

# BALANCING READING AND LANGUAGE LEARNING

by Mary Cappellini

## NEW APPENDIXES

**Appendix A** Language Patterns

WIDA  
NY  
TX  
CA

**Appendix C** Content Area / Thematic Planning Framework

**Appendix D** New Multicultural Books

**Appendix E** Shared Reading Focus Sheets of Outcomes

WIDA  
NY  
TX  
CA

Shared Reading and Observation and Notes

WIDA  
NY  
TX  
CA

Name \_\_\_\_\_ **D = Developing, S = Secure, NE = No Evidence**

English Language Proficiency Level	Skill	Date							
<b>Entering</b>	Uses regular plurals								
	Uses prepositions								
	Knows how to use the verb <i>to be</i>								
	Can say a command								
<b>Emerging</b>	Knows subject pronouns								
	Uses statements: <i>there is/are, here is/are</i>								
	Knows present tense								
	Uses present progressive								
	Can state a negative statement								
<b>Developing</b>	Uses habitual present: <i>she goes</i>								
	Knows subject/verb agreement								
	Uses adjectives correctly								
	Uses past tense								
	Uses simple contractions: <i>it's, isn't</i>								
	Uses comparatives								
	Asks questions in future tense								
	Uses possessive pronouns								

# Developmental Checklist of Language Patterns for Expanding to Bridging English Language Learners

Name \_\_\_\_\_ **D = Developing, S = Secure, NE = No Evidence**

English Language Proficiency Level	Skill	Date							
<b>Expanding</b>	Uses superlatives: <i>most, least</i>								
	Uses irregular past tense								
	Uses adverbs: <i>well</i> (vs. <i>good</i> )								
	Uses abstract nouns: <i>freedom, citizenship</i>								
	Uses gerunds: <i>going to school</i>								
	Uses conjunctions: <i>however, therefore</i>								
	Uses synonyms and antonyms								
	Asks questions in past tense								
<b>Bridging</b>	Uses perfect tenses: <i>has been, will have been</i>								
	Uses conditional perfect tense: <i>if he had worked harder, he would have finished</i>								
	Uses specialized adverbs: <i>already, still</i>								
	Uses auxiliary verbs: <i>could, would, should</i>								
	Uses auxiliary contractions: <i>couldn't, wouldn't, shouldn't</i>								
	Uses relative pronouns: <i>who, whom, whose</i>								
	Uses metaphors								
	Uses similes								

# Developmental Checklist of Language Patterns for Emerging to Expanding English Language Learners

Name \_\_\_\_\_ D = Developing, S = Secure, NE = No Evidence

English Language Proficiency Level	Skill	Date									
<b>Entering</b>	Uses regular plurals										
	Uses prepositions										
	Knows how to use the verb <i>to be</i>										
	Can say a command										
<b>Emerging</b>	Knows subject pronouns										
	Uses statements: <i>there is/are, here is/are</i>										
	Knows present tense										
	Uses present progressive										
	Can state a negative statement										
<b>Transitioning</b>	Uses habitual present: <i>she goes</i>										
	Knows subject/verb agreement										
	Uses adjectives correctly										
	Uses past tense										
	Uses simple contractions: <i>it's, isn't</i>										
	Uses comparatives										
	Asks questions in future tense										
	Uses possessive pronouns										

# Developmental Checklist of Language Patterns for Emerging to Expanding English Language Learners

Name \_\_\_\_\_ D = Developing, S = Secure, NE = No Evidence

English Language Proficiency Level	Skill	Date							
<b>Expanding</b>	Uses superlatives: <i>most, least</i>								
	Uses irregular past tense								
	Uses adverbs: <i>well (vs. good)</i>								
	Uses abstract nouns: <i>freedom, citizenship</i>								
	Uses gerunds: <i>going to school</i>								
	Uses conjunctions: <i>however, therefore</i>								
	Uses synonyms and antonyms								
	Asks questions in past tense								
<b>Commanding</b>	Uses perfect tenses: <i>has been, will have been</i>								
	Uses conditional perfect tense: <i>if he had worked harder, he would have finished</i>								
	Uses specialized adverbs: <i>already, still</i>								
	Uses auxiliary verbs: <i>could, would, should</i>								
	Uses auxiliary contractions: <i>couldn't, wouldn't, shouldn't</i>								
	Uses relative pronouns: <i>who, whom, whose</i>								
	Uses metaphors								
	Uses similes								

# Developmental Checklist of Language Patterns for Beginning to Intermediate English Language Learners

Name \_\_\_\_\_ **D = Developing, S = Secure, NE = No Evidence**

English Language Proficiency Level	Skill	Date							
<b>Beginning</b>	Uses regular plurals								
	Uses prepositions								
	Knows how to use the verb <i>to be</i>								
	Can say a command								
	Knows subject pronouns								
	Uses statements: <i>there is/are, here is/are</i>								
	Knows present tense								
	Uses present progressive								
	Can state a negative statement								
<b>Intermediate</b>	Uses habitual present: <i>she goes</i>								
	Knows subject/verb agreement								
	Uses adjectives correctly								
	Uses past tense								
	Uses simple contractions: <i>it's, isn't</i>								
	Uses comparatives								
	Asks questions in future tense								
	Uses possessive pronouns								

# Developmental Checklist of Language Patterns for Advanced to Advanced High English Language Learners

Name \_\_\_\_\_ D = Developing, S = Secure, NE = No Evidence

English Language Proficiency Level	Skill	Date							
<b>Advanced</b>	Uses superlatives: <i>most, least</i>								
	Uses irregular past tense								
	Uses adverbs: <i>well</i> (vs. <i>good</i> )								
	Uses abstract nouns: <i>freedom, citizenship</i>								
	Uses gerunds: <i>going to school</i>								
	Uses conjunctions: <i>however, therefore</i>								
	Uses synonyms and antonyms								
	Asks questions in past tense								
<b>Advanced High</b>	Uses perfect tenses: <i>has been, will have been</i>								
	Uses conditional perfect tense: <i>if he had worked harder, he would have finished</i>								
	Uses specialized adverbs: <i>already, still</i>								
	Uses auxiliary verbs: <i>could, would, should</i>								
	Uses auxiliary contractions: <i>couldn't, wouldn't, shouldn't</i>								
	Uses relative pronouns: <i>who, whom, whose</i>								
	Uses metaphors								
	Uses similes								

# Developmental Checklist of Language Patterns for Emerging to Expanding English Language Learners

Name \_\_\_\_\_ D = Developing, S = Secure, NE = No Evidence

English Language Proficiency Level	Skill	Date									
<b>Emerging</b>	Uses regular plurals										
	Uses prepositions										
	Knows how to use the verb <i>to be</i>										
	Can say a command										
	Knows subject pronouns										
	Uses statements: <i>there is/are, here is/are</i>										
	Knows present tense										
	Uses present progressive										
	Can state a negative statement										
<b>Expanding</b>	Uses habitual present: <i>she goes</i>										
	Knows subject/verb agreement										
	Uses adjectives correctly										
	Uses past tense										
	Uses simple contractions: <i>it's, isn't</i>										
	Uses comparatives										
	Asks questions in future tense										
	Uses possessive pronouns										



# Developmental Checklist of Language Patterns for Expanding to Bridging English Language Learners

Name \_\_\_\_\_ D = Developing, S = Secure, NE = No Evidence

English Language Proficiency Level	Skill	Date							
<b>Expanding</b>	Uses superlatives: <i>most, least</i>								
	Uses irregular past tense								
	Uses adverbs: <i>well (vs. good)</i>								
	Uses abstract nouns: <i>freedom, citizenship</i>								
	Uses gerunds: <i>going to school</i>								
<b>Bridging</b>	Uses conjunctions: <i>however, therefore</i>								
	Uses synonyms and antonyms								
	Asks questions in past tense								
	Uses perfect tenses: <i>has been, will have been</i>								
	Uses conditional perfect tense: <i>if he had worked harder, he would have finished</i>								
	Uses specialized adverbs: <i>already, still</i>								
	Uses auxiliary verbs: <i>could, would, should</i>								
	Uses auxiliary contractions: <i>couldn't, wouldn't, shouldn't</i>								
	Uses relative pronouns: <i>who, whom, whose</i>								
	Uses metaphors								
Uses similes									

Grade Level \_\_\_\_\_

Theme \_\_\_\_\_ Time Frame \_\_\_\_\_

Subtheme \_\_\_\_\_ Time Frame \_\_\_\_\_

Content Area \_\_\_\_\_ Genre \_\_\_\_\_

**Content Area Concepts (Content Focus)** \_\_\_\_\_

Science or History/Social Science Standards

**Unit of Study (Literary Focus)** \_\_\_\_\_

ELA and ELD Standards

**Vocabulary Development (Language Focus)** \_\_\_\_\_

ELA and ELD Standards

## Reading To

Read-Aloud Books	Literary Focus and Reading Strategy	Language Focus and Language Pattern	Content Focus and Thinking Process	Teaching Group
Chapter Books:				
Picture Books:				

**Mini-Lessons**

**How to Record Information**

Continued on next page.

## Reading With

<b>Shared Reading Books</b>  Big Books:   Other:	<b>Literary Focus and Reading Strategy</b>	<b>Language Focus and Language Pattern</b>	<b>Content Focus and Thinking Process</b>	<b>Teaching Group</b>
<b>Mini-Lessons</b>		<b>How to Record Information</b>		

## Reading By

<b>Guided Reading Books</b>  Emergent:  Early:  Early Fluent:  Fluent:	<b>Literary Focus and Reading Strategy</b>	<b>Language Focus and Language Pattern</b>	<b>Content Focus and Thinking Process</b>	<b>Teaching Group</b>

(See lists of multicultural books in the Read-Aloud Book Lists and Guided Reading Book Lists in Appendix D2 and F2, and in the references under Children's Books.)

The titles listed here are great books to share in whole group or small group or to have students read individually.

### Multicultural Poetry Books

- Adobe Odes* by Pat Mora. University of Arizona Press, 2006
- Animal Poems of the Iguazú/Animalario del Iguazú* by Francisco X. Alarcón. Children's Book Press, 2008
- César: ¡Sí, se puede!* by Carmen T. Bernier-Grand. Two Lions, 2004
- Confetti: Poems for Children* by Pat Mora. Lee and Low, 2006
- Death of a Mexican and Other Poems* by Manuel Paul Lopez. Bear Street, 2006
- Elegy on the Death of César Chávez* by Rudolfo Anaya. Cinco Puntos, 2004
- Estrellita se despide de su isla/Estrellita Says Good-Bye to Her Island* by Samuel Caraballo. Arte Público Press, 2002
- Maya Angelou: The Complete Poetry*. Random House, 2015
- Neighborhood Odes* by Gary Soto. Houghton Mifflin Harcourt, 2005
- Poems to Dream Together/Poemas para soñar juntos* by Francisco X. Alarcón. Lee and Low, 2005

### Multicultural ABC Books

- Abecedarios: Mexican Folk Art ABCs in English and Spanish* by Cynthia Weill. Cinco Puntos, 2007
- ¡Marimba! Animales from A to Z* by Pat Mora. Clarion Books, 2006
- My First Book of Chinese Words: An ABC Rhyming Book* by Faye-Lynn Wu. Tuttle, 2013
- My First Book of Korean Words: An ABC Rhyming Book* by Kyubyong Park. Tuttle, 2012

### Multicultural Books with Rhyme, Rhythm, and Rich Language

- Cada niño/Every Child: A Bilingual Songbook for Kids* by Tish Hinojosa. Cinco Puntos, 2002

- Arrorró, mi niño/Latino Lullabies and Gentle Games* by Lulu Delacre. Lee and Low, 2004
- Colors!/¡Colores!* by Jorge Luján. Groundwood Books, 2008
- Juanito Counts to Ten/Johnny cuenta hasta diez: A bilingual counting book* by Lee Merrill Byrd. Cinco Puntos, 2010
- Looking Like Me* by Walter Dean Myers. EgmontUSA, 2009
- Under the Mambo Moon* by Julia Durango. Charlesbridge, 2011
- Uno, dos, tres/One, Two, Three* by Pat Mora. Clarion Books, 2000

### Multicultural Picture Books (Important Themes, Historical Fiction, Social Justice, Social Conscience, Hopelessness, Poverty, Empathy, Diversity)

- A Place Where Sunflowers Grow* by Amy Lee-Tai. Children's Book Press, 2006
- A Shelter in Our Car* by Monica Gunning. Children's Book Press, 2007
- Alia's Mission: Saving the Books of Iraq* by Mark Alan Stamaty. Dragonfly Books, 2004
- Armando and the Blue Tarp School* by Edith Hope Fine and Judith Pinkerton Josephson. Lee and Low, 2012
- Beatrice's Goat* by Page McBrier. Aladdin, 2004
- Big Red Lollipop* by Rukhsana Khan. Viking, 2010
- Cooper's Lesson* by Sun Yung Shin. Children's Book Press, 2004
- Crouching Tiger* by Ying Chang Compestine. Candlewick, 2011
- Dream Something Big: The Story of the Watts Towers* by Dianna Hutts Aston. Dial Books, 2011
- Featherless/Desplumado* by Juan Felipe Herrera. Children's Book Press, 2004
- Frida* by Yuyi Morales. Roaring Brook, 2014
- From North to South: Del norte al sur* by René Colato Laínez. Children's Book Press, 2010
- Gifts from the Enemy* by Trudy Ludwig. White Cloud, 2014
- Going Home, Coming Home* by Truong Tran. Children's Book Press, 2003
- Grandparents Song* by Sheila Hamanaka. HarperCollins, 2003
- Growing Up with Tamales/Los tamales de Ana* by

Continued on next page.

- Gwendolyn Zepeda. Translated by Gabriela Baeza Ventura. Piñata Books, 2008
- Hands Around the Library: Protecting Egypt's Treasured Books* by Susan L. Roth and Karen Leggett Abouraya. Dial Books, 2012
- Hannah Is My Name: A Young Immigrant's Story* by Belle Yang. Candlewick, 2007
- Hope and Tears: Ellis Island Voices* by Gwenyth Swain. Calkins Creek, 2012
- I Have the Right to Be a Child* by Alain Serres. Groundwood Books, 2009
- I Lost My Tooth in Africa* by Penda Diakité. Scholastic, 2006
- In English, of Course* by Josephine Nobisso. Gingerbread House, 2003
- Lakas and the Manilatown Fish/Si Lakas at ang Isdang Manilatown* by Anthony D. Robles. Translated by Eloisa de Jesus and Magdalena de Guzman. Children's Book Press, 2003
- Lucha Libre: The Man in the Silver Mask/A Bilingual Cuento* by Xavier Garza. Cinco Puntos, 2005
- Marisol McDonald and the Clash Bash/Marisol McDonald y la fiesta sin igual* by Monica Brown. Children's Book Press/Lee and Low, 2013
- Moony Luna/Luna, Lunita Lunera* by Jorge Argueta. Children's Book Press, 2005
- My Colors, My World: Mis colores, mi mundo* by Maya Christina Gonzalez. Children's Book Press, 2007
- My Havana: Memories of a Cuban Boyhood* by Rosemary Wells. Candlewick, 2010
- My Name Is Celia: The Life of Celia Cruz/Me llamo Celia: La vida de Celia Cruz* by Monica Brown. Luna Rising, 2004
- My Name Is Gabriela: The Life of Gabriela Mistral/Me llamo Gabriela: La vida de Gabriela Mistral* by Monica Brown. Luna Rising, 2005
- My Papa Diego and Me/Mi papá Diego y yo* by Guadalupe Rivera Marin. Children's Book Press, 2009
- My People* by Langston Hughes. Ginny Seo Books/Atheneum, 2009
- Nasreen's Secret School: A True Story from Afghanistan* by Jeanette Winter. Beach Lane Books, Simon and Schuster, 2009
- Niwechihaw/I Help* by Caitlin Dale Nicholson with Leona Morin-Neilson. Groundwood Books, 2008
- No English* by Jacqueline Jules. Mitten Press, 2007
- One Green Apple* by Eve Bunting. Clarion Books, 2006
- One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway. Kids Can Press, 2008
- Parrots Over Puerto Rico* by Susan Roth and Cindy Trumbore. Lee and Low, 2013
- ¡Quiero ayudar!! Let Me Help!* by Alma Flor Ada. Children's Book Press, 2010
- Quinito's Neighborhood/El vecindario de Quinito* by Ina Cumpiano. Children's Book Press, 2005
- Rain School* by James Rumford. Houghton Mifflin, 2010
- Rickshaw Girl* by Mitali Perkins. Charlesbridge, 2007
- Roberto Clemente: Pride of the Pittsburg Pirates* by Jonah Winter. Atheneum, 2005
- Ron's Big Mission* by Rose Blue and Corinne J. Naden. Dutton Books, 2009
- Ruth and the Green Book* by Calvin Alexander Ramsey. Carolrhoda Books, 2010
- Same, Same but Different* by Jenny Sue Kostecki-Shaw. Henry Holt, 2011
- Shin-chi's Canoe* by Nicola I. Campbell. Groundwood Books/House of Anansi, 2008
- Sit-In: How Four Friends Stood Up by Sitting Down* by Andrea Davis Pinkney. Little, Brown, 2010
- The Can Man* by Laura Williams. Lee and Low, 2010
- The Composition* by Antonio Skarmeta. Groundwood Books/Douglas and McIntyre, 2003
- The Firekeeper's Son* by Linda Sue Park. Clarion Books, 2004
- The Hallelujah Flight* by Phil Bildner. G. P. Putnam's Sons, 2010
- The Librarian of Basra: A True Story from Iraq* by Jeanette Winter. Harcourt, 2008
- The Lunch Thief* by Anne Bromley. Tilbury House, 2010
- The Mango Tree: Planting Trees to Feed Families* by Susan Roth and Cindy Trumbore. Lee and Low, 2011
- The Sky Painter: Louis Fuertes, Bird Artist* by Margarita Engle. Two Lions, 2015
- The Storyteller's Candle: La velita de los cuentos* by Lucía González. Children's Book Press, 2008
- Waiting for the Biblioburro* by Monica Brown. Tricycle Press, Random House, 2011
- What a Family! A Fresh Look at Family Trees* by Rachel Isadora. G. P. Putnam's Sons, 2006

### Multicultural Chapter Books and Young Adult Novels

*American Born Chinese* by Gene Luen Yang. First Second Books, 2006

Continued on next page.

- Boys without Names* by Kashmira Sheth. HarperCollins, 2010
- Goal!* by [Mina Javaherbin](#). Candlewick, 2010
- Henry Aaron's Dream* by [Matt Tavares](#). Candlewick, 2010
- In the Year of the Boar and Jackie Robinson* by Bette Bao Lord. Revised HarperTrophy edition, HarperCollins, 2003
- Inside Out and Back Again* by Thanhha Lai. Harper/HarperCollins, 2011
- Ling and Ting: Not Exactly the Same!* by Grace Lin. Little, Brown, 2010
- One Crazy Summer* by Rita Williams-Garcia. Amistad/HarperCollins, 2010
- Ruby Lu, Empress of Everything* by [Lenore Look](#). Atheneum, 2006
- Seedfolks* by Paul Fleischman. HarperCollins, 2004
- Stanford Wong Flunks Big-Time* by [Lisa Yee](#). Scholastic, 2007
- Testing the Ice: A True Story About Jackie Robinson* by [Sharon Robinson](#). Scholastic, 2009
- The Breadwinner* by [Deborah Ellis](#). Groundwood Books, 2001
- The Catch* by Rick Jasper. Lerner, 2012
- The Year of the Book* by Andrea Cheng. Houghton Mifflin Harcourt, 2012
- Weird!* by [Erin Frankel](#). Free Spirit, 2012
- When My Name Was Keoko* by [Linda Sue Park](#). Yearling, 2004
- Where the Mountain Meets the Moon* by Grace Lin. Little, Brown, 2009

### Multicultural Legends, Folktales, and Fairy Tales

- Baila, nana, baila/Dance, Nana, Dance: Cuban Folktales in English and Spanish* by Joe Hayes. Cinco Puntos, 2008
- Estrellita de oro/Little Gold Star* by Joe Hayes. Cinco Puntos, 2000
- Latino Read-Aloud Stories* by Maite Suarez-Rivas. (Ed.) Black Dog and Leventhal, 2000
- Pájaro verde/The Green Bird* by Joe Hayes. Cinco Puntos, 2002
- The Night the Moon Fell: A Mayan Myth* by Pat Mora. Groundwood Books, 2009
- The Race of Toad and Deer* by Pat Mora. Groundwood Books, 2001

### Multicultural Plays

- Multicultural Plays for Children, Volume I, K–3* by Pamela Gerke. Smith and Kraus, 1996
- Multicultural Plays for Children, Volume II, 4–5* by Pamela Gerke. Smith and Kraus, 1998
- ¡Teatro! Hispanic Plays for Young People* by Angel Vigil. Teacher Idea Press, 1996
- You're On!: Seven Plays in English and Spanish* by Lori Marie Carlson. Morrow, 1999

### Multicultural Author Study: Pat Mora

- A Birthday Basket for Tía* by Pat Mora. Simon and Schuster, 2004
- A Library for Juana* by Pat Mora. Alfred A. Knopf, 2002
- A Piñata in a Pine Tree: A Latino 12 days of Christmas* by Pat Mora. Clarion Books, 2010
- Book Fiesta! Celebrate Children's Day/Book Day/Celebramos El día de los niños/El día de los libros* by Pat Mora. HarperCollins, 2009
- Delicious Hullabaloo/Pachanga deliciosa* by Pat Mora. Piñata Books, 1998
- Doña Flor: A Tall Tale about a Giant Woman with a Great Big Heart* by Pat Mora. Alfred A. Knopf, 2005
- Gracias/Thanks* by Pat Mora. Lee and Low, 2010
- House of Houses* by Pat Mora. University of Arizona Press, 1998
- I Pledge Allegiance* by Pat Mora. Alfred A. Knopf, 2014
- Listen to the Desert/Oye al desierto* by Pat Mora. Clarion Books, 1994
- Love to Mama: A Tribute to Mothers* by Pat Mora. Lee and Low, 2001
- Pablo's Tree* by Pat Mora. Simon and Schuster, 1994
- The Bakery Lady/La señora de la panadería* by Pat Mora. Piñata Books, 2001
- The Desert Is My Mother/El desierto es mi madre* by Pat Mora. Piñata Books, 1994
- The Rainbow Tulip* by Pat Mora. Viking, 2010
- Tomás and the Library Lady* by Pat Mora. Alfred A. Knopf, 1997
- Uno, dos, tres: One, Two, Three* by Pat Mora. Clarion Books, 2000
- Yum! ¡MmMm! ¡Qué rico! America's Sproutings* by Pat Mora. Lee and Low, 2007

### Entering to Developing Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

#### **Features to Note in Text (examples):**

Rhyming words:

Plurals/words ending in s:

Interesting vocabulary:

Punctuation:

High-frequency words:

#### **Expected language outcomes (examples)**

##### *Entering speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

##### *Emerging speakers*

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

##### *Developing speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

#### **Expected reading outcomes (examples)**

##### *Entering speakers*

Read aloud simple words in story \_\_\_\_\_

##### *Emerging speakers*

Identify and produce rhyming words \_\_\_\_\_

##### *Developing speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

##### *All speakers*

Tracking left to right \_\_\_\_\_

One-to-one correspondence \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (WIDA)*

### Entering to Expanding Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

#### **Features to Note in Text (examples):**

Cognates:

Plurals/words ending in s:

Prepositions:

Verb tense:

High-frequency words:

Text format:

#### **Expected language outcomes (examples)**

##### *Entering speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

##### *Emerging speakers*

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

##### *Developing speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

##### *Expanding speakers*

Speak in complete sentences \_\_\_\_\_

Ask questions in past tense \_\_\_\_\_

#### **Expected reading outcomes (examples)**

##### *Entering speakers*

Read aloud simple words in story \_\_\_\_\_

##### *Emerging speakers*

Identify subject, read short phrases \_\_\_\_\_

##### *Developing speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

##### *Expanding speakers*

Read captions and glossary easily \_\_\_\_\_

State main idea, find supporting details \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (WIDA)*



**Entering to Transitioning Speakers**

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

**Features to Note in Text (examples):**

Rhyming words:

Plurals/words ending in s:

Interesting vocabulary:

Punctuation:

High-frequency words:

**Expected language outcomes (examples)**

*Entering speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

*Emerging speakers*

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

*Transitioning speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

**Expected reading outcomes (examples)**

*Entering speakers*

Read aloud simple words in story \_\_\_\_\_

*Emerging speakers*

Identify and produce rhyming words \_\_\_\_\_

*Transitioning speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

*All speakers*

Tracking left to right \_\_\_\_\_

One-to-one correspondence \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (New York Department of Education)*

Entering to Expanding Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

**Features to Note in Text (examples):**

Cognates:

Plurals/words ending in s:

Prepositions:

Verb tense:

High-frequency words:

Text format:

**Expected language outcomes (examples)**

*Entering speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

*Emerging speakers*

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

*Transitioning speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

*Expanding speakers*

Speak in complete sentences \_\_\_\_\_

Ask questions in past tense \_\_\_\_\_

**Expected reading outcomes (examples)**

*Entering speakers*

Read aloud simple words in story \_\_\_\_\_

*Emerging speakers*

Identify subject, read short phrases \_\_\_\_\_

*Transitioning speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

*Expanding speakers*

Read captions and glossary easily \_\_\_\_\_

State main idea, find supporting details \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (New York Department of Education)*

### Beginning to Intermediate Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

#### **Features to Note in Text (examples):**

Rhyming words:

Plurals/words ending in s:

Interesting vocabulary:

Punctuation:

High-frequency words:

#### **Expected language outcomes (examples)**

##### *Beginning speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

##### *Intermediate speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

#### **Expected reading outcomes (examples)**

##### *Beginning speakers*

Read aloud simple words in story \_\_\_\_\_

Identify and produce rhyming words \_\_\_\_\_

##### *Intermediate speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

##### *All speakers*

Tracking left to right \_\_\_\_\_

One-to-one correspondence \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (Texas Department of Education)*

### Beginning to Advanced Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

#### **Features to Note in Text (examples):**

Cognates: \_\_\_\_\_

Plurals/words ending in s: \_\_\_\_\_

Prepositions: \_\_\_\_\_

Verb tense: \_\_\_\_\_

High-frequency words: \_\_\_\_\_

Text format: \_\_\_\_\_

#### **Expected language outcomes (examples)**

##### *Beginning speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

##### *Intermediate speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

##### *Advanced speakers*

Speak in complete sentences \_\_\_\_\_

Ask questions in past tense \_\_\_\_\_

#### **Expected reading outcomes (examples)**

##### *Beginning speakers*

Read aloud simple words in story \_\_\_\_\_

Identify subject, read short phrases \_\_\_\_\_

##### *Intermediate speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

##### *Advanced speakers*

Read captions and glossary easily \_\_\_\_\_

State main idea, find supporting details \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (Texas Department of Education)*

### Emerging to Expanding Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

#### **Features to Note in Text (examples):**

Rhyming words:

Plurals/words ending in s:

Interesting vocabulary:

Punctuation:

High-frequency words:

#### **Expected language outcomes (examples)**

##### *Emerging speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

##### *Expanding speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

#### **Expected reading outcomes (examples)**

##### *Emerging speakers*

Read aloud simple words in story \_\_\_\_\_

Identify and produce rhyming words \_\_\_\_\_

##### *Expanding speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

##### *All speakers*

Tracking left to right \_\_\_\_\_

One-to-one correspondence \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (California Department of Education)*

### Emerging to Bridging Speakers

**Thematic unit** \_\_\_\_\_

**Mini-theme** \_\_\_\_\_

**Shared reading material** \_\_\_\_\_

#### **Features to Note in Text (examples):**

Cognates:

Plurals/words ending in s:

Prepositions:

Verb tense:

High-frequency words:

Text format:

#### **Expected language outcomes (examples)**

##### *Emerging speakers*

One-word response \_\_\_\_\_

Regular plurals \_\_\_\_\_

Repeat simple sentence \_\_\_\_\_

Use present tense \_\_\_\_\_

##### *Expanding speakers*

Express understanding of text \_\_\_\_\_

Possessive pronouns/subject-verb agreement \_\_\_\_\_

Use past tense \_\_\_\_\_

##### *Bridging speakers*

Speak in complete sentences

Ask questions in past tense

#### **Expected reading outcomes (examples)**

##### *Emerging speakers*

Read aloud simple words in story \_\_\_\_\_

Identify subject, read short phrases \_\_\_\_\_

##### *Expanding speakers*

Read simple vocabulary \_\_\_\_\_

Read phrases, sentences independently \_\_\_\_\_

##### *Bridging speakers*

Read captions and glossary easily \_\_\_\_\_

State main idea, find supporting details \_\_\_\_\_

*Outcomes based on performance standards from ELD Standards (California Department of Education)*

# Shared Reading Observations and Notes from a Lesson

Date \_\_\_\_\_ Big Book \_\_\_\_\_ Which Reading \_\_\_\_\_

Language Level	Language Output/Participation	Reading Output
Entering		
Emerging		
Developing		
Expanding		
Bridging		

# Shared Reading Observations and Notes from a Lesson

Date \_\_\_\_\_ Big Book \_\_\_\_\_ Which Reading \_\_\_\_\_

Language Level	Language Output/Participation	Reading Output
Entering		
Emerging		
Transitioning		
Expanding		
Commanding		



# Shared Reading Observations and Notes from a Lesson

Date \_\_\_\_\_ Big Book \_\_\_\_\_ Which Reading \_\_\_\_\_

Language Level	Language Output/Participation	Reading Output
Beginning		
Intermediate		
Advanced		
Advanced High		

# Shared Reading Observations and Notes from a Lesson

Date \_\_\_\_\_ Big Book \_\_\_\_\_ Which Reading \_\_\_\_\_

Language Level	Language Output/Participation	Reading Output
Emerging		
Expanding		
Bridging		