8/19/13

**GRADE: \_\_\_K\_\_**

**ELD STANDARD: Language of Reading EXAMPLE TOPIC: Community Workers**

**CONNECTION:** Massachusetts History and Science Curriculum Framework: PreK-K.6 Identify and describe family or community members who promote welfare and safety of children and adults; Reading Standards: Foundational Skills Pre-K-5 – Phonics and word recognition, MA.3. Know and apply grade-level phonics and word analysis skills in decoding words.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Following an interactive/ shared reading experience on an informational book about Community Workers and objects associated with them, students will examine the book with a partner.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency UNDERSTAND the function of community workers**.** | | | | | | |
| **DOMAIN: Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Match community workers pictures with modeled language and objects associated with their jobs with a partner. | Find community worker name given word and picture with a partner. | Sort illustrated text about community workers and objects associated with them using graphic organizers (e.g., T-charts) with a partner. | Find community worker names given picture and initial letter clues. | Find community worker names in familiar chants and poems. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade level words and expressions such as community workers (firefighters, police, bakers, mailpersons, etc.). | | | | | | |



**GRADE: K**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Community Workers**

**CONNECTION:** Massachusetts History and Science Curriculum Framework: PreK-K.6 Identify and describe family or community members who promote welfare and safety of children and adults; PreK-K.8 Give examples of different jobs that people do, including the work they do at home.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore the names and jobs of community workers in a variety of texts.

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| **COGNITIVE FUNCTION:** Students of all levels of English language proficiency REMEMBER names of community workers. | | | | | | |
| **DOMAIN: Listening** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identify names of community helpers in response to one-step oral commands. (e.g., “Show me the firefighter.”) | Identify community workers in response to questions involving a choice using various pictures. (e.g., “Is *this* the firefighter or is *this* the firefighter? Show me the firefighter.”) | Identify community workers in response to Wh- questions. (e.g., “Who is this? Show me the firefighter.”) | Identify community workers in response to Wh- questions. (e.g., “What does a firefighter do?) | Identify community workers in response to multi-step instructions and following model. (e.g., “Find the firefighter and then show me what he/ she does.”) |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions such as: firefighter, letter carrier, baker, doctor, nurse, hospital, library, bakery, fire station and post office. | | | | | | |



**GRADE: K**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Community Workers**

**CONNECTION:** Massachusetts History and Science Curriculum Framework: PreK-K.6 Identify and describe family or community members who promote welfare and safety of children and adults; PreK-K.8 Give examples of different jobs that people do, including the work they do at home.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Partner Talk

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency IDENTIFY types of community workers**.** | | | | | | |
| **DOMAIN: Speaking** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Name community workers (e.g., “teacher,” “police officer”) using gestures and words with a partner. | State different community helpers using a sentence frame (e.g., “This is a \_\_\_\_\_\_\_.”) with a partner. | Describe what the community workers do using a sentence frame (e.g., “A police officer helps people \_\_\_\_\_\_\_.”) with a partner. | Describe what the community helpers do (e.g. “A police officer keeps people safe.”) with a partner (no sentence frame). | Discuss why a community helper is important (e.g. “A police officer keeps our neighborhood safe.”) with a partner. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade level words and expressions such as names of community workers and equipment related vocabulary. | | | | | | |



**GRADE: K**

**ELD STANDARD: The Language of Social Studies EXAMPLE TOPIC: Community Workers**

**CONNECTION:** Massachusetts History and Science Curriculum Framework: PreK-K.6 Identify and describe family or community members who promote welfare and safety of children and adults; PreK-K.8 Give examples of different jobs that people do, including the work they do at home.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in shared writing and then independently contribute to a classroom mural with “stories” about important community workers in their lives.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency UNDERSTAND the jobs people in their community do. | | | | | | |
| **DOMAIN: Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Draw and label community members using models and illustrated word cards (e.g., “firefighter”) in L1 or L2. | Draw and label community members using models and illustrated word cards (e.g., This is a \_\_\_\_\_\_\_.”) in L1 or L2. | Draw and describe community members using sentence frames and illustrated word cards (e.g., “This is a \_\_\_\_\_\_. They use a \_\_\_\_\_\_.”) | Produce illustrated “stories” about community members using multiple related sentence frames, illustrated word cards and/or invented spelling to expand upon topic (e.g., “This is a \_\_\_\_\_\_\_\_. She helps people \_\_\_\_\_.”) | Produce illustrated “stories” about community members with descriptive sentence(s). |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions such as: doctor, firefighter, mail carrier, nurse, police officer, bakery, clothing store, fire station, grocery, library, post office, restaurant. | | | | | | |