

## MSD English Language Learners' Curriculum Map

This curriculum is spiral in nature; teachers should adjust the time frames based on the needs of their students.

WIDA /  
NCCS 2012

Essential Questions	Observable Proficiencies/Skills	National Core Standards	WIDA Model Performance Indicators of English Language Proficiency
<b>Reading</b>	<b>Foundational Skills</b> <b>Proficient Readers use concepts about print to navigate text</b>		
<b>What is the alphabet?</b>	(C) Identify all upper and lower case letters. (C) Sequence letters in alphabetical order. (C) Distinguish letters from words.	RFK1	Level 1 (Entering) - Point to features of big books in a large group according to oral commands. Level 2 (Emerging) - Show directionality of print in various sources in a large group according to oral commands. Level 3 (Developing) - Identify features of text in context with a partner according to oral directions. Level 4 (Expanding) - Sort features of text with a partner.
<b>How is speech recorded?</b>	(C) Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment) and identify print in their environment. (C/M) Recognize that print represents spoken sentences.	RFK2	
<b>How are words recorded in sentences?</b>	(C) Recognize that words are separated by spaces. (C) Follow words left to right and from top to bottom.	RFK1	
<b>What is a book?</b>	(C) Demonstrate understanding of the function of a book and its parts, including front and back and title page.	RFK1, RIK5, RIK6	
<b>Reading</b>	<b>Phonological Awareness (includes phonemic awareness)</b> <b>Proficient readers have phonologic awareness.</b>		
<b>How do letter sounds make words?</b>	(C) Demonstrate understanding that spoken words consist of sequences of phonemes. (C) Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds. (C) Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle). (C) Identify many, though not all, one-to-one letter-sound correspondences. (C) Given a spoken word, produce another word that rhymes with it.	RFK2	Level 1 (Entering) - Identify sounds, syllables, rhymes etc. non-verbally in small groups. Level 2 (Emerging) - Repeat sounds, symbols, rhymes, etc. following a model. Level 3 (Developing) - Reproduce or recite sounds, syllables, rhymes, etc. following a model. Level 4 (Expanding) - Create sounds, syllables, rhymes, etc. after repeated practice and modeling.

KEY: C = Comprehension Goal T = Tool (Cognitive Strategy) M = Metacognitive Strategy

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<b>Reading</b>	<b>Phonics and Word Recognition</b> <b>Proficient Readers use a variety of cues to decode and recognize words.</b>		
<b>How do letters make words?</b>	(C) Recognize some words by sight. (C) Recognize and name all uppercase and lowercase letters of the alphabet. (C) Recognize and read one's name. (C) Use knowledge of sound-symbol correspondence to sound out words during class activities.	RFK3	Level 1 (Entering) - Demonstrate awareness of unique sounds by pointing or through gestures. Level 2 (Emerging) - Match voice to print by pointing to icons, letters, or illustrated words. Level 3 (Developing) - Cross-check pictures with phonics clues with a partner. Level 4 (Expanding) - Use phonics clues to sound out illustrated words in context
<b>What helps in recognizing words?</b>	(C) Use picture clues to identify words. (C) Recognize and read predictable text.	RFK3	
<b>Reading</b>	<b>Fluency</b> <b>Proficient Readers read with speed, accuracy, automaticity and proper expression</b>		
<b>How should reading sound?</b>	(T/C) Practice reading behaviors such as retelling, reenacting, or dramatizing stories. (C/M) Recognize when a simple text fails to make sense when listening to a story read aloud. (C) Follow along in books, message charts, etc. while text is read aloud. (C) Read predictable text with fluency. (C) Read wordless books.	RKF4	Level 1 (Entering) - Repeat key words from picture cues in a whole group. Level 2 (Emerging) - Chant phrases or short sentences using gestures from picture cues in a whole group. Level 3 (Developing) - Complete phrases or short sentences to create a meaningful message. Level 4 (Expanding) - Provide sentences from a rehearsed story, nursery rhyme, etc.
<b>How do you respond to what is being read?</b>	(C) Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).	RKF4	

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<b>Reading</b>	<b>Literature Strategies (before, during, and after) Proficient Readers apply strategies before, during, and after reading.</b>		
<b>What do you do before reading to understand text?</b>	(C) Track or follow print when listening to a familiar text being read. (T) Think ahead and make simple predictions when listening to text. (C) Book walk with the teacher. (C) Make predictions based on illustrations or portions of stories.	RLK1, RIK1	Level 1 (Entering) - Name people or objects depicted in illustrated covers of stories to predict characters in the story. Level 2 (Emerging) - Describe characters or setting in illustrations of a story. Level 3 (Developing) - Predict ideas in storylines based on illustrations. Level 4 (Expanding) - Retell main events of picture or illustrated short stories.
<b>What do you do during reading to understand text?</b>	(T) Use picture clues to aid understanding of story content. (M) Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher. (C) "Read" familiar materials from memory, not necessarily verbatim from the print alone.	RLK1	
<b>What do you do after reading to understand text?</b>	(C) Retell fiction and nonfiction text.	RLK1, RIK1, RIK2	
<b>Reading</b>	<b>Craft and Structure Proficient readers build vocabulary to develop concepts.</b>		
<b>What is vocabulary?</b>	(C) Identify and sort words in basic categories. (C) Explain meanings of common signs and symbols.	RLK4, RIK4	Level 1 (Entering) - Match words with pictures on word walls, bulletin boards. Level 2 (Emerging) - Sort illustrated vocabulary into categories with a partner or small group. Level 3 (Developing) - Match of names of familiar objects with pictures or realia. Level 4 (Expanding) - Explain vocabulary concepts after repeatedly listening to an illustrated book read aloud.
<b>How does vocabulary grow?</b>	(C) Develop vocabulary and concepts through meaningful, concrete and multisensory experiences. (M) Use new vocabulary and grammatical construction in own speech. (T) Use a word wall to reinforce vocabulary. (T) Build vocabulary and concepts through shared conversation and varied listening experiences. (T) Use picture cues to enhance concept development. (C) Listen to text above-grade level (e.g.: picture or chapter books) to increase vocabulary.	RLK4, RLK5, RLK6	

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<b>Reading</b>	<b>Integration of Knowledge and Ideas</b> <b>Proficient readers use a variety of skills to comprehend and respond to text</b>		
<b>What do good readers do to comprehend?</b>	(C) Respond to a variety of poems and stories through movement, art, music, and drama. (C) Verbally identify the main character, setting, and important events in a story read aloud. (C) Retell a story read aloud using main characters and events. (C) Participate in shared reading experiences. (C) Make predictions based on illustrations or portions of stories. (C) Relate prior experiences to new ideas gleaned from listening to text. (C) Respond to fiction and nonfiction text through pictures and verbal sharing to convey understanding. (T) Build familiarity with genres of text, including storybooks, fairytales, folktales, expository texts, poetry, and newspapers.	RLK7, RLK9, RIK7, RIK8	Level 1 (Entering) - Answer yes/no or choice questions about illustrated stories of different genres repeatedly read aloud in class. Level 2 (Emerging) - Share likes or dislikes to express opinion about an illustrated book read aloud to the class. Level 3 (Developing) - State events in an illustrated story repeatedly read aloud. Level 4 (Expanding) - Dramatize an illustrated story that has been repeatedly read aloud, with a partner or in a small group, using gestures, props, etc.
<b>How do good readers demonstrate good comprehension?</b>	(C) Identify favorite books and stories. (T) Build familiarity with genres of text, including storybooks, fairytales, folktales, expository texts, poetry, and newspapers. (C) Express opinion about text. (C) Listen or read stories for enjoyment. (C) Select books and other sources of reading during free time. (C) Share excitement of experiences with listening, reading, and exploring print. (T) Follow pictorial, verbal and/or written directions. (C) Listen and discuss multi-cultural and holiday literature.	RLK1, RLK2, RLK7, RIK8, RIK9	

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<b>Reading</b>	<b>Informational Proficient readers engage in inquiry and research.</b>		
<b>Where do you find different types of books?</b>	(T) Locate and know the purposes for various literacy areas of the classroom and the library/media center. (T) Choose books related to topics of interest.	RIK4, RIK5, RIK6	Level 1 (Entering) - Identify symbols and icons by using pictures or finding realia named by teachers. Level 2 (Emerging) - Follow oral directions to collect and display symbols, pictures, and realia.
<b>Where do you find information?</b>	(T) Explore topic based centers to broaden interest and develop meaning. (T) Use picture cues/icons and basic symbols to navigate electronic sources. (T) Listen and provide verbal evidence of fiction and nonfiction comprehension. (C) Identify parts of globes & maps and their purposes. (T) Reference sound charts. (For bilingual students, sensitivity must be heightened with regard to sound/symbol reference (i.e.: alphabet cards should use pictures that have the same initial sounds in English/Spanish)) (T) Use a graphic organizer (i.e.: pictorial representation) to aid comprehension.	RIK1, RIK7,	Level 3 (Developing) - Respond to wh- questions or oral descriptions using pictures or realia. Level 4 (Expanding) - Sort and match features according to pictures and oral directions.

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