



# ENGLISH Language Development (ELD) Curriculum - KDG

STRAND	RECEPTIVE LANGUAGE (EL STANDARD 1, 2, 8)
POWER OBJECTIVE #1	<u>LISTEN</u> to oral presentation (speech) and determine meaning.
SUPPORTING INDICATORS	<p>ESL1: Construct meaning from oral presentations (and literary and informational text) through grade-appropriate listening, reading, and viewing</p> <ul style="list-style-type: none"><li>● Level 1: identify a few key words from read-alouds and oral presentations of information or stories.</li><li>● Level 2: identify some key words and phrases from read-alouds and oral presentations</li><li>● Level 3: identify main topics, answer questions about key details or parts of stories, retell events from read-alouds, picture books, and oral presentations.</li><li>● Level 4: identify main topics, ask and answer questions about key details from read-alouds and oral presentations.</li><li>● Level 5: identify main topics, answer questions about key details, retell familiar stories from read-alouds, picture books, and oral presentations.</li></ul>
	<p>ESL2: Communicate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <ul style="list-style-type: none"><li>● Level 1: listen with limited participation in short conversations, respond to simple yes/no and some wh- questions about familiar topics.</li><li>● Level 2: participate in short conversations, respond to simple yes/no and wh- questions about familiar topics.</li><li>● Level 3: participate in short conversations, follow some rules for discussion, respond to simple yes/ no and wh- questions about familiar topics.</li><li>● Level 4: participate in conversations and discussions, ask and answer simple questions, follow an increasing number of rules for discussion about a variety of topics.</li><li>● Level 5: participate in conversations and discussions, ask and answer questions, follow rules for discussion about a variety of topics.</li></ul>
	ESL8: Determine the meaning of words and phrases in oral presentations and literary and informational text



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	<ul style="list-style-type: none"> <li>● Level 1: recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events.</li> <li>● Level 2: recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.</li> <li>● Level 3: answer questions to help determine the meaning of some words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.</li> <li>● Level 4: answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.</li> <li>● Level 5: answer and ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.</li> </ul>
<b>POWER OBJECTIVE #2</b>	<b><u>READ</u> text/View visuals and determine meaning.</b>
<b>SUPPORTING INDICATORS</b>	<p>ESL1: Construct meaning from oral presentations (and literary and informational text) through grade-appropriate listening, reading, and viewing</p> <p>ESL8: Determine the meaning of words and phrases in oral presentations and literary and informational text</p>
<b>STRAND</b>	<b>PRODUCTIVE LANGUAGE (EL STANDARD 2, 3, 4, 5, 6, 7, 9, 10)</b>
<b>POWER OBJECTIVE #3</b>	<b><u>SPEAK</u> about complex literary and informational topics and develop arguments using evidence.</b>
<b>SUPPORTING INDICATORS</b>	<p>ESL2: Communicate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>ESL3: Speak and write about grade-appropriate complex literary and informational texts and topics</p> <ul style="list-style-type: none"> <li>● Level 1: communicate simple information or feelings about familiar topics or experiences.</li> <li>● Level 2: communicate simple information or feelings about familiar topics, experiences, or events.</li> <li>● Level 3: communicate information or feelings about familiar topics, experiences, or events.</li> <li>● Level 4: tell or dictate simple messages about a variety of topics, experiences, or events.</li> <li>● Level 5: make simple oral presentations, compose short written texts about a variety of topics, experiences, or events.</li> </ul> <p>ESL5: Conduct research and evaluate and communicate findings to answer questions or solve problems</p>



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	<ul style="list-style-type: none"><li>● Level 1: recall information from experience or from a provided source.</li><li>● Level 2: recall information from experience or use information from a provided source to answer a question.</li><li>● Level 3: recall information from experience or use information from provided sources to answer a question showing developing control.</li><li>● Level 4: recall information from experience or use information from provided sources to answer a question showing increasing control.</li><li>● Level 5: recall information from experience or use information from provided sources to answer a question showing increasing control.</li></ul>
	<p>ESL6: Analyze and critique the arguments of others orally and in writing</p> <ul style="list-style-type: none"><li>● Level 1: express a feeling or opinion about a familiar topic showing limited control.</li><li>● Level 2: express an opinion or preference about a familiar topic showing emerging control.</li><li>● Level 3: express an opinion or preference about a familiar topic or story showing developing control.</li><li>● Level 4: identify a reason an author or speaker gives to support a point.</li><li>● Level 5: identify appropriate reasons an author or speaker gives to support main points.</li></ul>
	<p>ESL7: Adapt language choices to purpose, task, and audience when speaking and writing</p> <ul style="list-style-type: none"><li>● Level 1: express a feeling or opinion about a familiar topic showing limited control.</li><li>● Level 2: express an opinion or preference about a familiar topic showing emerging control.</li><li>● Level 3: express an opinion or preference about a familiar topic or story showing developing control.</li><li>● Level 4: show a developing awareness of the difference between appropriate language for the playground and language for the classroom.</li><li>● Level 5: show awareness of differences between informal (“playground speech”) and language appropriate to the classroom, use some words learned through conversations, reading, and being read to.</li></ul>
	<p>ESL9: Create clear and coherent grade-appropriate speech and text</p> <ul style="list-style-type: none"><li>● Level 1: communicate simple information or feelings about familiar topics or experiences.</li><li>● Level 2: communicate simple information or feelings about familiar topics, experiences, or events.</li><li>● Level 3: • retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then).</li></ul>



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	<ul style="list-style-type: none"><li>● Level 4: retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words.</li><li>● Level 5: retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.</li></ul>
	<p>ESL10: Make accurate use of standard English to communicate in grade-appropriate speech and writing</p> <ul style="list-style-type: none"><li>● Level 1: recognize and use a small number of frequently occurring nouns and verbs, understand and respond to simple questions.</li><li>● Level 2: recognize and use frequently occurring nouns, verbs, and short phrases, respond to yes/no and wh questions, produce a few simple sentences in shared language activities</li><li>● Level 3: recognize and use frequently occurring regular plural nouns, verbs, and prepositions, use and respond to question words, produce simple sentences in shared language activities.</li><li>● Level 4: recognize and use frequently occurring regular plural nouns, verbs, and prepositions, use and respond to question words; produce and expand simple sentences in shared language activities.</li><li>● Level 5: use frequently occurring regular plural nouns, verbs, prepositions, and question words, ask and answer interrogatives (wh- questions), produce and expand simple sentences in shared language activities.</li></ul>
<b>POWER OBJECTIVE #4</b>	<b><u>WRITE</u> about complex literary and informational topics and develop arguments using evidence.</b>
<b>SUPPORTING INDICATORS</b>	<p>ESL3: Speak and write about grade-appropriate complex literary and informational texts and topics</p> <p>ESL4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence</p> <ul style="list-style-type: none"><li>● Level 1: express a feeling or opinion about a familiar topic showing limited control.</li><li>● Level 2: express an opinion or preference about a familiar topic showing emerging control.</li><li>● Level 3: express an opinion or preference about a familiar topic or story showing developing control.</li><li>● Level 4: express an opinion or preference about a variety of topics or stories showing increasing control.</li><li>● Level 5: express an opinion or preference about a variety of topics or stories showing increasing control.</li></ul> <p>ESL5: Conduct research and evaluate and communicate findings to answer questions or solve problems</p> <ul style="list-style-type: none"><li>● Level 1: recall information from experience or from a provided source.</li></ul>



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	<ul style="list-style-type: none"><li>● Level 2: recall information from experience or use information from a provided source to answer a question.</li><li>● Level 3: recall information from experience or use information from provided sources to answer a question showing developing control.</li><li>● Level 4: recall information from experience or use information from provided sources to answer a question showing increasing control.</li><li>● Level 5: recall information from experience or use information from provided sources to answer a question showing increasing control.</li></ul>
	ESL6: Analyze and critique the arguments of others orally and in writing
	ESL7: Adapt language choices to purpose, task, and audience when speaking and writing
	ESL9: Create clear and coherent grade-appropriate speech and text
	ESL10: Make accurate use of standard English to communicate in grade-appropriate speech and writing