p> <p><u>Performance Indicators:</u> (F1) Edit written work for standard English spelling and usage, evidence by pieces that show and contain: *no significant errors in the use of pronouns, nouns, adjectival and adverbial forms *coordinating and subordinating conjunctions *and others</p> <p><u>ELP Performance Activity:</u> Students will participate in DOL (daily oral language) activities.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will perform the activities at the appropriate level;</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same;</p>
	Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 9-12

<p>Content Standard: F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students role play (e.g., greetings, asking for information);</p>	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same.</p>	
	Developing		
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Given a scenario (e.g., dinner party, job interview, telephone conversation), students write/perform appropriate dialogues;</p>		
Expanding			
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more complex language;</p>		
Bridging			
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>		

Performance Indicators:
(F2) Demonstrate how language usage may depend on the situation.

ELP Performance Activity:
Students create dialogues reflecting formal and informal language use.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> F. Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English.</p> <p><u>Performance Indicators:</u> (F3) Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentations and fielding responses afterwards.</p> <p><u>ELP Performance Activity:</u> Students will give a speech using a checklist of presentation techniques and will respond to questions.</p>	Language Focus	Activity Modification	
	Entering		
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A	
	Beginning		
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will select a piece of writing, practice and present it as a speech, and answer simple questions;	
	Developing		
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same at the appropriate level.	
	Expanding		
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same at the appropriate level.	
	Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same at the appropriate level.		

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p> <hr/> <p><u>Performance Indicators:</u> (G1) Write stories that effectively develop such elements as setting, major events, problems and solutions.</p> <hr/> <p><u>ELP Performance Activity:</u> Students will write about a major event in their lives.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will answer a series of guided questions which produce a paragraph about themselves.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will write or dictate a simple paragraph of at least 5 sentences about an event (e.g., First Day of School, First Day in USA)</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will write about a problem and how they solved it;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more complex language;</p>
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 9-12

Content Standard:
G. Stylistic and Rhetorical Aspects of Writing and Speaking
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

Performance Indicators:
(G2) Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.

ELP Performance Activity:
Students will write about a place they have lived in or visited and share the manuscript with the class.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	The student will point to a locale and copy its name.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	The student will compose at least one sentence about a locale.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	The student will write a description of a locale using information from all five senses, and share this with the class.
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	No modification of the activity is necessary.
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	No modification of the activity is necessary.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p> <p><u>Performance Indicators:</u> (G3) Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.</p> <p><u>ELP Performance Activity:</u> Students will use simple and complex sentences to describe a personal experience orally and in writing.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	No modification of the activity is necessary.
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	No modification of the activity is necessary.
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	No modification of the activity is necessary.	

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p>
<p><u>Performance Indicators:</u> (G4) Write pieces that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).</p>
<p><u>ELP Performance Activity:</u> Students will compose and present a letter for the editor, parents and students to advocate an issue.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Following a discussion of how to appeal to the different audiences, students will choose two of the three and write a guided letter;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same writing two letters independently.
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	No modification of the activity is necessary.
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	No modification of the activity is necessary.

ELP Standards: Grades 9-12

<p>Content Standard: G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p>
<p>Performance Indicators: (G5) Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).</p>
<p>ELP Performance Activity: Students will write and present persuasive speeches on a controversial topic. (See E4)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Given a thesis, students will write or dictate supporting statements.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will prepare a 1-2 minute speech that includes a clear thesis and supporting arguments;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex language;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p>
<p><u>Performance Indicators:</u> (G6) Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.</p>
<p><u>ELP Performance Activity:</u> Students will explain a process or a timeline using transitional devices.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>After observing a multi-step activity (e.g., cooking science experiment), students will list the steps;</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same.</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>After observing a multi-step activity or viewing a timeline, students will describe the sequence of events;</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more complex transitional devices;</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p style="text-align: center;"><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p> <p style="text-align: center;"><u>Performance Indicators:</u> (G7) Write pieces and deliver oral presentations in which the organization of the work follows from the purpose</p> <p style="text-align: center;"><u>ELP Performance Activity:</u> Students will write a well-organized biography following chronological order.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will answer a series of guided yes/no questions which produce a paragraph about the chronology of their lives.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>After interviewing a peer, students will create a timeline of important events;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will write a narrative;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using more complex language;</p>
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p> <p><u>Performance Indicators:</u> (G8) Write pieces and deliver oral presentation in a personal style with a discernible voice and effective wording.</p> <p><u>ELP Performance Activity:</u> Students will imitate the style of an author.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	After listening to a rhyming poem, students will continue in a similar style;
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will continue a dialogue with two voices;
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same;
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will continue a short story or literary passage.	

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p>
<p><u>Performance Indicators:</u> (G9) Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.</p>
<p><u>ELP Performance Activity:</u> Students will write and present persuasive speeches on a controversial topic. (See E4)</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Given a thesis, students will write or dictate supporting statements.
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students will prepare a 1-2 minute speech that includes a clear thesis and supporting arguments;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using more complex language;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	...and will do the same.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p> <p><u>Performance Indicators:</u> (G10) Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.</p> <p><u>ELP Performance Activity:</u> Students will describe an individual in sufficient detail for classmates to guess the identity.</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will answer a series of guided yes/no questions which produce a description of a classmate.</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will write 5 sentences about a classmate using appropriate descriptive vocabulary.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will write a descriptive paragraph using a variety of supporting details;</p>
	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using a greater variety of descriptive techniques;</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>...and will do the same.</p>	

ELP Standards: Grades 9-12

<p>Content Standard: G. Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.</p> <p>Performance Indicators: (G11) Make effective use of a variety of techniques for introducing and representing ideas and insights in written word and oral presentations.</p> <p>ELP Performance Activity: N/A</p>	Language Focus	Activity Modification
	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	
	Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 		
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 		
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 		

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p> <p><u>Performance Indicators:</u> (H1) Develop an appropriate strategy for finding information on a particular topic.</p> <p><u>ELP Performance Activity:</u> Given a variety of topics, students will identify appropriate informational sources.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will match informational sources to simple topics (e.g., picture dictionary, globe, phone book);</p>
	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same using more academic topics and sources.</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>Students will do a library scavenger hunt, locating sources of information for various topics;</p>
Expanding		
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>... and will do the same;</p>	
Bridging		
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will record simplified bibliographic information for three different sources;</p>
	Beginning	
<p><u>Performance Indicators:</u> (H2) Use referencing while doing research</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will add more information on each source;</p>
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will follow a standard format for recording bibliographic information;</p>
<p><u>ELP Performance Activity:</u> While doing a research project, students will fill out bibliography cards.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>... and will do the same;</p>
	Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>	

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
<u>Performance Indicators:</u> (H3) Record significant information from events attended and interviews conducted.	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will use a guided form to record information;
<u>ELP Performance Activity:</u> Students will interview an individual for the school newspaper.	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same for a longer interview;
Expanding		
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	... and will do the same using their own questions;
Bridging		
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	Students will find one website on a topic.
	Beginning	
<p>Performance Indicators: (H4) Identify and use library information services.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will research an assigned topic and show information from at least two different types of sources (e.g., Internet, reference books);
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using one additional type of source (e.g., CD Rom, newspaper, magazine);
<p>ELP Performance Activity: Students will conduct research using a variety of library resources.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using one additional type (e.g., microfiche, governments publication, broadcast media);
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p>	Language Focus	Activity Modification	
	Entering	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will find one website on a topic.</p>
<p><u>Performance Indicators:</u> (H5) Use government publications, in-depth field studies, and almanacs for research.</p>	Beginning	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will research an assigned topic and show information from at least two different types of sources (e.g., Internet, reference books);</p>
	Developing	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same using one additional type of source (e.g., CD Rom, newspaper, magazine);</p>
<p><u>ELP Performance Activity:</u> Students will conduct research using a variety of library resources.</p>	Expanding	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using one additional type (e.g., microfiche, governments publication, broadcast media);</p>
	Bridging	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p>Content Standard: H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	Students will find one website on a topic.
	Beginning	
<p>Performance Indicators: (H6) Use CD-ROM, microfiche, and similar resource media for research.</p>	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will research an assigned topic and show information from at least two different types of sources (e.g., Internet, reference books);
	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using one additional type of source (e.g., CD-Rom, newspaper, magazine);
<p>ELP Performance Activity: Students will conduct research using a variety of library resources.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using one additional type (e.g., microfiche, governments publication, broadcast media);
	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u> (H7) Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.</p>
<p><u>ELP Performance Activity:</u> Students will conduct research using a variety of library resources.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will find one website on a topic.</p>
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>Students will research an assigned topic and show information from at least two different types of sources (e.g., Internet, reference books);</p>
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and will do the same using one additional type of source (e.g., CD-Rom, newspaper, magazine);</p>
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>...and will do the same using one additional type (e.g., microfiche, governments publication, broadcast media);</p>
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>

ELP Standards: Grades 9-12

Content Standard:
H. Research-Related Writing and Speaking
Students will work, write, and speak effectively when doing research in all content areas.

Performance Indicators:
(H8) Use search engines and other Internet resources to do research.

ELP Performance Activity:
Students will conduct research using a variety of library resources.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	Students will find one website on a topic.
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	Students will research an assigned topic and show information from at least two different types of sources (e.g., Internet, reference books);
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will do the same using one additional type of source (e.g., CD-Rom, newspaper, magazine);
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	...and will do the same using one additional type (e.g., microfiche, governments publication, broadcast media);
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

<p><u>Content Standard:</u></p> <p>H. Research-Related Writing and Speaking</p> <p>Students will work, write, and speak effectively when doing research in all content areas.</p>
<p><u>Performance Indicators:</u></p> <p>(H9) Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.</p>
<p><u>ELP Performance Activity:</u></p> <p>Students use primary sources such as diaries and interviews, and consider points of view and how bias may affect the information.</p>

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students read passages from primary sources and discuss points of view and motives of the authors;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	... and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

Content Standard:
H. Research-Related Writing and Speaking
Students will work, write, and speak effectively when doing research in all content areas.

Performance Indicators:
(H10) Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.

ELP Performance Activity:
Students use primary sources such as diaries and interviews, and consider points of view and how bias may affect the information.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	N/A
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	N/A
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	Students read passages from primary sources and discuss points of view and motives of the authors;
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	... and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

Content Standard:
H. Research-Related Writing and Speaking
Students will work, write, and speak effectively when doing research in all content areas.

Performance Indicators:
(H11) Evaluate information for accuracy, currency, and possible bias.

ELP Performance Activity:
Given various sources, students will determine the reliability of the information.

Language Focus	Activity Modification
Entering	
<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	Students will choose between two editions of a source of currency of information (e.g. old vs. new encyclopedia);
Beginning	
<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	...and will do the same;
Developing	
<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	...and will examine two sources for accuracy or bias (e.g. <i>The Washington Post</i> vs. <i>The National Enquirer</i>);
Expanding	
<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	... and will do the same;
Bridging	
<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	... and will do the same.

ELP Standards: Grades 9-12

	Language Focus	Activity Modification
<p><u>Content Standard:</u> H. Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas.</p>	Entering	
	<ol style="list-style-type: none"> 1. Points, names 2. Uses Total Physical Response 3. Follows simple directions, commands 4. Answers yes/no questions 5. Reads/writes single words 	<p>Students will make an overhead transparency to supplement their presentation of survey results (e.g. favorites class, favorite sports figure);</p>
<p><u>Performance Indicators:</u> (H12) Report orally using a variety of technological resources to present the results of a research project</p>	Beginning	
	<ol style="list-style-type: none"> 1. Asks, answers yes/no questions 2. Demonstrates use of 'wh' questions 3. Generates simple questions 4. Begins to use: past, present, future tenses, plurals, pronouns, prepositions 5. Writes simple sentences 	<p>...and will do the same;</p>
<p><u>ELP Performance Activity:</u> Students will present the results of their survey.</p>	Developing	
	<ol style="list-style-type: none"> 1. Greater fluency with: present, past, future tenses, plurals, pronouns, descriptive words, simple conjunctions, negatives 2. Begins to use academic language, abstract vocabulary, compound/complex sentences 3. Begins to recognize/understand metaphorical/idiomatic language 4. Writes guided paragraphs 5. Begins to summarize, draw conclusions, use resource materials 	<p>...and students will use a computer program to graph survey results.</p>
<p><u>ELP Performance Activity:</u> Students will present the results of their survey.</p>	Expanding	
	<ol style="list-style-type: none"> 1. Uses with greater fluency: complex conjunctions, negatives, descriptive words, academic language, abstract vocabulary, compound/complex sentences, metaphorical/ idiomatic language 2. Writes paragraphs independently 3. Develops basic refinement 	<p>Students will make a Power Point presentation of survey results;</p>
<p><u>ELP Performance Activity:</u> Students will present the results of their survey.</p>	Bridging	
	<ol style="list-style-type: none"> 1. Uses: present, past, future tenses with greater accuracy 2. Uses increasingly complex sentences & academic language 3. Expands vocabulary to include abstract/technical terms 4. Recognizes/understands metaphorical language/idioms 	<p>... and will do the same.</p>