MSD
English Language Learner Curriculum Map

ELL students are frequently at a different level in each domain (Listening, Speaking, Reading, Writing); teachers may adjust instruction accordingly.

Content/Topic	Observable Proficiencies/Skills	National Core Standards	WIDA Model Performance Indicators Level 1: Entering, Level 2:Emerging, Level 3:Developing, Level 4:Expanding
Reading	**Foundations: Phonics and Word Recognition**		
How do text features aid in comprehension?	● Use a text index and glossary appropriately. ● Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).	RF5.3, RI5.7	Level 1: Identify concepts about print and text features Level 2: Identify different types of printed text Level 3: Use headings, illustrations, or graphics to locate information in text Level 4: Use graphic organizer to create concept definition map
Reading	**Phonological Awareness**		
How does the application of phonetics aid in the awareness of unfamiliar words?	● Apply sophisticated understanding of phonetics to unfamiliar and complex words.	RF5.3	Level 1 - Identify beginning, middle, and ending sounds in spoken words with accompanying illustrations Level 2 - Blend sounds together to make words, shown visually Level 3 - Sort words by digraphs and blends Level 4 - Discriminate between long and short vowel sounds when enunciated by the teacher
How do readers decode and recognize words?	● Use the pronunciation key of a dictionary to decode new words. ● Use context clues or knowledge of phonetics, syllabication, prefixes, and suffixes to decode new words. ● Interpret new words correctly in context. ● Apply spelling and syllabication rules that aid in decoding and word recognition.	RF5.3	Level 1: Follow/point out repetitive word patterns from illustrated text Level 2: Identify sentence patterns (e.g.,"I like to…", We can…") in illustrated text Level 3: Use awareness of phonemes, syllables and rhymes to read words Level 4: Demonstrate familiarity with sight words
Reading	**Fluency**		
What strategies do fluent readers use?	● Adjust reading speed appropriately for different purposes and audiences. ● Apply knowledge of letter-sound associations, language structures, and context to recognize words. ● Read aloud in ways that reflect understanding of proper phrasing and intonation. ● Read silently for the purpose of increasing speed, accuracy, and reading fluency. ● Apply self-correcting strategies to decode and gain meanning from print, both orally and silently.	RF5.4, RI5.10, RL5.10	Level 1: Read predictable books with patterned sentences Level 2: Read aloud with recognition of punctuation in illustrated text Level 3: Read aloud with partner support Level 4: Read silently with visual support
Reading	**Literature Strategies (before, during, after)**		

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What strategies do good readers use in the act of reading text?	● Activate prior knowledge and anticipate what will be read or heard. ● Vary reading strategies according to their purpose for reading and the nature of the text. ● Reread to make sense of difficult paragraphs or sections of text. ● Make revisions to text predictions during and after reading. ● Apply graphic organizers to illustrate key concepts, relationships in a text and comparisons within a text (characters, settings, etc)	RL5.1, RL5.2, RL5.3	Level 1: Match icons and symbols to words, phrases or environmental print Level 2: Sequence events in illustrated text using graphic organizers or physical activity Level 3: Sort relevant from irrelevant information from illustrated text using graphic organizers or physical activity Level 4: Compare/contrast information from two illustrated texts using graphic organizers or physical activity
Reading	**Ideas, Craft, Structure & Integration of Knowledge**		
How does vocabulary development aid in comprehension?	● Infer word meanings from learned roots, prefixes , and suffixes. ● Infer specific word meanings in the context of reading passages. ● Identify and correctly use antonyms, synonyms, homophones, and homographs. ● Use a grade-level appropriate dictionary independently to define unknown words. ● Use a thesaurus to identify alternative word choices and meanings.	RL5.4, RI5.4	Level 1: Use cues for sounding out unfamiliar words with accompanying visuals Level 2: Match visually supported context clues with statements to find meaning Level 3: Relate multiple uses of specific vocabulary in illustrated sentences (e.g., "How many are left?", "Raise your left hand.") Level 4: Use context clues in illustrated text to build vocabulary

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How does knowledge of literary elements aid and enhance comprehension?	● Identify author's purpose, views, and beliefs. ● Identify genre by their distinctive elements (e.g. tall tale-exaggeration). ● Use cause and effect and sequence of events to gain meaning. ● Anticipate and construct meaning from text by making conscious connections to self, an author, and others. ● Recognize persuasive and propaganda techniques used to influence readers. ● Recognize historical and cultural biases and different points of view. ● Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly. ● Distinguish between major and minor details. ● Make inferences using textual information and provide supporting evidence. ● Recognize common organizational patterns in text that support comprehension (e.g., headings, captions). ● Identify and analyze text types, formats, and elements in non-fiction. ● Recognize literary elements in stories, including setting, characters, plot, and mood. ● Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration). ● Identify and respond to the elements of sound and structure in poetry. ● Identify the structures in drama. ● Read regularly in materials appropriate for their independent reading level. ● Interpret idiomatic expressions.	RL5.3, RL5.4, RL5.5, RL5.6, RL5.7, RL5.9, RL5.10, RI5.1, RI5.2, RI5.3, RI5.5, RI5.8, RI5.10	Level 1: Locate and show places on maps, globes, timelines, etc. Level 2: Determine literal meaning of text and match to illustrations Level 3: Summarize story lines, issues or conflicts in various genres supported by illustrations Level 4: Interpret text to identify main ideas and details from multiple paragraphs using visual support
Reading	**Informational**		
How do reading skills aid in inquiry and research?	● Use library classification systems, print or electronic, to locate information. ● Develop and revise questions for investigations prior to, during, and after reading. ● Use multiple sources to locate information relevant to research questions. ● Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. ● Draw conclusions from information gathered from multiple sources. ● Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. ● Summarize and organize information by taking notes, outlining ideas, and/or making charts. ● Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	RI5.7, RI5.9, RI5.10	Level 1: Search for and identify topics of personal interest using illustrations (L1, Internet, newspapers, etc.) Level 2: Sort and label information collected on topic of personal interest. Level 3: Arrange illustrated information from multiple sources in logical order. Level 4: Create original display (e.g., poster, graphic organizer, brochure) from multiple, diverse sources of information

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Writing	**Types and Purposes**		
How do good writers produce a quality product?	● Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending. ● Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph. ● Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming. ● Develop an awareness of form, structure, and author's voice in various genres. ● Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing. ● Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing. ● Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details and justify the choices made. ● Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice. ● Review own writing with others to understand the readers' perspective and to consider and incorporate ideas for revision. ● Review and edit work for spelling, usage, clarity, organization, and fluency. ● Use a variety if reference materials to revise work. ● Use computer writing applications during the writing process. ● Understand and apply the elements of a scoring rubric to improve and evaluate writing. ● Reflect on own writing, noting strengths and setting goals for improvement.	W5.1, W5.2, W5.3,W5.5, W5.6	Level 1: Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revisions Level 2: Create phrases/short sentences from models and check with a partner for edits and revision Level 3: Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback Level 4: Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews
Writing	**Production, Distribution & Range &Research**		

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Which elements do good writers include in any final product?	● Expand knowledge of characteristics and structures of selected genres. ● Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based). ● Write grade appropriate, multi-paragraph, narrative and expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports). ● Write various types of prose, such as short stories, biographies, autobiography, or memoir, that contain narrative elements. ● Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. ● Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately. ● Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. ● Prepare a works consulted page for reports or research papers. ● Provide logical sequence throughout multiple-paragraph works by refinigng organizational structure and developing transitions between ideas. ● Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	W5.4, W5.5, W5.6, W5.7, W5.8	Level 1: Produce symbols/words to convey meaning Level 2: List illustrated events following models of writing Level 3: Describe events, people, processes or procedures from models of writing Level 4: Develop personal writing pieces incorporating themes and elaboration, with support

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Why do writers write?	Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). Gather, select, and organize information appropriate to a topic, task, and audience. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. Use transitions between and within paragraphs. Organize paragraphs sequentially using topic sentences. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. Demonstrate the ability to write friendly/business letters in correct format and coherent style. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, compare/contrast, and order of importance. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs). Demonstrate the development of a personal style and voice in writing.	W5.4, W5.5, W5.6, W5.7, W5.8,W5.9	Level 1: List or draw likes and dislikes from illustrations or visually supported text Level 2: List illustrated events using phrases, based on models Level 3: Depict a series of illustrated events using related sentences, based on models Level 4: Sequence a series of illustrated events using paragraph transitions, based on models
Language	**Conventions**		

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What conventions of print do good writers use?	● Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. ● Use increasingly complex sentence structure (simple, compound and complex sentences) and syntax to express ideas. ● Use knowledge of English grammar and usage to express ideas effectively. ● Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. ● Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Correct sentence fragments and run ons. Use quotation marks and related punctuation correctly in passages of dialogue. Use correct capitalization (brand names, abbreviations, titles, within dialogue, within poetry). Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence and an interjection. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). Use apostrophes correctly in possessives and contractions. Use underlining and/or italics to indicate titles of works.	L5.1, L5.2, L5.3	Level 1: Identify basic conventions or mechanics in text (e.g., use of capital letters) Level 2: Apply correct conventions or mechanics in illustrated sentences (e.g., periods vs. question marks) Level 3: Apply correct conventions or mechanics in illustrated passages (e.g., use commas to indicate a series) Level 4: Revise illustrated paragraphs according to use of specified conventions or mechanics (e.g., combine sentences)
Language	**Vocabulary**		
	● Develop knowledge of English vocabulary through the use of patterns, structural analysis, and high frequency words. ● Infer word meanings from taught roots, prefixes, and suffixes. ● Use a grade appropriate dictionary/glossary to clarify the precise meaning of words. ● Use new vocabulary and figurative language learned from literature and classroom experiences. ● Clarify word meanings from learned roots, prefixes, and suffixes. ● Infer specific word meanings in the context of reading passages. ● Identify and correctly use antonyms, synonyms, homophones, and homographs.	L5.4, L5.5, L5.6	
Speaking	**Comprehension and Collaboration & Presentation**		

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How does a speaker effectively communicate his thinking?	● Use details, examples and reasons to support central ideas or clarify a point of view. ● Stay focused on topic and ask relevant questions. ● Accept others' opinions and respond appropriately. ● Respond orally to literature. ● Participate in class discussion appropriately.	SL5.1,	Level 1: Name objects, people and pictures Level 2: Produce phrases in response to open-ended questions supported with visual prompts Level 3: Use sentences to provide information or opinions in response to picture prompts Level 4: Discuss relationships among ideas or offer opinions in response to illustrated text
How does questioning aid in and deepen understanding?	● Respond orally by adding questions and comments while integrating knowledge. ● Use interview techniques to develop inquiry skills. ● Explore concepts by describing, narrating, or explaining how and why things happen. ● Discuss information heard, offer personal opinions, and ask for restatement or general explanations to clarify meaning. ● Reflect and evaluate information learned as a result of inquiry.	SL5.2, SL5.4	Level 1: Organize and identify information according to topic (in L1 or L2) Level 2: Respond to questions about information gathering (in L1 or L2) Level 3: Ask questions to obtain information (in L1 or L2) Level 4: Clarify information by restating or rephrasing ideas (in L1 or L2)
How can questioning be used in group situations?	● Solve a problem or understand a task through group cooperation.	SL5.3	Level 1: Respond or participate nonverbally in group setting Level 2: Respond with short phrases in group setting Level 3: Respond with longer phrases or sentences in group setting Level 4: Participate in group task in collaboration with peers
How does a specific situation dictate word choice?	● Use convincing dialogue to role-play short scenes involving familiar situations or emotions. ● Use varied word choices to clarify, illustrate, and elaborate. ● Use figurative language purposefully in speaking situations. ● Select and use suitable vocabulary to fit a range of audiences.	SL5.1,	Level 1: Name objects, people, pictures Level 2: Produce phrases or sentences with common words represented by objects or illustrations; describe pictures, events, objects, people Level 3: Role play using props and short sentences Level 4: Paraphrase illustrated sentences
What are the characteristics of a quality oral presentation?	● Use clear, precise, organized language that reflects the conventions of spoken English. ● Use visuals such as charts or graphs when presenting for clarification. ● Use props effectively while speaking. ● Read aloud with fluency. ● Incorporate peer feedback and teacher suggestions for revision in content, organization, and delivery.	SL5.6	Level 2: Describe pictures, events, objects, people Level 3: Describe processes and procedures; retell stories or events Level 4: Discuss stories, issues, concepts; offer creative solutions to issues, problems

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What are the specific characteristics of a formal oral presentation?	● Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to audience of peers, younger students, and/or parents. ● Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. ● Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. ● Use several verbal and nonverbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. ● Understand and use criteria from a rubric to improve oral presentation.	SL5.4	Level 2: Relate how to solve problems using visual support (in L1 or L2) Level 3: Use sequential language to outline steps to solve problems or explain a process (in L1 or L2) Level 4: Give speeches, oral reports following a rubric
Listening	**Active Listening**		
What behaviors do active listeners demonstrate?	● Listen actively for a variety of purposes such as enjoyment and obtaining information. ● Listen attentively and critically to a variety of speakers. ● Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message. ● Recognize and analyze persuasive techniques while listening. ● Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature). ● Listen to determine a speaker's purpose, attitude, and perspective. ● Use, when appropriate, criteria/rubric to evaluate oral presentations, such as a purpose, delivery techniques, content, visual aids, body language, and facial expressions.	SL5.1, SL5.3	Level 1: Point to stated pictures, words, phrases; make eye contact with speaker Level 2: Sort pictures, objects according to oral instructions Level 3: Follow multi-step oral directions supported visually; make predictions based on pictures related to topic Level 4: Identify cause and effect in discussion; role play reading of text Level 5: Evaluate use of materials or resources needed to complete tasks based on oral discourse; follow detailed oral directions
Listening	**Listening Comprehension**		
What comprehension strategies do good listeners exhibit?	● Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling). .	SL5.3	Level 1: Match oral statements to objects, figures or illustrations Level 2: Match information from oral descriptions to objects, illustrations Level 3: Categorize oral information using pictures, objects Level 4: Compare and contrast functions, relationships from oral information
	● Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.	SL5.3	Level 1: Match words with labels on diagrams or models in response to oral commands Level 2: Select topical examples from magazines, models, or other visuals in response to oral directions Level 3: Create displays using visuals based on oral descriptions Level 4: Organize information from visually supported teacher explanations

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	● Ask pertinent questions, take notes, and draw conclusions based on information presented.	SL5.1	Level 5: Provide appropriate responses to a variety of contexts and situations
	● Make inferences based on an oral report or presentation.	SL5.2	Level 1: Match oral statements from narrative or expository material to illustrated representations Level 2: Determine literal meaning of oral passage and match to illustrations Level 3: Project next in a sequence from oral discourse on narrative or expository material supported by illustrations Level 4: Identify cause and effect in oral discourse supported by
	● Follow three-and four-step oral directions.	SL5.3	Level 3: Follow multi-step oral directions supported visually Level 4: Follow a series of oral directions supported visually that involve the language of request