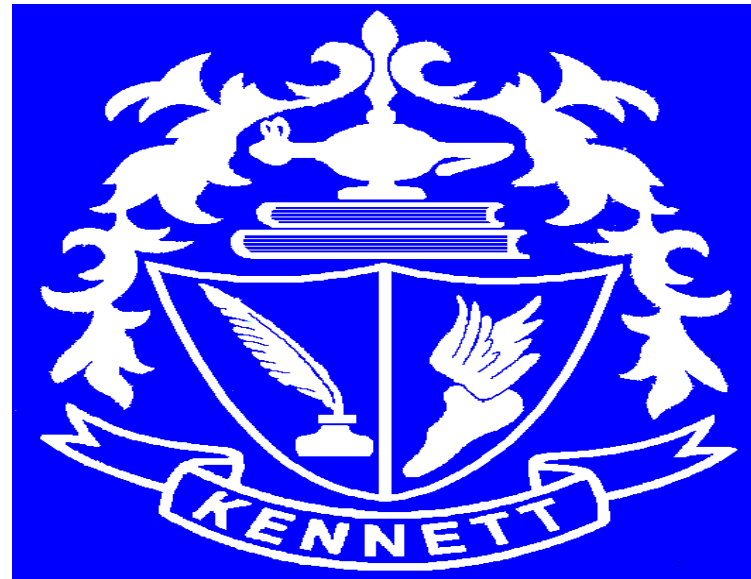


ESL CURRICULUM K – 12

**Adopted
May 13, 2002**



**Kennett Consolidated School District
300 East South Street
Kennett Square, PA 19348**

The ESL Committee expresses grateful appreciation to the Language Arts Curriculum Committee. The ESL Committee used and adapted the Language Arts Curriculum in creating the ESL K - 12 Curriculum. The members of the ESL Curriculum Committee include:

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Table of Contents

Philosophy.....	5
Structure of the Curriculum.....	6
English as a Second Language K-5 Newcomer Curriculum.....	9
English as a Second Language K-5 Activities and Materials List	13
English as a Second Language (K-5 Scope and Sequence)	
1.1 Learning to Read Independently	14
1.2 Reading Critically in All Content Areas	17
1.3 Reading, Analyzing and Interpreting Literature.....	18
1.4 Types of Writing	19
1.5 Quality of Writing	21
1.6 Speaking and Listening	23
1.7 Characteristics and Function of the English Language	26
1.8 Research	27
Secondary Immersion.....	28
English as a Second Language (6-12 Scope and Sequence)	
1.1 Learning to Read Independently	32
1.2 Reading Critically in All Content Areas	32
1.3 Reading, Analyzing and Interpreting Literature.....	32
1.4 Types of Writing	32

1.5 Quality of Writing	33
1.6 Speaking and Listening	33
1.7 Characteristics and Function of the English Language	34
1.8 Research	34
Assessing Students	35
KCSD System of Student Assessment	36
Terra Nova Performance Levels for Elementary, Middle, & High School Levels	37
PSSA Rubrics for Reading and Writing.....	40
IDEA Proficiency Test Level Summary Grades K-6	42
IDEA Proficiency Test Level Summary Grades 7-12	45

Philosophy

Literacy is the foundation for learning. As such, Kennett Consolidated School District puts a premium on developing each student's abilities to read, write, speak, listen, and think. Our beliefs are enumerated in the following statements.

We believe that literate students:

- possess the reading, writing, speaking, and listening skills to communicate independently and effectively with diverse audiences
- use higher level thinking processes to analyze, synthesize, and evaluate ideas, information, and language
- use technology to access information, process ideas, and communicate effectively.
- express and support beliefs fluently and coherently
- engage in independent, life-long learning
- take risks as learners and as users of language
- are receptive to new information and differing points of view
- appreciate different forms of expression
- apply language skills to meet the daily demands of society
- utilize language proficiency to contribute positively to society

Structure of the Curriculum

The English as a Second Language (ESL) Curriculum for grades K - 12 is a scope and sequence that builds and develops linguistic proficiency for non-native English speakers. All students are assured a high quality English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking /learning strategies, and culture.

The goal of the curriculum is to provide the students with the skills necessary to transition successfully into the mainstream classroom.

The scope and sequence is built upon national TESOL Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

The TESOL Standards are as follows:

Goal 1

Standard 1: To use English to communicate in social settings: Students will use English to participate in social interactions.

Standard 2: To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

Goal 2

- Standard 1: To use English to achieve academically in all content areas: Students will use strategies to extend their communicative competence.
- Standard 2: To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Standard 3: To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3

- Standard 1: To use English in socially and culturally appropriate ways: Students will use the appropriate language variety, register and genre according to audience, purpose and setting.
- Standard 2: To use English in socially and culturally appropriate ways: Students will use nonverbal communication appropriate to audience, purpose, and setting.
- Standard 3: To use English in socially and culturally appropriate ways: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening are as follows:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in all Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Functions of the English Language
- 1.8 Research

ESL K-5 Newcomer Curriculum

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
1. Survival	Goal 1 - Standards 1 - 3 Goal 3 - Standard 3	Greetings/introductions Manner words Personal information Question words	Hello, Hi Question formation and response: What is your name? My name is: Please, thank you, excuse me. <u>How</u> old are you? I am years old. <u>Where</u> do you live? I live: Where are you from? I am from: <u>When</u> is your birthday? My birthday <u>What</u> is your phone number? My: What is your address? My address is: <u>Who</u> is your teacher? My teacher is: What grade are you in? I am in What school do you go to? I go to: Negation Good morning, afternoon, night, etc.
2. Alphabet	Goal 2 - Standards 1 & 2	Upper and lower case Sounds - consonant & vowels	Recognition, identification, & writing How do you spell? Concept of name vs. sound Phonemes Question formation and response
3. Number/Colors	Goal 2 - Standards 1 & 2	Math vocabulary Cardinal and ordinal numbers Geometric shapes Colors Basic commands/actions	Recognition, identification, reading & Plus +, minus -, equals =, times x, divided by - Circle, triangle, square, rectangle, and diamond Recognition, identification, reading & blue, red, yellow, orange, green, purple, pink, black, gray and What color is...? How many...? Yes/No questions Either/or questions Position of adjectives Before, after To count, color, write Question formation and response

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
4. School	Goal 1- Standards 1 - 3 Goal 2 - Standards 1 & 2	School rules School personnel Classroom objects/subjects Locations in the school Basic commands/actions Needs/wants	Recognition, identification, reading & What is this? This is a: What are these? These are: Singular/plurals There is/there are Requests- please, may I I don't understand/ I don't know. May I go to the bathroom? How do you spell in English? How do you say in English? I need a:/ I want a: Following oral and written directions Requesting information and Question formation and response
5. Body Parts	Goal 1 - Standards 1 - 3 Goal 2 - Standards 1 & 2	Body parts Physical features Ailments Senses Basic commands/actions	Recognition, identification, reading, I with my . My hurts. Show me your: This is my.../These are my:
6. Clothing	Goal 1 - Standards 1 - 3	Clothing articles Accessories Basic commands/actions	Recognition, identification, reading & to wear/ to have
7. Family	Goal 1 - Standards 1 & 2	Family members-immediate/extended Titles	Recognition, identification, reading & Mr., Miss, Ms., Mrs., Dr. My name is .
8. Food	Goal 1 - Standards 1&2	School menu Meals Basic food vocabulary Food groups Basic commands/actions	Recognition, identification, reading & Breakfast, lunch, dinner, and snack Meats, vegetables, fruits, desserts Express likes, dislikes, needs and To eat, drink:

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
9. Money	Goal 1 - Standards 1 & 2 Goal 3 - Standard 3 Goal 2 - Standard 1	Simple phrases Coins & bills Vocabulary Basic commands/actions	Recognition, identification, reading & How much is/are ? Penny, nickel, dime, quarter, dollar Cents, change, price, coupon, cashier, to spend, to buy
10. Seasons/Calendar Weather/Holidays	Goal 1- Standards 1 & 2 Goal 3- Standard 3 Goal 2- Standard 1	Days of week Months of the year Holiday vocabulary Parts of calendar Types of weather Seasons	Recognition, identification, reading & Day, week, month, weekend, year Today, yesterday, tomorrow Last, next Question formation and response Negation
11. Time	Goal 1- Standard 1 & 2 Goal 2 - Standard 1 Goal 3 - Standard 3	Parts of the day O'clock/half/quarter a.m./p.m. Simple phrases Time vocabulary	Recognition, identification, reading & Hour, minute, second What time is it? It is: Morning, noon, afternoon, evening, Question formation and response Negation
12. Home	Goal 1 - Standard 1 & 2 Goal 3 - Standard 3	Rooms in the house/apartment etc. Furniture Interior/Exterior parts Basic commands/actions Pre-positions of space	Recognition, identification, reading & Where is? In, on, under, over, inside, outside, Question formation and response Negation Singular/Plural
13. Feelings	Goal 1 - Standards 1 & 2 Goal 3 - Standards 2 & 3	Emotions	Recognition, identification, reading & I feel:/ I am: How are you? How do you feel? I feel: Question formation and response Negation
14. Animals	Goal 1 - Standards 1 & 2	Animal vocabulary	Recognition, identification, reading & Domestic, farm, wild Question formation and response Singular/Plural

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>
15. Community	Goal 1 - Standards 1 & 2	Places in the community Directions Signs Community people/occupations City, State, Country Basic commands/actions	Recognition, identification, reading & Describing occupations to sell, to work Where is...? Street, corner, Question formation and response

ESL K-5 Newcomer Activities and Materials List

<u>Suggested Activities</u>	<u>Suggested Materials</u>
Reading-Guided, echo, choral, paired, independent, read aloud, shared	trade books
LEA (Language Experience Approach)	student-created books
Match, categorize, sequence, summarize	anthologies
Sing	magazines
Discussion	newspapers
Role play	computer software
Interviews	Internet Sites
Cloze	poetry
Labeling	graphic organizers
(Active) Listening & speaking	big books
Observation	audio-visuals
Dioramas	visuals
Book reports	manipulatives
Oral presentations	games
DRTA	puppets
Research	charts
Dictation	graphs
Word banks	guest speakers
Sentence Strips	journals
Pantomime	realia
Readers' theater	dictionaries/picture dictionaries
TPR (Total Physical Response)	wordless books
Individual/Group projects	patterned books
Drawing	music
Play performance	
Computer Activities	
Reading/Writing Workshops	
Jigsaw	
Journal Writing	
Brainstorming	
Art	
DOL (Daily Oral Language)	
Field trips	
Experiments	
Dictionary	
Rebus	
Show & Tell	
Cooking	
Collages	
Mobiles	
Storytell	
Retell	
DLTA (Directed Listening Thinking Activity)	

ESL K-5 Scope and Sequence for Language Arts

NER-Non English Reader
 LER- Limited English Reader

1.1 READING INDEPENDENTLY						
A. Phonemic Awareness	K	1	2	3	4	5
-identify the following:						
initial phonemes	NER	NER	NER	NER	NER	NER
final phonemes	NER	NER	NER	NER	NER	NER
medial phonemes		NER	NER	NER	NER	NER
-demonstrate ability to:						
segment sentences	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
segment words into syllables		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
segment words into phonemes		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
blend syllables		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
blend phonemes		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
generate new words from simple spelling patterns		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER

B. Word Analysis/Phonics	K	1	2	3	4	5
-initial consonants	NER	NER	NER	NER	NER	NER
-final consonants	NER	NER	NER	NER	NER	NER
-medial consonants		NER	NER	NER	NER	NER
-initial blends:						
(bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, tr, pr, dw, sw, tw, sc,sk, sm, sn, sp, st)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-final blends:						
(ng, nk, mp, nd, nt, sk, sp, st, ld, lk, lp, lt, ct, ft, pt)			NER/LER	NER/LER	NER/LER	NER/LER
-digraphs (sh, ch, th, wh)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-silent letters (mb, gn, kn, wr, ck, igh)			LER	NER/LER	NER/LER	NER/LER
-short vowels (a, e, i, o, u)	NER/LER	NER/LER	NER/LER	NER	NER	NER
-long vowels (a, e, i, o, u, -vCe)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-vowel digraphs (team)		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-spelling patterns (I.e. -at, -ack, -ake)		NER/LER	NER/LER	NER	NER	NER
-grammatical endings (s, ed, ing, es)				NER/LER	NER/LER	NER/LER
-compound words			LER	LER	LER	LER
-contractions			LER	LER	LER	LER
-suffixes				LER	LER	LER

B. Word Analysis/Phonics (Continued)	K	1	2	3	4	5
-prefixes				LER	LER	LER
-three letter blends (scr, spl, spr, str)			LER	NER/LER	NER/LER	NER/LER
-R controlled vowels			LER	NER/LER	NER/LER	NER/LER
-sounds of y						
-diphthongs (au, aw, ew, oi, oy, ou, ow)				LER	LER	LER
-abbreviations		NER/LER	NER/LER	NER	NER	NER
-possessives				LER	LER	LER
-plurals (regular & irregular)		NER/LER	NER/LER	NER	NER	NER
-demonstrate ability to:						
use word attack skills to identify unknown words		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
use context clues to decode			LER	LER	LER	LER

C. Comprehension	K	1	2	3	4	5
-active prior knowledge	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-make connections- (background knowledge, literature)	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-use context clues to aid understanding			LER	LER	LER	LER
-identify pronoun referents			LER	LER	LER	LER
-understand sequence	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-understand cause/effect	LER	LER	LER	NER/LER	NER/LER	NER/LER
-recognize main idea			LER	NER/LER	NER/LER	NER/LER
-summarize ideas and details						
oral	LER	LER	LER	NER/LER	NER/LER	NER/LER
written			LER	LER	LER	LER
-cite evidence to support ideas/opinions				LER	LER	LER
-compare/contrast		LER	LER	NER/LER	NER/LER	NER/LER
-understand graphs and charts		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-read a variety of genres and text		LER	LER	LER	LER	LER

D. Vocabulary	K	1	2	3	4	5
-sight vocabulary:						
Fry List		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
functional (days, numbers, colors)	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
word families	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-identify categories of words:						
synonyms		LER	LER	LER	LER	LER
antonyms		LER	LER	LER	LER	LER
homophones (hair, hare)				LER	LER	LER
homographs (wind, wind)				LER	LER	LER

D. Vocabulary (Continued)	K	1	2	3	4	5
-use dictionary		LER	NER/LER	NER/LER	NER/LER	NER/LER
-use thesaurus					LER	LER
-apply new words		LER	NER/LER	NER/LER	NER/LER	NER/LER
-use context clues to determine meaning		LER	LER	LER	LER	LER
-identify idioms					LER	LER
-use idioms correctly					LER	LER
-use specialized reference materials				LER	LER	LER

E. Reading Strategies and Techniques	K	1	2	3	4	5
-three cueing systems						
-graphophonic	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-semantic		LER	LER	NER/LER	NER/LER	NER/LER
-syntactic		LER	LER	NER/LER	NER/LER	NER/LER
-make and edit predictions	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-reread for clarity		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-use text organization		LER	NER/LER	NER/LER	NER/LER	NER/LER
-set a purpose for reading		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-use pictures and illustrations	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-generate essential questions:		LER	NER/LER	NER/LER	NER/LER	NER/LER

F. Fluency	K	1	2	3	4	5
-read familiar materials aloud accurately		LER	NER/LER	NER/LER	NER/LER	NER/LER
-demonstrate fluency in a variety of genres and texts		LER	NER/LER	NER/LER	NER/LER	NER/LER
-self-correct mistakes		LER	NER/LER	NER/LER	NER/LER	NER/LER
-uses appropriate pronunciation		LER	LER	LER	LER	LER
-read with expression		LER	LER	LER	LER	LER

1.2 READING CRITICALLY						
A. Read & Understand Essential Content Of Information Text						
	K	1	2	3	4	5
-differentiate fact and opinion			LER	LER	LER	LER
-distinguish between essential and nonessential information		LER	LER	LER	LER	LER
-distinguish between narrative and informational text		LER	LER	LER	LER	LER
-make inferences			LER	LER	LER	LER
-draw conclusions			LER	LER	LER	LER
-analyze text organization					LER	LER
-determine the author's purpose						LER
B. Use, Understand, and Evaluate Media						
	K	1	2	3	4	5
-use electronic media for research				LER	LER	LER

1.3 READING, ANALYZING, AND INTERPRETING LITERATURE						
A. Literary Elements	K	1	2	3	4	5
-identify the following:						
characters	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
character traits	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
setting (time and place)	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-plot:						
beginning/middle/end	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
conflict				LER	LER	LER
resolution				LER	LER	LER
author/illustrator	LER	NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
-analyze and compare the following:						
characterization					LER	LER
setting					LER	LER
plot					LER	LER
B. Literary Devices	K	1	2	3	4	5
-identify literary devices						
sound techniques:						
rhyme		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
rhythm		NER/LER	NER/LER	NER/LER	NER/LER	NER/LER
C. Genre	K	1	2	3	4	5
-identify genres (fiction)						
tales						
fairy		LER	LER			
folk				LER		
legends				LER		
historical fiction					LER	LER
poetry				LER	NER/LER	NER/LER
-identify structures in drama						
dialogue				LER	LER	LER

NEW-Non English Writer
 LEW-Limited English Writer

1.4 TYPES OF WRITING						
A. Narrative Writing	K	1	2	3	4	5
-write narrative pieces						
poems				LEW	NEW/LEW	NEW/LEW
paragraphs			LEW	LEW	NEW/LEW	NEW/LEW
multi-paragraph stories					LEW	LEW
autobiography			LEW	NEW/LEW	NEW/LEW	NEW/LEW
-included detailed descriptions of the following						
people			LEW	LEW	LEW	LEW
places			LEW	LEW	LEW	LEW
things			LEW	LEW	LEW	LEW
-use relevant illustrations			LEW	LEW	NEW/LEW	NEW/LEW
-include literary elements (see 1.3)			LEW	LEW	LEW	LEW
-utilize dialogue				LEW	LEW	LEW
-include literary devices (see 1.3)			LEW	LEW	LEW	LEW
B. Practical Writing	K	1	2	3	4	5
-produce functional documents						
friendly/thank you letter			LEW	LEW	NEW/LEW	NEW/LEW
-use proper format				LEW	LEW	LEW
C. Informational Writing	K	1	2	3	4	5
-write informational pieces using illustrations when relevant						
descriptions				LEW	LEW	NEW/LEW
reports					LEW	NEW/LEW
instructions				LEW	LEW	NEW/LEW
-write multi-paragraph informational pieces						
descriptions					LEW	LEW
reports					LEW	LEW
biographies					LEW	LEW
essay						LEW

C. Informational Writing (continued)	K	1	2	3	4	5
-include cause and effect					LEW	LEW
-use relevant graphics						
maps					LEW	LEW
illustrations				LEW	LEW	LEW
photographs				LEW	LEW	LEW

D. Persuasive Writing	K	1	2	3	4	5
-write an opinion and support it with facts			LEW	LEW	LEW	NEW/LEW

1.5 QUALITY OF WRITING						
A. Sharp and District Focus	K	1	2	3	4	5
-identify topic			LEW	LEW	NEW/LEW	NEW/LEW
-identify task/purpose			LEW	LEW	NEW/LEW	NEW/LEW
-identify audience				LEW	LEW	LEW
B. Develop and Write Appropriate Content	K	1	2	3	4	5
-gather and organize information				LEW	LEW	NEW/LEW
-write a series of related sentences as a paragraph with one central idea			LEW	LEW	NEW/LEW	NEW/LEW
-write multiple paragraphs with one central idea					LEW	LEW
topic sentence					LEW	LEW
supporting details					LEW	LEW
-select the most effective information			LEW	LEW	NEW/LEW	NEW/LEW
C. Organization	K	1	2	3	4	5
-write a series of related sentences as a paragraph with one central idea						
sustain a logical order within sentences			LEW	LEW	NEW/LEW	NEW/LEW
include an effective introduction, body and conclusion					LEW	LEW
D. Write with an Awareness of Style	K	1	2	3	4	5
-use sentences of varying length and complexities				LEW	LEW	LEW
-use precise language including:						
adjectives					LEW	LEW
adverbs					LEW	LEW
details that convey meaning					LEW	LEW
E. Revise to Improve the Following	K	1	2	3	4	5
-detail (identify missing information)					LEW	LEW
-organization					LEW	LEW
-precision of vocabulary					LEW	LEW

F. Edit Writing Using the Following Conventions:	K	1	2	3	4	5
-spell common, frequently used words correctly			LEW	NEW/LEW	NEW/LEW	NEW/LEW
-spell all words correctly						LEW
-use capital letters correctly		LEW	NEW/LEW	NEW/LEW	NEW/LEW	NEW/LEW
-punctuate correctly						
periods		LEW	NEW/LEW	NEW/LEW	NEW/LEW	NEW/LEW
exclamation points				LEW	NEW/LEW	NEW/LEW
question marks			LEW	NEW/LEW	NEW/LEW	NEW/LEW
commas in a series				LEW	NEW/LEW	NEW/LEW
apostrophes				LEW	NEW/LEW	NEW/LEW
quotation marks					LEW	LEW
-use parts of speech correctly						
nouns				LEW	LEW	LEW
pronouns				LEW	LEW	LEW
verbs				LEW	LEW	LEW
adjectives				LEW	LEW	LEW
conjunction					LEW	LEW
preposition						LEW
interjection						LEW
-use complete sentences						
simple				LEW	NEW/LEW	NEW/LEW
compound					LEW	LEW
declarative				LEW	NEW/LEW	NEW/LEW
interrogative				LEW	NEW/LEW	NEW/LEW
exclamatory				LEW	NEW/LEW	NEW/LEW
imperative				LEW	NEW/LEW	NEW/LEW
G. Present and/or Defend Written Work for Publication When Appropriate						
	K	1	2	3	4	5
					LEW	LEW

1.6 SPEAKING AND LISTENING						
A. Listening to Others	K	1	2	3	4	5
-ask:						
questions to aid understanding	LES	LES	NES/LES	NES/LES	NES/LES	NES/LES
pertinent questions					LES	LES
-distinguish the following:						
relevant/irrelevant information			LES	NES/LES	NES/LES	NES/LES
-take notes when prompted					LES	LES
B. Listening to Literature (fiction/non-fiction)	K	1	2	3	4	5
-relate literature to the following						
similar experiences		LES	LES	NES/LES	NES/LES	NES/LES
previous knowledge		LES	LES	NES/LES	NES/LES	NES/LES
-predict the following						
what will happen next		LES	LES	NES/LES	NES/LES	NES/LES
cause and effect		LES	LES	NES/LES	NES/LES	NES/LES
-retell the story in a chronological order	LES	LES	LES	NES/LES	NES/LES	NES/LES
-recognize characters	LES	LES	NES/LES	NES/LES	NES/LES	NES/LES
-explain the following:						
theme					LES	LES
characters				LES	LES	LES
setting				LES	LES	LES
-summarize the selection				LES	LES	LES
-identify and define the following:						
new words	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
concepts	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES

C. Formal Speaking	K	1	2	3	4	5
-use the following when speaking:						
appropriate volume	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
complete sentences			LES	LES	LES	NES/LES
-appropriate intonation			LES	LES	LES	LES
-pronounce words correctly				LES	LES	LES
-pace speech to:						
be understandable	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-demonstrate an awareness of audience		NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-speak with a purpose in mind					LES	LES

D. Discussions	K	1	2	3	4	5
-ask questions that are relevant				LES	LES	NES/LES
-respond to question with :						
appropriate information		NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
appropriate opinions				LES	LES	LES
-display the following to encourage participation:						
appropriate turn-taking behavior	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
equitable involvement		NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
appropriate tone		LES	NES/LES	NES/LES	NES/LES	NES/LES
-present the following:						
reasons for opinions				LES	LES	LES
-paraphrase and/or summarize when prompted				LES	LES	LES

E. Participation (small/large group)	K	1	2	3	4	5
-participate in everyday conversation	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-initiate everyday conversations	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-report an emergency	LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
-present the following:						
oral readings			LES	NES/LES	NES/LES	NES/LES
-deliver the following:						
short reports (i.e. show and tell)	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES	NES/LES
explanations		LES	LES	LES	LES	LES
directions		LES	LES	NES/LES	NES/LES	NES/LES
instructions			LES	LES	NES/LES	NES/LES
research reports				LES	LES	LES

E. Participation (small/large group) (Continued)	K	1	2	3	4	5
-conduct the following:						
interviews			LES	NES/LES	NES/LES	NES/LES
-participate in groups presentations				NES/LES	NES/LES	NES/LES

F. Media	K	1	2	3	4	5
-access information on the Internet					LES	NES/LES

NEP-Non English Proficient
 LEP-Limited English Proficient

1.7 ENGLISH LANGUAGE						
A. Origins	K	1	2	3	4	5
-identify differences in formal and informal speech					LEP	LEP
-use a dictionary to find word meanings				NEP/LEP	NEP/LEP	NEP/LEP
B. Standards of Usage	K	1	2	3	4	5
-identify and define the eight parts of speech:						
nouns			LEP	NEP/LEP	NEP/LEP	NEP/LEP
pronouns				LEP	NEP/LEP	NEP/LEP
verbs			LEP	NEP/LEP	NEP/LEP	NEP/LEP
adjectives					LEP	LEP
-identify and define the following:						
subjects and predicates					LEP	NEP/LEP
subject and verb agreement			LEP	LEP	NEP/LEP	NEP/LEP
tensing				LEP	LEP	LEP

1.8 RESEARCH						
A. Plan your project	K	1	2	3	4	5
-select a topic for research				LEP	LEP	NEP/LEP
B. Locate Information	K	1	2	3	4	5
-identify and locate resources suitable for the task				LEP	LEP	NEP/LEP
-use the following:						
library catalog				LEP	LEP	NEP/LEP
table of contents				LEP	LEP	NEP/LEP
index				LEP	LEP	NEP/LEP
search tools (print, electronic)				LEP	LEP	NEP/LEP
C. Evaluate the importance and quality of information	K	1	2	3	4	5
-distinguish between fact and opinion				LEP	LEP	LEP
-determine appropriateness				LEP	LEP	LEP
D. Gather Data	K	1	2	3	4	5
-skim and scan for major ideas				LEP	LEP	LEP
-obtain information from pre-selected online sites				LEP	LEP	NEP/LEP
-take notes from the sources using a structured format				LEP	LEP	LEP
E. Create Report	K	1	2	3	4	5
-organize data				LEP	LEP	NEP/LEP
-summarize the main idea:						
oral form				LEP	LEP	NEP/LEP
written form				LEP	LEP	LEP
-credit sources using a standard format					NEP/LEP	NEP/LEP
F. Present Findings	K	1	2	3	4	5
-use effective means of sharing research results with audience					LEP	LEP
G. Evaluate Project	K	1	2	3	4	5
-evaluate final product				LEP	LEP	LEP

Secondary Immersion

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
1. Survival English	Goal 1 Standards 1 - 3 Goal 3 Standard 3	Greetings / Introductions Names Manner Words Personal Information Question Words	Question formation and response Hello, Hi What is your name? My name is: Please, thank you, excuse me. <u>How</u> old are you? I am ___years old. <u>Where</u> do you live? I live: Where are you from? I am from: <u>When</u> is your birthday? My birthday is: <u>What</u> is your phone number? My: What is your address? My address is: <u>Who</u> is your teacher? My teacher is: What grade are you in? I am in ___grade. What school do you go to? I go to:	Interviews Role Play Dictations Practice Pronunciation Cloze Reading Sentences Mini Composition "All About Me"
2. Alphabet	Goal 2 Standards 1 & 2	Upper & Lowercase Letters Sounds (Vowels / Consonants)	Recognition and identification of: How do you spell?	Flash Cards Practice Pronunciation Peer Practice Guided Dictation
3. Numbers / Colors	Goal 2 Standards 1 & 2	Cardinal / Ordinal Geometric Shapes Basic measure vocab. Math vocab. Roman Numerals Names of Colors	Recognition, identification & reading of: Plus +, minus -, equals =, times x, divided by - Circle, triangle, square, rectangle, oval Recognition, identification & reading of: blue, red, yellow, orange, green, brown purple, pink, black, gray and white What is color? How many? Yes/no questions And/or questions Before/after	BINGO Making Flash Cards Dictations Matching Alphabet Book Labeling Color Wheels

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
4. School	Goal 1 Standards 1 - 3 Goal 2 Standards 1 & 2	Personnel Basic vocab. Classroom Phrases Locations / Destinations Commands School Rules Subjects	Recognition, identification & reading of: What is this? This is a: What are these? These are: Requests - please, may I ? I don't understand/I don't know. May I go to the bathroom? How do you spell _____ in English? How do you say _____ in English? There is/there are I need a.../I want a: Following oral and written directions Requesting information & assistance	School Interviews Peer Tour Teacher Tour Labeling Simon Says Flash Cards Scavenger Hunt School Map Felt Board
5. Anatomy	Goal 1 Standards 1 - 3 Goal 2 Standards 1 & 2	Body Parts Physical Features Ailments Senses Personal Care	Recognition, identification & reading of: I _____ with my _____. My _____ hurts. Show me your:	Puzzle Labeling Drawn Models Classification of parts Simon Says Cloze Sentences Dictation
6. Clothing	Goal 1 Standards 1 - 3	Articles Accessories	Recognition, identification & reading of: to wear/to have	Sequencing Illustrations Realia for Demonstrations Correlate clothing with seasons
7. Family	Goal 1 Standards 1 & 2	Members Immediate / Extended Titles	Recognition, identification & reading of: Mr., Miss, Ms., Mrs. Dr. My _____ name is _____.	Family Tree Family Interviews Peer Sharing Family Portraits Dictations

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
8. Food	Goal 1 Standards 1 & 2	School Menu Meals Snacks Basic food vocabulary Food Groups	Express likes, dislikes, needs and wants Recognition, identification & reading of: Breakfast, lunch, dinner, and snack Meats, vegetables, fruits, desserts	Ideal Menu Creation Log what you eat Flash Cards Role Play Food party Collage Food Pyramid
9. Money	Goal 1 Standards 1 & 2 Goal 2 Standard 1 Goal 3 Standard 3	Simple Phrases Coins / Bills Vocabulary	How much is/are ____? Penny, nickel, dime, quarter, dollar bill cents, change, price, coupon, cashier, pay, to spend, buy	Classroom Store Purchasing / Making Change Dictations Role Plays Cloze Sentences
10. Seasons/Weather Holidays/Calendar	Goal 1 Standards 1 & 2 Goal 3 Standard 3 Goal 2 Standard 1	Days of the week Parts of a calendar Months of the year Holiday vocabulary Types of weather Names of seasons	Recognition, identification & reading of: Day, week, month, weekend, year Today, yesterday, tomorrow last, next	Posters Clothing appropriate for seasons Make own calendar Cloze Activity Dictation Weather Map Composition "My Favorite Seasons"
11. Time	Goal 1 Standards 1 & 2 Goal 2 Standard 1 Goal 3 Standard 3	Parts of the Day o'clock / half/ quarter a.m. / p.m. Simple Phrases second / minute/ hour	Recognition, identification & reading of: Hour, minute, second What time is it? It is: Morning, noon, night	Making Clocks Bus Schedules / School Schedules Create a Sundial Matching Roman Numerals Composition Outline Daily Routine Schedule
12. Home	Goal 1 Standards 1 & 2 Goal 3 Standard 3	Rooms Furniture Interior / Exterior	Recognition, identification & reading of: Where is? In, on, under, over, inside, outside, etc.	Floor Plan of Current Home Oral Presentations Floor Plan of "Dream" Home Labeling Collage

<u>Content Topics</u>	<u>TESOL Standards</u>	<u>Content Focus</u>	<u>Language Components</u>	<u>Sample Instructional Activities</u>
13. Feelings	Goal 1 Standards 1 & 2 Goal 3 Standards 2 & 3	Emotions	Recognition, identification & reading of: I feel:/ I am: How are you? How do you feel? I feel:	Charades Body Language Blind-folded sensory experiments Labeling
14. Animals	Goal 1 Standards 1 & 2	Names of animals Domestic vs. Wild	Recognition, identification & reading of: Domestic, farm, wild	Labeling / Drawing Word Bank Expression drawing
15. Community	Goal 1 Standards 1 & 2	Places Directions Names People in the Community City / State / Country Signs	Recognition, identification & reading of: Describing occupations to sell, to work Where is.....? Street, corner	Map of Neighborhood Map of Community Illustrations of Places in Community Flash Cards Alphabet Book Field Trip Guest Speakers Hide - n - Seek Venn Diagram

ESL 6-12 Scope and Sequence for Language Arts

1.1 READING INDEPENDENTLY (TESOL Standards - Goal 2, Standards 1, 2, 3)

B. Word Analysis / Phonics -Blends, Consonants, Vowels -Grammatical Endings, Plurals, Abbreviations -Use word attack skills, Decoding
C. Comprehension -Activate prior knowledge, Use context clues -Sequence, Main Idea, Summarize, Use a variety of genre
D. Vocabulary -Sight vocabulary, Idioms, Dictionary -Thesaurus, Categories of words
E. Reading Strategies and Techniques -Use pictures, Generate essential questions
F. Fluency -Use appropriate punctuation

1.2 READING CRITICALLY IN ALL CONTENT AREAS (TESOL Standards - Goal 2, Standards 1, 2, 3)

A. Understanding content - Narrative, Fact/Opinion, Conclusions

1.3 READING, ANALYZING AND INTERPRETING LITERATURE (TESOL Standards - Goal 2, Standards 1, 2, 3)

A. Literary Elements -Characters, Plot setting, Theme, Rhyme, Alliteration
B. Literary Devices
C. Genre -Fiction and non-fiction

1.4 TYPES OF WRITING (TESOL Standards - Goal 1, Standard 1 - Goal 2, Standards 1, 2, 3, - Goal 3, Standards 1, 2, 3)

A. Narrative Writing -Poems, Dialogues, Stories
B. Practical Writing -letters
C. Informational Writing -Reports, Descriptions, Interviews, Bios
D. Persuasive Writing -Opinion with supporting facts

1.5 QUALITY OF WRITING (TESOL Standards - Goal 2, Standards 1, 2, 3)

A. Sharp and Distinct Focus -topic, audience, purpose
B. Develop and Write Appropriate Content -gather and organize information
E. Revise -Organization
F. Edit -Spelling, Punctuation, Parts of Speech -Complete sentences

1.6 SPEAKING AND LISTENING (TESOL Standards - Goal 1, Standards 1, 2, 3 - Goal 2, Standards 1, 2, 3 - Goal 3, Standards 1, 2, 3)

A. Listening to Others -take notes -ask questions to aid understanding -ask pertinent questions -ask clarifying questions -distinguish fact from opinion -distinguish relevant / irrelevant information, ideas, opinions
B. Listening to Literature -relate literature to previous knowledge -relate literature to similar experiences -predict the following: what will happen next cause and effect solutions to identified problems (7-12) -retell the story in chronological order (verbal / non verbal) -recognize the character -explain the following: theme character(s) setting -summarize the selection (verbal / non verbal) -reflect on the selection -identify the main point -analyze the selections / relate them to other selections (8-12) -identify and define the following: new words concepts

1.6 SPEAKING AND LISTENING (TESOL Standards - Goal 1, Standards 1, 2, 3 - Goal 2, Standards 1, 2, 3 - Goal 3, Standards 1, 2, 3) (Continued)

C. Formal Speaking -Volume, Intonation and Tone
D. Discussions -Ask and respond to questions -encourage participation
E. Participation -report an emergency -present oral reading -initial everyday conversation
F. Media -use internet appropriately to complete class assignments and projects

1.7 CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE (TESOL Standards - Goal 2, Standards 1, 2, 3 - Goal 3, Standard 1)

A. Origins -use a dictionary to find word meanings
B. Standards of Usage -identify and utilize basic grammatical elements

1.8 RESEARCH (TESOL Standards - Goal 3, Standards 1, 2, 3)

A. Plan your project -select a topic for research
B. Locate Information
C. Evaluate the importance and quality of information
D. Gather Data
E. Create Report
F. Present Findings
G. Evaluate Project

Assessing Students

In accordance with the Kennett Consolidated School District assessment system, student progress in English as a Second Language (ESL) is assessed from three perspectives - state PSSA and KCSD Terra Nova tests (when applicable), district level assessment (IDEA English Proficiency Test - IPT), and classroom level assessments aligned with the ESL scope and sequence. Implementing an effective assessment program for ESL is a continuing process of creating classroom and district level assessments. To be effective for learning the results of all assessments must be used to inform teaching and learning.

The following sections contain these pertinent assessment components:

- IDEA Proficiency Test (IPT): Oral, Reading and Writing descriptors

- KCSD System of Student Assessment

- Terra Nova performance levels for elementary, middle, and high school levels

- PSSA rubrics for reading and writing

KCSD System of School Assessment

	External Assessments	District Assessments	Classroom Assessments	
K		Kindergarten screening TBD	District designed; based on 4 level rubric	
1			District designed; based on 4 level rubric	
2			District designed; based on 4 level rubric	
3		Writing in spring	District designed; based on 4 level rubric	
4	Terra Nova in late September			
5	PSSA Math and Reading	Math and Reading in fall		
6	PSSA Writing			
7	Terra Nova in late September	Writing in spring		
8	PSSA Math and Reading	Math and Reading in fall		
9	PSSA Writing			
10	Terra Nova in late September	Writing in spring		
11	PSSA Math and Reading	Math and Reading in fall		
12	PSSA or Terra Nova w/ 10 th grade		↓	

Terra Nova Performance Levels for Elementary, Middle, and High School Levels

Performance Levels Grades 3, 4, 5	Reading	Language
5 – Advanced	Students use analogies to generalize. They identify a paraphrase of concepts or ideas in tests. They can indicate thought processes that led them to a previous answer. In written responses, they demonstrate understanding of an implied theme, assess intent of passage information, and provide justification as well as support for their answers.	Students understand logical development in paragraph structure. They identify essential information from notes. They recognize the effect of prepositional phrases on subject-verb agreement. They find and correct at least 4 of 6 errors when editing simple narratives. They correct run-on and incomplete sentences in more complex texts. They can eliminate all errors when editing their own work.
4 – Proficient	Students interpret figures of speech. They recognize paraphrase of text information and retrieve information to complete forms. In more complex texts, they identify themes, main ideas, or author purpose/point of view. They analyze and apply information in graphic and text form, make reasonable generalizations, and draw conclusions. In written responses, they can identify key elements from text.	Students select the best supporting sentences for a topic sentence. They use compound predicates to combine sentences. They identify simple subjects and predicates, recognize correct usage when confronted with two types of errors, and find and correct at least 3 of 6 errors when editing simple narratives. They can edit their own work with only minor errors.
3 – Nearing Proficiency	Students use context clues and structural analysis to determine word meaning. They recognize homonyms and antonyms in grade-level text. They identify important details, sequence, cause and effect relationships, and lessons embedded in the text. They interpret characters' feelings and apply information to new situations. In written responses, they can express an opinion and support it.	Students identify irrelevant sentences in paragraphs and select the best place to insert new information. They recognize faulty sentence construction. They can combine simple sentences with conjunction and use simple subordination of phrases/clauses. They identify reference sources. They recognize correct conventions for dates, closings, and place names in informal correspondence.
2 – Progressing	Students identify synonyms for grade-level words, and use context clues to define common words. They make simple inferences and predictions based on text. They identify characters' feelings. They can transfer information from text to graphic form, or from graphic form to text. In written responses, they can provide limited support for their answers.	Students identify the use of correct verb tenses and supply verbs to complete sentences. They complete paragraphs by selecting an appropriate topic sentence. They select correct adjective forms.
1 – Step 1	Students select pictured representations of ideas and identify stated details contained in simple texts. In written responses, they can select and transfer information from charts.	Students supply subjects to complete sentences. They identify the correct use of pronouns. They edit for the correct use of end marks and initial capital letters, and identify the correct convention for greetings in letters.

Terra Nova Performance Levels for Elementary, Middle, and High School Levels

Performance Levels Grades 6, 7, 8	Reading	Language
5 – Advanced	Students recognize literary concepts such as mood, draw conclusions from more challenging text, and make connections between writers’ experiences and perspectives. They understand and use text structure and apply text ideas to new situations. They recognize ways in which their understanding of text can be deepened. In written responses, they provide full justification/support for their answers.	Students identify sentence combinations involving more complex subordination that maintains intended meaning. They give full answers to essay questions and provide thorough support for their positions or assertions. They find and correct at least 5 of 6 errors in editing tasks. They can eliminate all errors when editing their own work.
4 – Proficient	Students identify genre and author craft. They recognize consistency in attitudes or viewpoints expressed in text. They synthesize ideas across various parts of text to identify theme or central purpose. They infer connections between characters and events across texts and interpret data in graphic organizers. In written responses, they provide some justification or support for their answers.	Students supply all outline information. They analyze more complex texts to resolve paragraph coherence problems. They find more complex errors embedded in texts, such as misplaced modifiers. They find and correct at least 4 of 6 errors in editing tasks. In response to essay questions, they provide some support for their assertions. They can edit their own work with only minor errors.
3 – Nearing Proficiency	Students determine word meaning and the meaning of some idiomatic expressions. They identify author purpose, extract information from simple graphic forms, and paraphrase text information. They can identify relationships within a text (e.g. cause/effect) and make some connections across two texts. They can indicate the thought process that led them to an answer on a previous item.	Students identify appropriate resources, select sub-topic entries for outlines, and combine sentences by subordinating phrases and clauses. They find irrelevant sentences and choose the best topic sentence for paragraphs. They find errors such as faulty sentence structure and verb inconsistency embedded in texts.
2 – Progressing	Students identify and describe the motivation of a person or character in text. They make simple comparisons across texts. They recognize major story events or ideas in more complex text, draw conclusions based on accessible information, and can identify pictured representations of text ideas.	Students can choose a topic entry for a simple outline. They can combine sentences with simple conjunctions and can select the best sentence to complete a time-sequence paragraph. They find errors in sentences when the format is straightforward and focuses on just one type of error.
1 – Step 1	Students recognize main ideas and some important details in straightforward text. They can transfer information from text to graphic form or from graphic form to text.	Students supply 1 of 3 missing pieces of information in a simple outline. They can distinguish a correct complete sentence from sentence fragments.

Terra Nova Performance Levels for Elementary, Middle, and High School Levels

Performance Levels Grades 9-12	Reading	Language
5 – Advanced	Students make connections between an author’s experience and written work. They understand literary concepts such as tone. They recognize appropriate summaries and extract and interpret information in technical texts. In written responses, they fully support their positions or assertions with reasons, examples, and explanations.	Students recognize subtle errors in logic and parallel structure in complex, technical, and informative texts. They can select the concluding sentence that satisfies paragraph logic. They find and correct at least 5 of 6 errors in extended editing tasks. They can eliminate all errors when editing their own work.
4 – Proficient	Students make connections between persons’/characters’ experiences and perspectives, recognize and evaluate author technique and style, and determine the meaning of increasingly complex vocabulary. They draw conclusions and make generalizations from more challenging or specialized texts and make comparisons across texts. In written responses, they provide justification or support for their answers.	In technical and complex texts, students select best supporting sentences, best placement for new information, and topic sentences consistent with paragraph focus. They differentiate between easily confused verb forms, such as sit/set. They find and correct at least 4 of 6 errors in extended editing tasks. They give full responses to essay questions providing thorough support.
3 – Nearing Proficiency	Students use context clues to determine meaning. They identify implied main ideas and author purpose and provide supporting evidence for answers to previous questions. They recognize text structure and perspectives or viewpoints expressed in texts, and show some awareness of author’s craft. They extract stated information from technical texts and respond more fully to essay questions.	Students analyze more complex texts to resolve coherence problems. They identify concise sentence combinations that preserve meaning. They identify correct use of subject pronouns and verb forms/phrases. They find and correct at least 3 of 6 errors in extended editing tasks. In essays, they provide some support for their assertions.
2 – Progressing	Students interpret basic graphic information. They recognize simple cause and effect relationships. They can read and understand basic consumer documents, such as product labels. In written responses, they can select an adjective to describe a character and support their selection with an example.	Students distinguish between run-on and complete sentences and identify correct usage of adjective forms. They complete paragraphs by choosing the best supporting sentences for a topic sentence and identify the best sentence to complete a time-sequence paragraph. They can edit their own work with only minor errors.
1 – Step 1	Students recognize major events or ideas in grade-level texts. They can partially complete simple charts that summarize passage information. They can interpret idioms or figures of speech when contextual support is readily available in the passage.	Students identify irrelevant sentences in paragraphs, combine sentences by subordinating sentence elements, and can focus in on an appropriate topic for a report.

September 1 PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
The single controlling point made with an awareness of task about a specific topic and mode.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations	The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion	The choice, use and arrangement of words and sentence structures that create tone and voice	Grammar, mechanics, spelling, usage and sentence formation

	FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
4	Sharp, distinct controlling point made about a single topic with evident awareness of task	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas	Sophisticated arrangement of content with evident and/or subtle transitions	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Evident control of grammar, mechanics, spelling, usage and sentence formation
3	Apparent point made about a single topic with sufficient awareness of task	Sufficiently developed content with adequate elaboration or explanation	Sophisticated arrangement of content with evident and/or subtle transitions	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
2	No apparent point but evidence of a specific topic	Limited content with inadequate elaboration or explanation	Confused or inconsistent arrangement of content with or without attempts at transition	Limited word choice and control of sentence structures that inhibit voice and tone	Limited control of grammar, mechanics, spelling, usage and sentence formation
1	Minimal evidence of a topic	Superficial and/or minimal content	Minimal control of content arrangement	Minimal variety in word choice and minimal control of sentence structures	Minimal control of grammar, mechanics, spelling, usage and sentence formation
NON-SCOREABLE				OFF-PROMPT	AB
<ul style="list-style-type: none"> • Is illegible; i.e., includes so many indecipherable words that no sense can be made of the response • Is incoherent; i.e., words are legible but syntax is so garbled that response makes no sense • Is insufficient; i.e., does not include enough to assess domains adequately 				<ul style="list-style-type: none"> • Is readable but did not respond to prompt 	<ul style="list-style-type: none"> • Is a blank paper

SEPTEMBER 1, 1999

IN EFFECT FOR 11TH GRADE WRITING ASSESSMENT FOR APRIL, 2000.

AB=10/12/2000

Pennsylvania Reading Assessment Rubric

This rubric was designed by the Reading Assessment Advisory Committee (RAAC) to be used in the Pennsylvania Reading Assessment. The elements of reading being assessed through this rubric are limited to those that can be addressed through written responses in the on-demand performance portion of the assessment. Specifically – Understanding, Comprehension and Connections. Risk-taking is also an important element, developing throughout life’s learning process. However, given the constraints of this classroom, school and district levels include this element.

LEVEL 4

- Demonstrates a thorough understanding of the complexity of the text through detailed elaboration and extensions of text with sophisticated ideas, insights and reflections. There are no errors in text-based facts.
- Exhibits a level of comprehension that extends beyond the literal, to the personal, critical and/or evaluative responses.
- Cites evidence, makes a variety of strong connections to other experiences, texts, concepts, issues and/or cultural settings.

LEVEL 3

- Demonstrates confident, coherent and adequate understanding and interpretation of the text through some elaboration and extension.
- There are no major errors in text-based facts.
- Exhibits a level of comprehension that reflects extensions that are more literal or personal.
- Makes connections to personal experiences, other texts and/or background knowledge.

LEVEL 2

- Demonstrates a limited understanding and/or interpretation of the text. There may be errors in text-based facts.
- Exhibits a level of comprehension that consists primarily of literal responses to the text.
- Makes connections between other experience and text that are disjointed, fragmented, limited and not integral to the text.

LEVEL 1

- Demonstrates an attempt to respond with very limited evidence of understanding of the text.
- There may be errors in text-based facts.
- Exhibits a level of comprehension that consists of disjointed, incomplete or irrelevant responses.
- Might use relevant copied text.
- Makes only distant connections to the text, using sketchy details.

LEVEL 0 – consists of 3 types of responses:

- **Non-Scorable (NS)** papers are blank.
- **Off-Task (OT)** papers show no relationship to task and text, are illegible, irrelevant copied text, or written in a language other than English.
- **Intentionally Off-Task (IO)** papers are ones that have unrelenting profanity, are a refusal to perform, state a baseless charge of too personal or are drawings, scribbling, etc.

IDEA PROFICIENCY TEST LEVEL SUMMARY
IPT I-ORAL ENGLISH, FORMS A & B
Grades K-6

At LEVEL A, a student can do fewer than half the skills listed in LEVEL B.

At LEVEL B, a student can:

1. tell his or her name and age.
2. identify family and common school personnel, classroom objects, basic body parts, common pets, and fruits.
3. use present tense verb “to be.”
4. use regular plurals.
5. answer simple “yes/no” questions appropriately.
6. follow simple directions involving basic positions in space.

At LEVEL C, a student can:

1. identify common occupations, clothing, farm animals, and foods.
2. express himself or herself using the present progressive tense (he or she is working) of common verbs.
3. use conjunctions and negatives correctly.
4. follow the teacher's directions related to identifying positions on a page.
5. repeat simple sentences correctly.
6. comprehend and remember major facts of a simple story.

At LEVEL D, a student can:

1. identify modes of transportation and household items.
2. name the days of the week.
3. describe common weather conditions.
4. use irregular plurals and possessive pronouns correctly.
5. ask simple future tense questions.
6. understand and express comparative and quantitative concepts.
7. understand and name opposites of key words.
8. follow the teacher's directions involving movement in space.
9. repeat complex sentences correctly.
10. understand and identify moods in a simple story.
11. express himself or herself using the present and future tenses.

At LEVEL E, a student can:

1. identify money, marine animals, and common tools.
2. use superlatives and past tense correctly.
3. understand and name opposites of key words.
4. ask past tense questions.
5. discriminate differences in closely paired words.
6. describe and organize the main properties of common objects.

At LEVEL F, a student can:

1. identify the seasons, unusual occupations, and animals.
2. use conditional and present perfect tenses of verbs.
3. discriminate fine differences in closely paired words.
4. express himself or herself using past tense correctly.
5. comprehend and predict the outcome of a story.
6. recall and retell the main facts of a story.

Note: The competencies noted above are sampled in the test levels. The Level Summary is only an indicator of the oral language competencies the student poses.

APPENDIX B
DESCRIPTORS FOR IPT READING DESIGNATIONS
GRADES 2-6

Each of these descriptors must be viewed in relationship to the student's grade level and that particular grade level's expectancies and standards for language and language arts. It is probable that most, but not all, of the descriptors of a reading designation will apply to a student so designated. In general:

A NON-ENGLISH READER:

- has an inadequate sight vocabulary
- does not use details to extract meaning
- fails to use inference to predict behavior
- shows weaknesses in selecting appropriate common syntactic structures
- does not grasp the main idea
- demonstrates weaknesses in perceiving relationships and forming generalizations
- has difficulty understanding figurative language in poems
- does not perceive the feelings and tone in a poem or story
- demonstrates difficulty in applying reading to practical, real-life situations
- has difficulty interpreting meaning of a reading passage
- does not comprehend what she/he reads
- has difficulty recognizing cause and effect relationships
- shows weaknesses in predicting from details
- has difficulty in reading to gain information
- does not use the context of a reading passage to assist in reading unknown words

A LIMITED ENGLISH READER:

- has a limited sight vocabulary
- partially uses details to extract meaning
- partially uses inference to predict behavior
- shows some weaknesses in selecting appropriate common syntactic structures
- partially grasps the main idea
- demonstrates some weaknesses in perceiving relationships and forming generalizations
- has some difficulty understanding figurative language in poems
- partially perceives the feelings and tone in a poem or story
- demonstrates some difficulty in applying reading to practical, real-life situations
- has some difficulty interpreting meaning of a reacting passage
- partially comprehends what she/he reads
- has some difficulty recognizing cause and effect relationships
- shows some weaknesses in predicting from details
- demonstrates some difficulty in reading to gain information
- partially uses the context of a reading passage to assist in reading unknown words

A COMPETENT ENGLISH READER:

- has an adequate sight vocabulary
- reads for details
- uses inference to predict behavior
- selects appropriate common syntactic structures
- grasps the main idea
- perceives relationships and forms generalizations
- understands figurative language in poems
- perceives the feelings and tone in a poem or story

APPENDIX B (Continued)

- applies reading to practical, real-life situations
- interprets meaning of a reading passage
- comprehends what he or she reads
- recognizes cause and effect relationships
- predicts from details
- reads to gain information
- uses the context of a reading passage to assist in reading unknown words

DESCRIPTORS FOR IPT WRITING DESIGNATIONS

These descriptors are based on the IPT Writing Rubrics. They must be viewed in relationship to the student's grade level and that particular grade level's expectancies and standards for language and language arts. The "Non-Expressive and Very Limited" categories in the rubrics have been summarized and combined here for the "Non-English Writer" designation.

A NON-ENGLISH WRITER:*

- produces writing that is unintelligible or barely intelligible
- produces writing that fails to respond to or inadequately addresses the topic
- produces writing that is in a language other than English
- produces writing that contains few complete thoughts and makes little sense
- uses vocabulary and syntax that are unacceptable for student's grade level
- produces writing that demonstrates significant weaknesses in capitalization, punctuation, word spacing and spelling; frequent misspelling of words interferes with understanding
- is of poor quality and/or insufficient quantity

A LIMITED ENGLISH WRITER:*

- produces writing that is mostly intelligible
- produces writing that addresses the topic in general
- produces writing that expresses some complete thoughts
- produces writing that makes sense even though disorganization of ideas may be evident
- uses vocabulary and syntax that are partially appropriate for grade-level standards
- uses capitalization, punctuation, word spacing and spelling that partially meet grade-level standards
- produces writing that is partially lacking the quality and/or quantity to meet grade-level standards

A COMPETENT ENGLISH WRITER:**

- produces writing that is intelligible
- produces writing that addresses the topic
- produces writing that expresses complete thoughts
- produces writing that makes sense and the organization of ideas is logical
- uses appropriate vocabulary and syntax
- uses capitalization, punctuation, word spacing and spelling that are appropriate for grade level; almost no errors are made and those made do not interfere with understanding
- produces writing that is of satisfactory quality and sufficient quantity

*most or all descriptors apply

**all descriptors apply

IDEA PROFICIENCY TEST LEVEL SUMMARY
IPT II-ORAL ENGLISH, FORMS C & D
Grades 7-12

At LEVEL A, a student can:

1. tell his or her name and age.
2. identify common shapes, classroom objects, basic body parts, common pets, and clothing.
3. use present tense verb “to be”
4. use regular plurals.
5. follow simple directions involving basic positions.

At LEVEL B, a student can:

1. identify common household items, tools, and foods.
2. name the days of the week.
3. understand and use ordinal numbers correctly.
4. use irregular plurals and negatives correctly.
5. understand and express quantitative concepts.
6. ask present tense questions.
7. express himself or herself using the present and future tenses of common verbs.

At LEVEL C, a student can:

1. identify parts of a house and common modes of transportation.
2. understand and tell time using idiomatic expressions as needed.
3. understand and name numbers to 1,000.
4. describe weather conditions.
5. use possessives and possessive pronouns correctly.
6. understand and express comparative concepts.
7. use present tense contractions correctly.
8. describe and organize the main properties of ordinary objects.
9. express himself or herself using the past tense.
10. comprehend and remember major facts of a simple story.

At LEVEL D, a student can:

1. identify school personnel.
2. name the months of the year.
3. understand and name opposites of key words.
4. understand and name career fields.
5. understand and use prefixes.
6. narrate preferred activities.
7. use reflexive pronouns correctly.
8. use irregular past tense correctly.
9. use conditional and conditional perfect tenses correctly.
10. distinguish and state actions necessary to carry out an event.
11. evaluate a situation in a story and choose appropriate action for a character.

APPENDIX B
DESCRIPTOR FOR IPT READING DESIGNATIONS
Grades 7-12

Each of these descriptors must be viewed in relationship to the student's grade level and that particular grade level's expectancies and standards for language and Language arts. It is probable that most, but not all, of the descriptors of a reading designation will apply to a student so designated. In general:

A NON-ENGLISH READER:

- has an inadequate sight vocabulary
- does not use details to extract meaning
- fails to use inference to predict behavior
- shows weaknesses in selecting appropriate common syntactic structures
- does not grasp the main idea
- demonstrates weaknesses in perceiving relationships and forming generalizations
- has difficulty understanding figurative language in poems
- does not perceive the feelings and tone in a poem or story
- demonstrates difficulty in applying reading to practical, real-life situations
- has difficulty interpreting meaning of a reading passage
- does not comprehend what he or she reads
- has difficulty recognizing cause and effect relationships
- shows weaknesses in predicting from details
- has difficulty in reading to gain information
- does not use the context of a reading passage to assist in reading unknown words

A LIMITED ENGLISH READER:

- has a limited sight vocabulary
- partially uses details to extract meaning
- partially uses inference to predict behavior
- shows some weaknesses in selecting appropriate common syntactic structures
- partially grasps the main idea
- demonstrates some weaknesses in perceiving relationships and forming generalizations
- has some difficulty understanding figurative language in poems
- partially perceives the feelings and tone in a poem or story
- demonstrates some difficulty in applying reading to practical, real-life situations
- has some difficulty interpreting meaning of a reading passage
- partially comprehends what he or she reads
- has some difficulty recognizing cause and effect relationships
- shows some weaknesses in predicting from details
- demonstrates some difficulty in reading to gain information
- partially uses the context of a reading passage to assist in reading unknown words

A COMPETENT ENGLISH READER:

- has an adequate sight vocabulary
- reads for details
- uses inference to predict behavior
- selects appropriate common syntactic structures
- grasps the main idea
- perceives relationships and forms generalizations
- understands figurative language in poems
- perceives the feelings and tone in a poem or story

APPENDIX B (continued)
Grades 7-12

- applies reading to practical, real-life situations
- interprets meaning of a reading passage
- comprehends what he a she reads
- recognizes cause and effect relationships
- predicts from details
- reads to gain information
- uses the context of a reading passage to assist in reading unknown words

DESCRIPTORS FOR IPT WRITING DESIGNATIONS

The following descriptors are based on the IPT 3 Writing Rubrics.

A NON-ENGLISH WRITER:*

- produces writing that is barely intelligible
- inadequately addresses the topic and does not provide or minimally provides supportive details or reasons
- produces writing that makes little sense and/or appropriate paragraphing is not evident
- uses vocabulary and syntax that are unacceptable for student's grade level
- demonstrates significant weaknesses in capitalization, punctuation and spelling; errors interfere with understanding
- produces writing that is of quality that is too poor and/or quantity that is insufficient to be considered appropriate for a mainstream setting

A LIMITED ENGLISH WRITER:*

- produces writing that is mostly intelligible
- addresses the topic in general and partially provides supportive details or reasons as appropriate
- produces writing that makes some sense even though disorganization of ideas and poorly developed paragraphing may be evident
- uses vocabulary and syntax that are partially appropriate for grade-level standards
- uses capitalization, punctuation and spelling that are partially correct
- produces writing that is partially lacking the quality and/or quantity to be considered appropriate for a mainstream setting

A COMPETENT ENGLISH WRITER:**

- produces writing that is intelligible
- addresses the topic clearly and provides supportive details or reasons
- produces writing that makes sense and the organization of ideas is logical and complete, using well-developed paragraphs as appropriate
- uses high-level, precise vocabulary and syntax
- demonstrates appropriate use of conventions (capitalization, punctuation and spelling); almost no errors are made and those made do not interfere with understanding
- produces writing that demonstrates satisfactory quality and sufficient quantity to be considered appropriate for a mainstream setting

*most or all descriptors apply

**all descriptors apply