

Elementary Curriculum Essentials Document

**Boulder Valley School District
Board of Education**

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General Introduction

**GRADE LEVEL
Curriculum Essentials**

General Introduction

Colorado's 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation.

Critical Thinking and Reasoning
Information Literacy
Collaboration
Self-direction
Invention

Connections to BVS New Century Graduate Personal Characteristics and Knowledge and Skills

Personal Characteristics

Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks. Understands money management, budgeting, balancing a checkbook, debt management, and record keeping. Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading. Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences. Uses correct grammar, spelling, and mechanics; organizes for effectiveness. Uses technology for effective communication.

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics. Understands the contributions of different cultures to our society. Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension. Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning. Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future. Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems. Knows how to apply the scientific method to real situations.

Arts

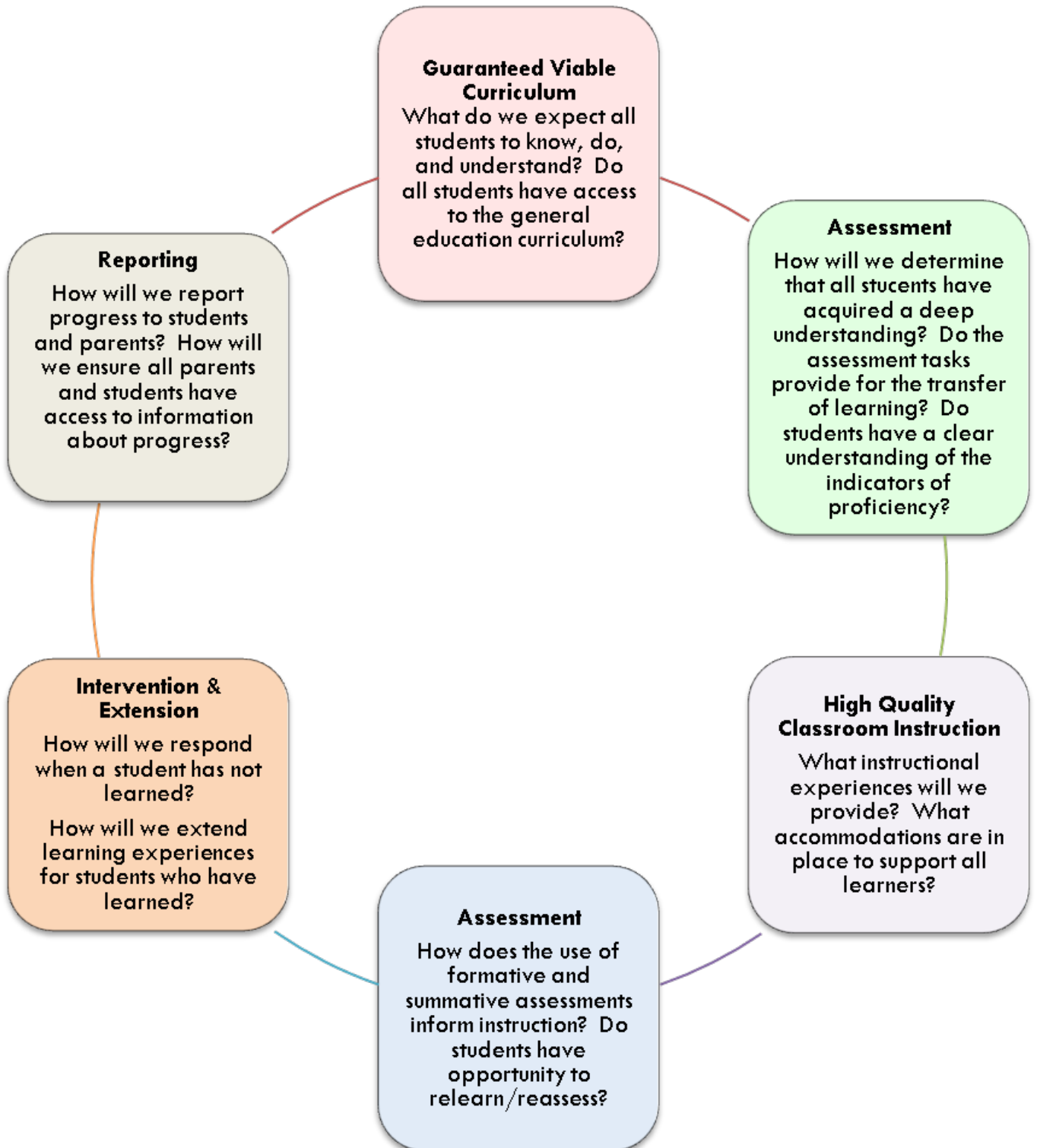
Experiences and appreciates music, visual arts, dance and theater.

Comparing the Revised Colorado Academic Standards with the previous BVSD Curriculum Essential Documents, some of the language is different, but the overall, organizational structure is very similar.

Terms used to describe organizational elements	
Colorado Academic Standards and new BVSD Curriculum Essentials (adopted December 2011)	Previous BVSD Curriculum Essentials (adopted June 2009)
Content area	Content area
Standard	Standard
Prepared Graduates: The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.	Program-level Enduring Understandings
Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school (or if in high school - making progress toward being a prepared graduate)	Essential Learnings
Evidence Outcomes: Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.	Essential Knowledge, Skills, Topics, Processes and Concepts
Inquiry Questions: Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.	Essential Questions (Topical/Unit level)

Instructional Framework

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards Based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/grade level expectations are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/grade level expectations
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/grade level expectations, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/grade level expectations
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/grade level expectations/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards Based Classroom cont'd

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward grade level expectations/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, and are respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Continuum of State Standards Definitions

Prepared Graduate Competency
Prepared Graduate Competencies are the P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

Standards
Standards are the topical organization of an academic content area.

P-8

High School

Grade Level Expectations
Expectations articulate, at each grade level, the knowledge and skills of a standard that indicates a student is making progress toward high school.

High School Expectations
Expectations articulate the knowledge and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Evidence Outcomes
Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.
How do we know that a student can do it?

21st Century and PWR Skills
Inquiry Questions: Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
Relevance and Application: Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
Nature of the Discipline: The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

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Curriculum Maps
Unit Plan
Lesson Plan
Assessments

Curriculum Maps
Unit Plan
Lesson Plan
Assessments

Access for All

Colorado English Language Proficiency Standards CELPS

Boulder Valley School District is committed to providing access to all students through including the CELP Standards (WIDA) standards in this Curriculum Essentials Document and through building and utilizing a comprehensive RtI system.

CELPS/WIDA

World-Class Instructional Design and Assessment

On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment standards (WIDA) as the Colorado English Language Proficiency standards.

What is WIDA?

CELP Standards (WIDA) is now used by a consortium of 22 states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners (ELLs).

CELP Standards (WIDA) is a framework for instruction for English language development. There are five CELP Standards (WIDA) English language proficiency standards/content areas:

- ELLs communicate for **Social** and **Instructional** purposes within the school setting.
- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

How is CELPS/WIDA organized?

Grade Level Clusters

CELP Standards (WIDA) is organized in five grade-level clusters: Pre K–K, 1–2, 3–5, 6–8, and 9–12.

Language Domains

Each of the five English language proficiency standards encompasses four language domains (listening, speaking, reading, and writing) that define how ELLs process and use language.

Listening- process, understand, interpret, and evaluate spoken language in a variety of situations.

Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences.

Reading-process, understand, interpret and evaluate written language (symbols and text) with understanding and fluency.

Writing- engage in written communication in a variety of situations for a variety of purposes and audiences.

Proficiency Levels

There are six English language acquisition proficiency levels:

1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching

Proficiency Levels identification must include looking at:

- **Linguistic Complexity:** The amount and quality of speech or writing for a given situation
- **Forms and Conventions:** The types and variety of grammatical structures, conventions, mechanics and fluency
- **Vocabulary Usage:** The specificity of words or phrases for a given context

What are CAN DO Descriptors?

The CAN DO Descriptors are examples of expectations of English language learners for each of the four language domains—listening, speaking, reading, and writing—and six levels of English language proficiency—Entering, Beginning, Developing, Expanding, Bridging and Reaching. There are CAN DO descriptors for each grade level clusters as well as the general PreK-12 spectrum. These differences must be taken into account when using the Descriptors.

- It is important to acknowledge the variability of students' cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences.
- Expectations of young ELLs differ substantially from those of older students.

The CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning.

What are Model Performance Indicators?

The CELF Standards (WIDA) English language proficiency standards document includes some examples of formative and summative model performance indicators (MPIs). The MPIs are assessable tasks which students can be expected to do as they approach the transition to the next level of English language proficiency. In addition Model Performance Indicators can be developed to differentiate instruction for ELLs.

An MPI include three components:

- **Language function-** how ELLs process or use language to communicate in a variety of situations (Identify, describe, summarize, answer, etc).
- **Topics-** provide the context or backdrop for language interaction (basic operations, life cycles, facts/opinions, communities etc).
- **Support-** provide scaffold (sensory, graphic or interactive).

Some examples are provided of MPIs for all content areas. Content teachers and ESL teachers work together to develop MPIs for the grades they are teaching.

What assessments will be used with WIDA?

The state of Colorado is in the process of developing or adopting an assessment which will replace the CELA by Spring 2014. For more information see www.wida.us.

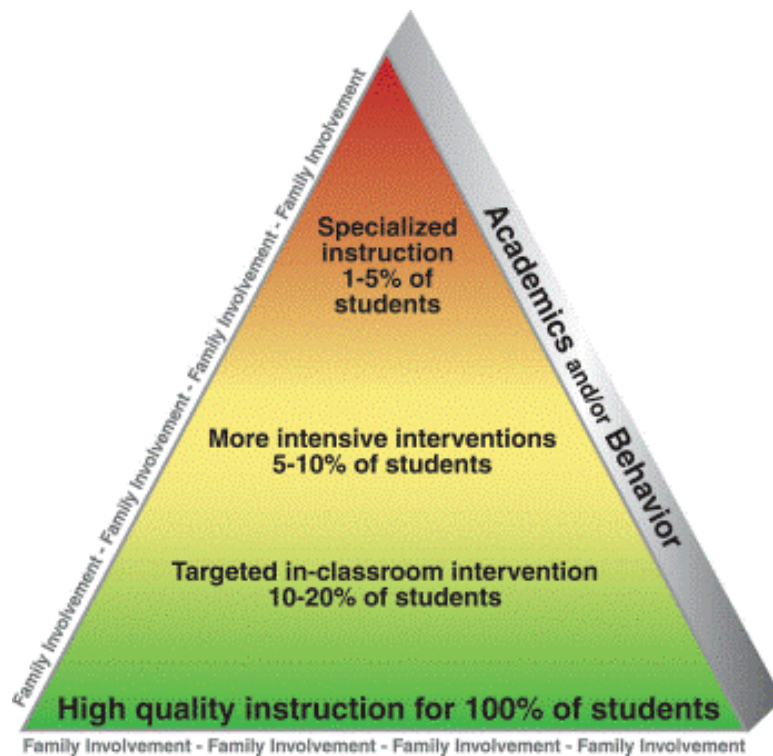
RtI

RtI stands for Response to Intervention. **The overarching purpose of RtI is to improve educational outcomes for every student.** This was determined by state statute to guarantee that every student receive the support that he or she will need to succeed in a PK-12 public education system.

What is RtI?

Response to Intervention is an educational model promoting early identification for students who are struggling academically or behaviorally. RtI involves intervention tiers of increasingly individualized levels of instruction for students based on student need. RtI is typically divided into three tiers. Each tier, moving up the pyramid, represents heightened frequency and intensity as well as a decrease in the number of students receiving the specific learning intervention. As shown in the pyramid below, Response to Intervention can encompass academic and/or behavioral needs. 80% of students will thrive from high quality whole-class instruction.

For those who do not, interventions are targeted, based on the student need, and will be implemented in the student's classroom. Decision-making in RtI is based on data from progress monitoring, teacher assessments, observations and as well as school-based Problem Solving Team recommendations. As the students' needs dictate, more tiers of interventions are available for students as the diagram indicates.



Tier 1: 100% of students

Tier 1, the bottom of the pyramid, represents the base of high-quality instruction that all students receive in a whole-class setting. This document and district efforts to guarantee that all students are exposed to each Colorado Academic Standard in every content area through thoughtful, effective and meaningful instructional strategies constitutes Tier 1. Whole-class differentiation or interventions (re-teaching a concept to the entire class after an assessment, for example) fall under Tier 1 instruction.

Tier 2: 5-20% of students

A student will move into Tier 2 as the classroom teacher identifies academic or behavioral needs that impede that student's learning. The teacher will provide for the student targeted, in-class interventions that are specifically designed to meet the student's need. The teacher will increase intensity of these interventions, utilizing the school Problem Solving Team (PST) if academic progress is not being made through these in-class interventions.

Tier 3: 1-5% of students

The uppermost tier of the pyramid indicates that specialized instruction is used to address student needs. These interventions may or may not occur in the whole-class setting but will address specific individual needs of the student.

For more information see the [BVSD Student Success website page](http://www.bvsd.org/studentsuccess/rti/Pages/default.aspx)
<http://www.bvsd.org/studentsuccess/rti/Pages/default.aspx>

CELPS/WIDA

World Class Instructional Design and Assessments

Colorado English Language Proficiency Standards
(CELPS)

The following are example pages from the
CELPS/WIDA standards. The complete
CELPS/WIDA documents can be accessed at:

<http://www.wida.us/index.aspx>

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<p>6 Reaching</p>	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
<p>5 Bridging</p>	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
<p>4 Expanding</p>	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
<p>3 Developing</p>	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
<p>2 Beginning</p>	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
<p>1 Entering</p>	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable) are to be considered in using this information.

Examples of Elementary Model Performance Indicators

(Summative & Formative)

ELP Standard 1: Social and Instructional Language, Formative Framework

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Music & movement	Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps)	Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group	Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class	Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., "Put your right foot in...")
SPEAKING	Spatial relations	Repeat answers to questions about position or location of real-life objects or persons (e.g., "Where's Maria? <i>Here.</i> ")	Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., "Where's the bunny? <i>Over there.</i> ")	Relate position or location of real-life objects or persons using phrases (e.g., "under the table," "on the floor," "in the corner")	Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., "The ball goes <i>up.</i> The ball comes <i>down.</i> ")	Describe position or location of real-life objects or persons using sentences
READING	Hygiene & safety	Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in L1 or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2	Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2	Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2	Share "oral reading" of illustrated books related to hygiene or safety with a partner
WRITING	Games	Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2	Describe familiar games from home or school based on class models using language experience in L1 or L2	Tell how to play familiar games from home or school based on class models using language experience in L1 or L2	Depict stories about familiar games from home or school with the class using language experience in L1 or L2	Create class books about games from home or school using language experience in L1 or L2

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Concepts about print	Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands	Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands	Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions	Sort features of text with a partner (e.g., lower/upper case letters, periods/question marks) according to oral directions	Match illustrations to oral reading of related sentences or short stories
SPEAKING	Nursery rhymes	Repeat key words in rhymes from picture cues in a whole group	Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group	Rehearse short rhymes using gestures from picture cues in whole or small groups	Complete short rhymes using gestures from picture cues in whole or small groups	Recite rhymes using gestures from memory in whole or small groups
READING	Same & different	Match pictures and icons with those that are the same with a partner	Sort pictures and icons that are the same or different with a partner	Classify illustrated words that are the same or different with a partner	Identify letters in illustrated words that are the same or different with a partner	Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters)
WRITING	Sounds & symbols	Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough)	Reproduce symbols or letters from models using realia (e.g., straws)	Trace symbols or letters associated with pictures or realia	Copy symbols or letters of beginning sounds from labeled pictures in context	Produce letters of beginning sounds from pictures in context

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Non-standard measurement tools	Associate size of real-life objects (e.g., “big,” “little”) with non-standard measurement tools with a partner as modeled orally	Sort real-life objects by size (e.g., “short,” “long”) using non-standard measurement tools with a partner as modeled orally	Determine size of real-life objects using non-standard measurement tools (e.g., three hands long) with a partner as modeled orally	Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally	Rank size of objects described according to non-standard measurement tools with a partner as directed orally	Level 6 - Reaching
SPEAKING	Quantity	Participate in and supply quantity words in songs and chants in a whole group (e.g., “One, two, button my shoe.”)	Complete phrases in songs and chants involving quantity in a whole group (e.g., “One potato, two potato, _____.”)	Repeat verses and chants involving quantity in a whole group	Provide sentences or lines from songs and chants involving quantity in a whole group	Initiate and lead songs and chants involving quantity in a whole group	
READING	Attributes	Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., “This is a toy. Find the picture of a toy.”)	Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled	Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., “Find the big, yellow ones.”)	Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled	Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., <i>small</i> animals with four legs)	
WRITING	Equivalency	Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)	Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils)	Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally	Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled	Supply numerals and number words that correspond to matched sets of pictures from word walls or word banks	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Change in self & environment	Indicate change in self through gestures or environment from pictures, according to oral commands	Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change	Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change	Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change	Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally
SPEAKING	Senses	Associate senses with physical actions with a partner in L1 or L2	Give examples of uses of senses with a partner in L1 or L2 (e.g., "I see...")	Describe everyday activities that involve senses with a partner in L1 or L2	Explain why senses are useful or important to a partner in L1 or L2	Predict how senses are affected by change (e.g., injury, temperature)
READING	Animals	Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	Match pictures of animals with labels to animal icons with a partner	Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner	Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner	Classify pictures of animals with labels according to picture books (e.g., at the farm)
WRITING	Colors	Create "messages" in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media	Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors	Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors	Compose "stories" about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in L1 or L2

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Symbols & holidays	Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally (e.g., flags)	Show symbols of holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face)	Match symbols of holidays with illustrated scenes based on oral directions	Identify symbols of holidays within illustrated scenes based on oral directions	Find symbols of holidays based on oral descriptions or oral reading	Level 6 - Reaching
SPEAKING	Clothing	Repeat names of and identify clothing on self or peers when modeled in L1 or L2	Brainstorm names of articles of clothing (e.g., "shorts," "pants") with peers in L1 or L2	Describe clothing on self to peers in phrases or short sentences	Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.")	Give reasons for wearing different kinds of clothing	
READING	Seasons	Categorize pictures according to names of seasons in a whole group	Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups	Match labeled illustrations or photographs of seasons to those in trade books in small groups	Compare labeled illustrations of seasons in various trade books in small groups	Identify words associated with seasons in illustrated expository text in small groups	
WRITING	Self & family	Draw self-portrait and copy or trace name	Draw family portrait from models or photographs and identify people by initials	Draw family members from models or photographs and label people and pets	Draw and describe family members using words or phrases with invented spellings	Produce illustrated "stories" about self and family using phrases or short sentences with invented spellings	

ELP Standard 1: Social and Instructional Language, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Following directions	Follow oral directions according to simple commands using manipulatives or real-life objects (e.g., "Show me your paper.")	Follow oral directions according to complex commands using manipulatives or real-life objects (e.g., "Put the cubes in a row across the paper.")	Follow oral directions by comparing them with visual cues, nonverbal cues or modeling (e.g., "Fold the paper in half. Then place it on your table the long way.")	Follow oral directions without visual or nonverbal support and check with a peer (e.g., "Put your name on the top line of the paper.")	Follow a series of oral directions without support (e.g., "Put your name on the left-hand side of the paper. Then put the date on the right-hand side.")	
SPEAKING	Likes, dislikes & needs	Answer yes/no or choice questions about likes or dislikes with a partner in L1 or L2 (e.g., "Do you like school?")	Share likes, dislikes or needs with a partner in L1 or L2	Paraphrase or combine likes, dislikes or needs with a partner (e.g., "She likes cake and ice cream.") in L1 or L2	Give reasons for likes, dislikes or needs with a partner (e.g., "I like _____ because...") in L1 or L2	Convince a partner to share your likes, dislikes or needs in L1 or L2	
READING	Leisure activities	Match icons or pictures to same on board games or other leisure activities with a partner	Place labeled pictures with corresponding pictures on board games or other leisure activities with a partner	Respond to words or phrases on board games or other leisure activities by carrying out actions with a partner	Carry out directions according to a series of sentences for board games or other leisure activities with a partner	Follow grade-level written directions for board games or other leisure activities	
WRITING	Feelings & emotions	Draw or orally dictate personal experiences involving feelings and emotions in L1 or L2 from pictures or photographs	Label personal experiences involving feelings and emotions in L1 or L2 using pictures or photographs	Produce phrases or sentences about personal experiences involving feelings and emotions in L1 or L2	Maintain diaries or journals of related sentences about personal experiences involving feelings and emotions in L1 or L2	Compose illustrated stories based on personal experiences involving feelings and emotions	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Example Genre	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after numerous recitations	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books after numerous recitations	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations	Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books	Draw conclusions about characters, places or objects from pattern or predictable books read aloud	
	Pattern books/ Predictable books						
	Example Topic	Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems)	Role play familiar, everyday activities modeled in illustrated books read by teachers in small groups	Role play characters in plays, videos or illustrated stories read by teachers in small groups	Reenact scenes in plays, videos or illustrated stories read by teachers in small groups	Dramatize grade-level stories that are read by teachers or viewed	
	Role play						
SPEAKING	Example Genre	Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2	Describe people or objects in titles and illustrated covers of fictional stories with a partner in L1 or L2	Predict ideas in storylines based on titles and illustrated covers of fictional stories and share with a partner	Make up the beginning of storylines based on titles and illustrated covers of fictional stories and share with a partner	Connect storylines to personal experiences based on titles and illustrated covers of fictional stories	
	Fiction (literary text)						
	Example Topic	Repeat new language related to story pictures or wordless picture books modeled by teachers	Describe people or places depicted in story pictures or wordless picture books in small groups or pairs	State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs	Tell stories from pictures or wordless picture books in small groups or pairs	Create original stories from a series of pictures, wordless picture books or personal experiences	
	Story telling						

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching	
LISTENING	Example Genre Pattern books/ Predictable books	Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books	Match visuals of characters, places or objects with oral statements from illustrated pattern or predictable books	Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books	Interpret visual connections between characters, places or objects in paragraphs or pages read aloud from illustrated pattern or predictable books	Draw conclusions about main ideas from pattern or predictable books read aloud		
	Example Topic Sequence of story	Match pictures to sentences read aloud	Order pictures of related sentences read aloud that use sequential language (e.g., first, second, last; first, then, next)	Sequence pictures of stories read aloud by beginning, middle and end	Match story sequence read aloud to a series of pictures (e.g., "Once upon a time...and they lived happily ever after.")	Select logical outcomes or endings to stories read aloud		
	SPEAKING	Example Genre Fiction (literary text)	Name people (e.g., "boy," "man") or objects depicted in illustrated covers of fictional stories	Describe people or objects in titles and illustrated covers of fictional stories	Predict ideas in storylines based on titles and illustrated covers of fictional stories	Make up the beginning of storylines based on titles and illustrated covers of fictional stories		Relate storylines to personal experiences based on titles and illustrated covers of fictional stories
		Example Topic Story elements	Name persons (characters) or settings of stories from picture books	Describe characters or settings of stories from picture books	State main ideas or themes of stories, including characters or settings, from picture books or illustrated short stories	Narrate main events of plot sequences in given time frames of picture books or illustrated short stories		Re/tell stories using story elements from picture books or short stories

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Graphs Interpretation of data	Shade or color graphs according to oral commands modeled by a teacher (e.g., “Here is a graph. Color this bar red.”)	Identify data in graphs from oral commands or questions modeled by a teacher (e.g., “Which bar shows the most?”)	Locate information on graphs based on oral statements or questions (e.g., “Which bar shows that most people like ice cream?”) and check with a partner	Display comparative data on graphs according to oral commands (e.g., “Fill in the graph to say there are more girls than boys.”) and check with a partner	Interpret data on graphs from oral descriptions (e.g., “Which graph says, ‘Most children are wearing red, some are wearing blue and the fewest are wearing green?’”)
SPEAKING	Number sense	Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner	Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner	Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)	Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner	Tell or make up stories or events that involve numbers
READING	Standard & metric measurement tools	Use diagrams to guide use of standard or metric measurement tools with a partner	Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner	Identify key phrases in illustrated text to use standard or metric measurement tools with a partner	Follow illustrated directions from text to compare tools for standard or metric measurement with a partner	Follow illustrated directions from text to use standard or metric measurement tools
WRITING	Quantity	Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)	Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., “a little of,” “a lot of”)	Provide examples of quantities in context (e.g. “a bunch of grapes”) using phrases or short sentences	Describe uses of quantities in everyday math with illustrated examples using sentences	Explain importance of everyday math using quantities in real-life situations (e.g., when shopping or cooking) using a series of related sentences

Level 6- Reading

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6-Reading
LISTENING	Force & motion	Explore movement of real-life objects by following oral commands and modeling (e.g., “Push the ball. Watch it move. Make it stop.”)	Move real-life objects by following multi-step oral directions (e.g., “The car goes backwards. The car then goes forwards. Finally, it stops.”)	Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., “Show me which goes fastest: bikes, buses or airplanes.”)	Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., “Show what happens when you let go of balloons.”)	Role play effects of force on motion through gestures or demonstration based on oral scenarios	
SPEAKING	Earth & sky	Name objects of the earth or sky from observation, photographs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)	State relationships between objects of earth or sky using diagrams, photographs or models (e.g., “Mercury is closest to the sun.”)	Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)	Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models	
READING	Natural resources	Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Identify illustrated phrases associated with the use of natural resources in activities (e.g., “go swimming”) with a partner	Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)	
WRITING	Renewable & non-renewable resources	Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2	List examples of renewable and non-renewable materials from illustrated word/phrase banks using graphic organizers (e.g., T chart) in L1 or L2	Distinguish between renewable and non-renewable resources from pictures or real-life materials (e.g. using phrases or short sentences with opposites) in L1 or L2	Describe goods made from renewable or non-renewable resources from pictures or real-life materials using sentences	Evaluate usefulness of goods made from renewable and non-renewable resources using a series of related sentences	

ELP Standard 5: The Language of Social Studies, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Neighborhoods/ Communities	Match signs around neighborhoods with actions based on oral commands and pictures, realia or field trips (e.g., “Stop, look, listen” at railroad crossings) with a partner	Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., “Firefighters work here.”) with a partner	Locate places in relation to other places or signs in neighborhoods or communities from pictures, maps or field trips and oral statements (e.g., “The house is next to the park.”) with a partner	Find specific locations on neighborhood or community maps based on detailed oral statements (e.g., “The school is at the corner of First and Oak.”) with a partner	Construct or complete neighborhood or community maps with places and signs based on a series of oral directions	
SPEAKING	Families & responsibilities	State what families do based on gestures or modeling in small groups	Share personal responsibilities within a family based on pictures or role playing (e.g., “I feed the dog.”) in small groups	Compare responsibilities of family members (e.g., younger and older siblings) based on pictures, role playing or personal experiences in small groups	Propose changes to personal or family responsibilities based on role playing or personal experiences in small groups	Discuss or rate importance of personal or family responsibilities in small groups	
READING	Money & banking	Use phonetic clues to sort or match real or visuals of currencies from around the world, (e.g., peso, penny)	Associate words or phrases related to currencies with illustrated word/phrase walls or picture books	Match simple sentences about familiar experiences with uses of currency shown in illustrations	Sequence illustrated sentences about familiar experiences with uses of currency to make a story	Select titles for grade-level stories about money and banking	
WRITING	Homes & habitats	Draw and label pictures of different types of homes or habitats from models (e.g., on bulletin boards)	Identify different types of homes or habitats from pictures or models using general vocabulary (e.g., “Birds <i>here</i> .”)	Describe different types of homes or habitats from pictures using some specific vocabulary (e.g., “Birds live in nests.”)	Compare different types of homes or habitats from illustrated scenes using specific vocabulary (e.g., hives v. caves)	Produce stories about different types of homes or habitats using grade-level vocabulary	

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Classroom supplies/ Resources	Identify materials needed to complete tasks from realia and oral commands and check with a partner (e.g., "Take out a number 2 pencil.")	Select materials or resources needed to complete tasks based on realia and compound sentences and check with a partner (e.g., "You need your activity sheet and math book.")	Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner	Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner	Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")	
SPEAKING	Information gathering	Seek assistance from peers or teachers to gather information (e.g., for assignments) in L1 or L2	Respond to questions from peers or teachers about information gathering (e.g., finding meaning of words) in L1 or L2	Ask questions to obtain information to share with peers in L1 or L2	Clarify information by restating or rephrasing ideas to peers in L1 or L2	Offer specific information that supports ideas with peers	
READING	Personal experiences	Identify words or phrases related to self or personal experiences from illustrated text or word/phrase walls	Make predictions from illustrated text using prior knowledge or personal experiences	Confirm predictions based on prior knowledge or personal experiences from illustrated text	Compare/contrast personal experiences with those in illustrated text	Evaluate validity of information in grade-level text based on personal experiences	
WRITING	Health & safety	Draw, label or list substances or objects around school, home or community related to health or safety from visuals in L1 or L2	Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	Sequence health or safety procedures or practices at school, home or community from visuals (e.g., fire or disaster drills, accidents on the playground) in L1 or L2	Provide examples and strategies for maintaining health or safety at school, home or community from visuals in L1 or L2	Create pieces (e.g., brochures or newsletters) about safety or health issues with classroom, school, home or community examples	

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Example Genre Mysteries	Match pictures to individual clues based on oral statements with a partner	Identify pictures associated with solutions to short mysteries read aloud with a partner	Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions in cooperative groups	Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups	Apply analogies of events or characters in mysteries read aloud to students' lives
	Example Topic Comprehension strategies	Point to letter combinations, words, parts of books or illustrations in response to teachers' reading of illustrated books to show comprehension	Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/ thumbs-down signals) to show comprehension	Follow directions (e.g., create word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension	Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies	Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., "Show me two sentences that go together.")
SPEAKING	Example Genre Fantasies	Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2	Describe pictures of imaginary people, objects or situations to peers in L1 or L2	Provide details of pictures of imaginary people, objects or situations to peers	Develop and enact scenarios from pictures of imaginary people, objects or situations with peers	Make up fantasies about imaginary people, objects or situations and share with peers
	Example Topic Points of view	Describe self with words and gestures (e.g., features, likes and dislikes)	Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers	Compare self with characters in literary works using graphic organizers or technology	Compare self with motives or points of view of characters in literary works using graphic organizers or technology	Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology

Level 6- Reading

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Example Genre Mysteries	Match pictures to individual clues based on oral statements	Identify pictures associated with solutions to short mysteries read aloud	Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions	Sequence pictures of clues/pieces of evidence from mysteries read aloud	Apply analogies of events or characters in mysteries read aloud to students' lives	
	Example Topic Explicit & inferential information	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade-level materials	
	Example Genre Fantasies	Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations	Describe pictures of imaginary people, objects or situations	Provide details of pictures of imaginary people, objects or situations	Complete scenarios from pictures of imaginary people, objects or situations	Make up fantasies about imaginary people, objects or situations	
	Example Topic Story elements & types of genres	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres supported by illustrations	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Propose options or solutions to issues in various genres and support responses with details	

Grades 3-5

ELP Standard 3: The Language of Mathematics, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	Cost/Money	Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner	Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more, X or Y?") with a partner	Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is the most expensive?") with a partner	Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs <i>under</i> \$1,000?") with a partner	Make conditional purchases of goods from oral questions (e.g., "If you had \$1,000, which items would you buy?")	
SPEAKING	Basic operations	Repeat information about math operations using realia or manipulatives and teacher models (e.g., "Here are 3 groups of 4.") in L1 or L2	Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2	Connect new information about math operations to previous experiences using realia or manipulatives	Explain or discuss uses of information about math operations using realia or manipulatives	Integrate or synthesize information about math operations to create own problems	
READING	Scale	Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.")	Create scale drawings from diagrams or models and written directions in a small group	Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group	Reproduce scale models from diagrams and written sets of directions in a small group	Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)	
WRITING	Fractions	Label fractional parts of diagrams or realia from number word banks	Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences	Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Create original problems involving fractions embedded in scenarios or situations	

Grades 3-5

ELP Standard 4: The Language of Science, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	Foods & nutrition	Choose foods from realia, magazines or newspapers following oral directions	Classify foods from realia, magazines or newspapers following oral directions	Compare choices of foods by following oral directions with visual support	Evaluate choices of foods by following oral descriptions (e.g., "Choose the most nutritious food in this group.")	Design meals by making choices of foods following a series of oral descriptions	
SPEAKING	Nature	Organize and identify natural phenomena from real-life examples (e.g., "leaves," "insects," "rocks") in small groups	Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups	Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., "This leaf has five veins while this one has two.") in small groups	Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary	
READING	Ecology & conservation	Sort real-life objects according to labels (e.g., recyclable and not recyclable)	Identify ways to conserve from pictures and written text	Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Find solutions to conservation issues presented in illustrated texts or Web sites	Research better or new ways to conserve using grade-level materials	
WRITING	Earth's history	Label features of the Earth based on diagrams or models (e.g., its layers)	Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences	Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences	Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs	Compose fictional and non-fictional multi-paragraph pieces about the Earth's features	

Grades 3-5

ELP Standard 5: The Language of Social Studies, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<p>Tools & artifacts</p> <p>Time long ago</p>	Identify tools or artifacts of the past (e.g., from indigenous cultures) from pictures and oral statements in small groups	Identify uses of tools or artifacts of the past from pictures and detailed oral descriptions in small groups	Match pictures of tools or artifacts of the past within their environments with illustrated oral scenarios in small groups	Re-enact the past involving the creation or use of tools or artifacts based on illustrated oral readings, videos or movies in small groups	Interpret work of paleontologists and anthropologists through role play based on oral readings, videos or movies	
SPEAKING	<p>Maps & globes/ Locations</p>	Locate and show places on maps or globes (e.g., "Here is Delaware.") in L1 or L2 with a partner	Define locations of places on maps or globes (e.g., using relational language—"Wisconsin is <i>between</i> Minnesota and Michigan.") in L1 or L2 with a partner	Detail locations of places on maps or globes (e.g., using descriptive language) with a partner	Give directions from one place/location to another on maps or globes (e.g., using sequential language) to a partner	Give explanations for places/locations on maps or globes (e.g., "I know this city is the capital because there is a star.")	
READING	<p>Immigration/ Migration</p>	Trace immigration/ migration routes on globes or maps with a partner	Match immigration/ migration routes on globes or maps to text and share with a partner	Organize information on immigration/ migration based on investigation using graphic or visual support with a partner	Compare information on immigration/ migration based on investigation (e.g. in Web sites, newspapers or libraries) using graphic or visual support with a partner	Identify reasons or explanations for immigration/migration based on investigation using grade-level multicultural texts	
WRITING	<p>Historical events</p>	Reproduce historical highlights from labeled timelines or visually supported headlines	Create phrases or short sentences from timelines or visually supported headlines	Make entries of related sentences (e.g., in journals or logs) based on timelines or visually supported text	Produce reports by summarizing information (e.g., using first person)	Compose historical documentaries from multiple sources (e.g., using third person)	

Elementary Unit Design Templates

Unit Design Template

For designing units of instruction that will span one or more weeks and include multiple lessons

Desired Results

What do we want students to know and be able to do?

Colorado/BVSD Grade Level Expectation(s):

Relevance and Application (Why is it important to learn this?):

Unit Essential Questions/Inquiry Questions:

Academic Vocabulary:

Language Objectives:

Assessment Evidence

How will we know if students have learned?

What are the different ways that students will be able to demonstrate what they know and can do?

Assessment tools, strategies, student products (taking into account the different strengths of students in the classroom):

Scoring guide/Rubric (please attach if applicable)

Strategies for Student Self-Assessment and Reflection:

Learning Plans

**What instructional experiences will we provide?
How will the range of different learning experiences support an inclusive classroom environment?**

Differentiated Learning Activities (taking into account the different strengths of students in your classroom):

Materials:

Specific accommodations and scaffolds:

Technology and Information Literacy Integration

Intervention and Extension
How will we respond when a student has not learned?
How will we extend learning experiences for students who have learned?

Extension activities:

Strategies for intervention and/or re-teaching in different ways:

Elementary Curriculum Map

Elementary Year At A Glance							
	Reading	Writing	Speaking Listening	Math	Science	Social Studies	Health
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Complete the template below for each month of the school year.

Elementary Month At A Glance							
Month:	Reading	Writing	Speaking Listening	Math	Science	Social Studies	Health
Grade Level Expectations (introduce, develop, master)							
Key Assessments							
Key Instructional Experiences							

Lesson Plan Template

Content Objectives:

From Colorado/BVSD Grade Level Expectations and Evidence Outcomes

Language Objectives:

From WIDA Standards

Academic Vocabulary:

SIOP Features

Preparation

- Adaptation of Content
- Links to Background
- Links to Past Learning
- Strategies incorporated

Scaffolding

- Modeling
- Guided practice
- Independent practice
- Comprehensible input

Grouping Options

- Whole class
- Small groups
- Partners
- Independent

Integration of Processes

- Reading
- Writing
- Speaking
- Listening

Application

- Hands-on
- Meaningful
- Linked to objectives
- Promotes engagement

Assessment

- Individual
- Group
- Written
- Oral

Lesson Sequence

- Introduction:
-
-
-
- Closing:

Materials:

General Curriculum Essentials Document Glossary

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Assessment System	Assessment is a complex feature of our educational system. Assessment varies from classroom-based formative types to large-scale state accountability efforts, and it has direct implications for students, parents, teachers and administrators. (Guiding Principles for Assessment in the Boulder Valley School District (BVSD), Standing Committee on Assessment, Approved May 19, 2011).
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	From <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring, important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “ <i>What a student should know, do or understand?</i> ”

Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels or within a grade level to ensure a continuum of learning that makes sense for all students.
Formative assessment	An assessment is considered formative when the <u>feedback</u> from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.
Post-Secondary Workforce Readiness (PWR) Skills	"Postsecondary and workforce readiness" describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy." http://www.cde.state.co.us/communications/download/PDF/PWRadopteddescription63009.pdf
Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.

Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be taught in a curriculum over any given time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a planned scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.
CSAP	Colorado Student Assessment Program. The assessment program used by the State of Colorado to summatively assessment student knowledge as a component of the Federal No Child Left Behind Act.
TCAP	Transitional Colorado Assessment Program (2012, 2013). This is the assessment program that will be in place during the two years between the CSAP and the new assessment program, which will begin in 2014.
GLE	Grade Level Expectation. The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. <i>What do students need to know from preschool through eighth grade?</i> (Colorado Academic Standards 2010, p.13)
CAS	Colorado Academic Standards (adopted December 2009, Math/Literacy December 2010)
CCSS	Common Core State Standards (developed by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), adopted by the state of Colorado in June 2010)
PFL	Personal Financial Literacy. Personal financial literacy was integrated preschool through grade twelve in the math standards in order to assure high school graduates are fiscally responsible. House Bill 08-

	1168 requires standards that include these skills: goal setting, financial responsibility, income and career; planning, saving and investing, using credit; risk management and insurance.
Prepared Graduate Competencies	The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting. (Colorado Academic Standards 2010, p.13)
Nature of the Discipline	The characteristics and viewpoint one keeps as a result of mastering the grade level expectation. (Colorado Academic Standards 2010, p.13)
Relevance and Application	Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context. (Colorado Academic Standards 2010, p.13)
Evidence Outcome	The indication that a student is meeting an expectation at the mastery level. <i>How do we know that a student can do it?</i> (Colorado Academic Standards 2010, p.13)
21 st Century Skills and Readiness Competencies	These are defined by the Colorado Department of Education to include: <ul style="list-style-type: none"> • Inquiry Questions • Relevance and Application • Nature of the Discipline
Inquiry Questions	Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.