8/19/13

**GRADE: K**

**ELD STANDARD: The Language of Social Studies EXAMPLE TOPIC: Family**

**CONNECTION:** Massachusetts History and Social Science Curriculum Framework: PreK-K.6 –Identify and describe family or community members who promote the welfare and safety of children and adults.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** large and small group

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| **COGNITIVE FUNCTION:** Students at all levels of English Language Proficiency will REMEMBER family structure and names. | | | | | | |
| **DOMAIN: Listening** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Follow one-step oral instructions to identify family members following a model. (e.g. “Show me the mother.”) | Respond to questions about family members following a model and given a choice. (e.g., ‘Is *this* the mother or is *this* the mother.”) | Identify family members in response to simple Wh- questions by pointing and following a model. (e.g., “Who is this?”) | Identify family members in response to expanded Wh- questions. (e.g., Where is the sister? Who is her brother?) | Identify family members in response to multi-step oral instructions. (e.g. Where is the father then show me the baby.”) |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: mother, father, family, baby, brother, sister, grandmother, grandfather, aunt, uncle. | | | | | | |



**GRADE: K**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Family**

**CONNECTION:** Massachusetts History and Social Science Curriculum Framework: PreK-K.6 –Identify and describe family or community members who promote the welfare and safety of children and adults.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students name and describe family members using pictures and manipulatives.

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| **COGNITIVE FUNCTION:** Students at all levels of English Language Proficiency will APPLY understanding of family to tell family stories. | | | | | | |
| **DOMAIN: Speaking** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Repeat chants about family members using gestures or pictures/ manipulatives. | Produce simple statements about family/ using oral sentence starters and manipulatives. | Produce statements about family members using sentence starters/ manipulatives. | Tell a story about your family using manipulatives. | Tell a descriptive story about family activities. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: mother, father, family, baby, brother, sister, grandmother, grandfather, aunt, uncle. | | | | | | |



**GRADE: K**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Family**

**CONNECTION:** Massachusetts History and Social Science Curriculum Framework: PreK-K.6 –Identify and describe family or community members who promote the welfare and safety of children and adults. Massachusetts Reading Standards: Foundational Skills Pre-K-5 Demonstrate understanding of the organization and basic features of print.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Center Activity

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| **COGNITIVE FUNCTION:** Students at all levels of English Language Proficiency will REMEMBER family words and pictures. | | | | | | |
| **DOMAIN: \_\_Reading** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Identify pictures with modeled language about family with a partner. | Identify labeled pictures for family members in books with a partner. | Match picture and word relating to family (matching game between picture cards and word cards) with a partner. | Identify key phrases in illustrated texts about family with a partner. | Identify short sentences in illustrated texts about family with a partner. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: mother, father, family, baby, brother, sister, grandmother, grandfather, aunt, uncle. | | | | | | |



**GRADE: K**

**ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: Family**

**CONNECTION:** Massachusetts History and Social Science Curriculum Framework: PreK-K.6 –Identify and describe family or community members who promote the welfare and safety of children and adults.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Writer’s workshop, small group writing center.

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| **COGNITIVE FUNCTION:** Students at all levels of English language proficiency will APPLY understanding of the structure of the family. | | | | | | |
| **DOMAIN: \_Writing** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| Draw and label family members using models and illustrated word cards (e.g., “brother”) in L1 or L2. | Draw and label family members using models and illustrated word cards (e.g., “This is my \_\_\_\_\_\_.”) in L1 or L2. | Draw and describe family members using sentence frames and illustrated word cards (e.g., “This is \_\_\_\_\_\_. She is \_\_\_\_\_.”). | Produce illustrated stories about family members using illustrated word cards and inventive spelling to write a sentence (e.g., This is \_\_\_\_, She is \_\_\_\_\_\_. She likes to \_\_\_\_\_\_.”). | Produce illustrated “stories” about family members using inventive spelling to write 2+ sentences. |
| **TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: mother, father, family, baby, brother, sister, grandmother, grandfather, aunt, uncle. | | | | | | |