

“WIDA Standards and ESL Curriculum Alignment”

Presenters:

Raquel Sinai, Lori Ramella, Ericka Reed
Office of Student Achievement and Accountability
New Jersey Department of Education

Objectives

- Develop a general understanding of the WIDA English Language Proficiency Standards
- Determine how the ESL curriculum relates to the ACCESS for ELLs®
- Discriminate the differences between an aligned ESL curriculum and an unaligned ESL curriculum
- Begin to develop or revise an aligned curriculum

English Language Proficiency Standards in New Jersey

TESOL Standards- 1997

- **Adoption into administrative code 1998**
- **Alignment to NJ LAL Standards 1999**
- **Alignment of NJLAL Standards to Goal 2 of TESOL Standards–2003**

--- added language proficiency levels and classroom tasks that provided a sample of *academic* activities in different subject areas at each level of language proficiency and grade level

WIDA English Language Proficiency Standards- 2005

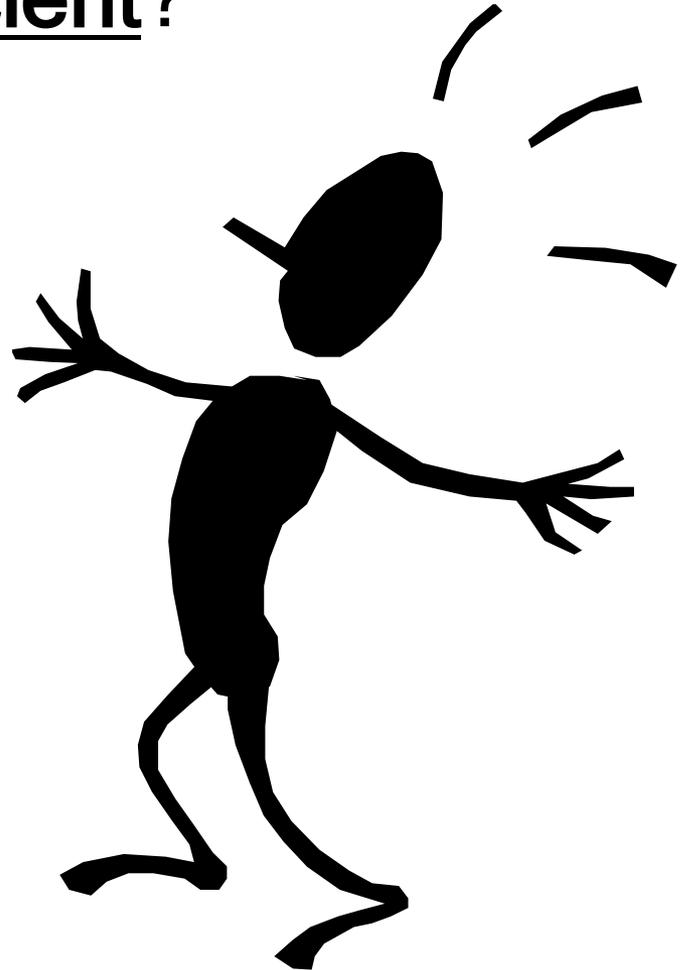
WIDA Standards

Why the WIDA Standards?

- Vision of language proficiency has expanded to encompass both social contexts and academic contexts
- Standards-based instruction that integrates language and content reflects the construct of “cognitive academic language proficiency”
- NCLB mandates that ELP standards be aligned to academic content standards and the ELP tests be standards based.

Are you proficient?

- How many standards are there?
- Identify the grade level clusters.
- Explain the difference between formative and summative.
- Name the proficiency levels.
- Explain the purpose of the CAN DO Descriptors.



WIDA Standards Format

- Standards
- Frameworks
- Model Performance Indicators (MPIs)
- Language Domains
- Language Proficiency Levels
- Example Topics

Curriculum Alignment

ESL Curriculum
Aligned to
(Old) English Language Proficiency Standards

Grades Pre-K-2 Reading English Language Proficiency Standard

Strands and Cumulative Progress Indicators	LAL Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster	English Language Proficiency Levels	Classroom Tasks	Teacher Tasks, Textbooks, and Resource Materials
<p>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT Develop basic reading comprehension skills using context and visuals to construct meaning.</p> <ul style="list-style-type: none"> ➤ Draw simple conclusions from information gathered from pictures, print, and people. ➤ Recall information and predict outcomes about text. ➤ Identify genres of text and story elements (e.g., plot, setting, and characters). ➤ Compare and contrast and/or sequence text elements. ➤ Read silently and independently for specific purposes. ➤ Make inferences, recognize cause and effect, and draw conclusions. 	<p>3.1.2.G.1</p> <p>3.1.2.G.4</p> <p>3.1.1.G.3,4</p> <p>3.1.1.G.7</p> <p>3.1.2.G.2,3</p> <p>3.1.1.H.1</p>	<p>1-5</p> <p>2-5</p> <p>3</p> <p>3-5</p> <p>4-5</p> <p>5</p>	<p>Level 1-5: Students will use picture clues to understand and predict story content.</p> <p>Level 2-5: Students identify Cause/effect, fact/opinion, main theme, and supporting details in literary and historical texts, according to grade and proficiency levels, by using graphic organizers.</p> <p>Level 2-5: Students identify word clues and predict story conclusions.</p>	<p>Reading Workbooks.</p> <p>Leveled Literature and Social Studies Texts.</p> <p>Graphic Organizers – “40 Rubrics & Checklists” Scholastic Professional Books.</p>

Strands and Cumulative Performance Indicators (CPIs)

Resources and Materials

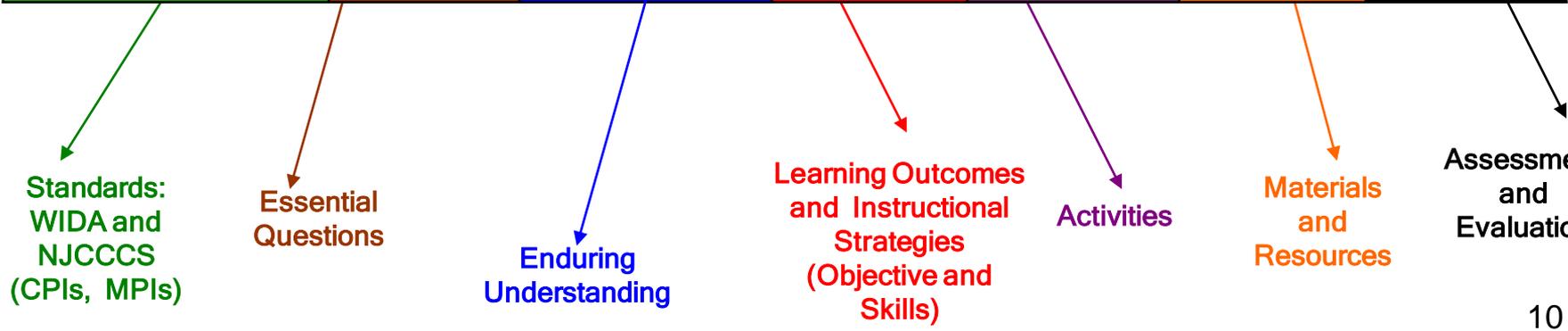
English Language Proficiency Standard

English Language Proficiency Level

Activities (Classroom Tasks)

ESL Curriculum
 Aligned to
 (New) World-class Instructional Design and Assessment (WIDA) English Language Proficiency Standards

Standards: (WIDA and NJCCCS)	Essential Questions (What is the "big idea"?)	Enduring Understanding (How do you apply and use in real-life situations?)	Learning Outcomes and Instructional Strategies	Activities •Can-do- descriptors •ELP Levels •Language Domains	Materials and Resources	Assessment and Evaluation



Curriculum Design

Step I: Identify Desired Results



- Standards
- Essential Questions (*What is the “big idea”?*)
- Enduring Understanding (*How do you apply and use in real-life situations?*)

Source: Backward Design by Wiggins and McTighe

Step II: Determine Acceptable Evidence

- Summative Assessment (ACCESS for ELLs®)
- Formative Assessment



Source: Backward Design by Wiggins and McTighe

Sample ACCESS for ELLs® Test Items (Summative Framework)

English Language Proficiency Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify environmental print (such as signs around school or the community) 	<ul style="list-style-type: none"> extract information from environmental print (such as signs, bulletin boards, or menus) 	<ul style="list-style-type: none"> restate information found in visually supported print (such as school schedules, field trips, or celebrations) 	<ul style="list-style-type: none"> summarize information found in visually supported print on classroom or school activities 	<ul style="list-style-type: none"> interpret rules and procedures (such as from the classroom or school)

Folder A

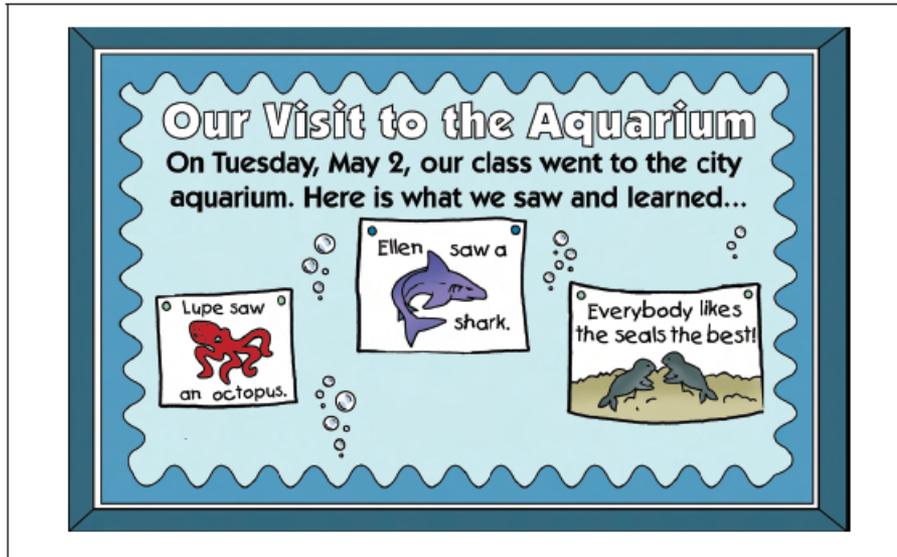
Folder Title: A Field Trip to the Aquarium

Reading, Grades 1–2, Tier B, Social & Instructional Language

Item number	Answer Key	Proficiency level	Model Performance Indicator
1	B	2	Extract information from environmental print (such as signs, bulletin boards, or menus)
2	A	2	Extract information from environmental print (such as signs, bulletin boards, or menus)
3	C	3	Restate information found in visually supported print (such as school schedules, field trips, or celebrations)
4	B	4	Summarize information found in visually supported print on classroom or school activities

Folder A: A Field Trip to the Aquarium

Here is a bulletin board found in a classroom.



1

When did the class visit the aquarium?

March

May

November

2

What kind of animal did Ellen see?

A shark

A seal

An octopus

3

What was everybody's favorite animal?

Octopus

Shark

Seal

4

What kinds of animals are in the aquarium?

Animals that live on land

Animals that live in water

Animals that live in the air

Step III: Plan Learning Experiences and Instruction

- **Identify Learning Outcomes**
(State the objective and identify skills)
- **Instructional Strategies**
(Integrate the Language Domains: Listening, Speaking, Reading, Writing)
- **Refine Learning Experiences** (Develop activities which provide interdisciplinary connections, technology integration, and a global perspective for English language learners)
- **Select Multi-Genre Resources** (Internet, Authentic realia, Novels, Magazines, Textbooks, etc.)



Standards in Practice

- **WIDA ELP Standard Number 1 - Social and Instructional Language:**
Natalie Fullerton, a middle school ESOL teacher for Fairfax County Public Schools, demonstrates teaching the language function of **classify** through social and instructional language. [PLAY VIDEO](#)
[Social and Instructional Language Handout](#)
- **WIDA ELP Standard Number 2 - The Language of Language Arts:**
Eric Blomquist, a middle school ESOL teacher for Fairfax County Public Schools, demonstrates teaching the language function of **sequencing** through the language of language arts. [PLAY VIDEO](#)
- **WIDA ELP Standard Number 3 - The Language of Mathematics:**
Sharon Hoffert, a high school mathematics teacher for Chesterfield County Public Schools, demonstrates teaching the language function of **create and change** through the language of mathematics. [PLAY VIDEO](#)
[Mathematics Handout](#)
- **WIDA ELP Standard Number 4 - The Language of Science:**
Donna O'Neill, a middle school ESOL teacher for Fairfax County Public Schools, demonstrates techniques in the language function of **record** through the language of science. [PLAY VIDEO](#) [Science Handout](#)
- **WIDA ELP Standard Number 5 - The Language of Social Studies:**
Robin Liten-Tejada, ESOL/HILT Secondary Specialist for Arlington County Public Schools, demonstrates teaching the language function of **compare and contrast** through the language of social studies. [PLAY VIDEO](#) [Social Studies Handout](#)

ESL Curriculum (Sample)

Aligned to WIDA English Language
Proficiency Standards
Elementary Program
Grades 1-2

Language Arts

ESL Curriculum (Sample) Aligned to WIDA English Language Proficiency Standards *Elementary Program* 1-2

Standards (WIDA and NJCCCS)	Essential Questions (What is the "big idea"?)	Enduring Understanding (How do you apply and use in real-life situations?)	Learning Outcomes and Instructional Strategies	Activities	Materials and Resources	Assessment and Evaluation
<p>NJCCCS: 3.3.1.D.3 WIDA: LoLA.1-2.S (pg.16 ,WIDA 2007)</p>	<p>How can I retell stories?</p>	<p>Good speakers use organizational strategies to aid in the comprehension of text.</p>	<p><u>Objective:</u> Students will be able to : ➤ Identify story elements ➤ Use story elements to retell stories.</p> <p><u>Skills:</u> ❖ Sequencing ❖ Retelling ❖ Labeling</p> <p>Story elements</p> <ul style="list-style-type: none"> ▪ Characters ▪ Main event ▪ Setting 	<p><u>Level 5:</u> Create original stories from a series of pictures , wordless picture books, or personal experiences.</p> <p><u>Level 4:</u> Tell stories from pictures or wordless picture books.</p> <p><u>Level 3:</u> State actions of characters or describe events depicted in story pictures or wordless picture books.</p> <p><u>Level 2:</u> Describe people or places depicted in story pictures or wordless picture books.</p> <p><u>Level 1:</u> Repeat new language related to story pictures or wordless picture books modeled by teachers.</p>	<p>Picture Books Video Graphic Organizer Glue Pencils Pictures of Characters</p>	<p>Present an original story to the class.</p>

MATH

ESL Curriculum (Sample) Aligned to WIDA English Language Proficiency Standards *Elementary Program* 1-2

Standards (WIDA and NJCCCS)	Essential Questions (What is the "big idea"?)	Enduring Understanding (How do you apply and use in real-life situations?)	Learning Outcomes and Instructional Strategies	Activities •Can-do-descriptors •ELP Levels •Language Domains	Materials and Resources	Assessment and Evaluation
<p>NJCCCS: 4.2.2.D.3 WIDA: LoMA.1-2.R (pg.20 ,WIDA 2007)</p>	<p>What tools can be used to measure?</p>	<p>There are a variety of tools that can be used for measurement.</p>	<p><u>Objective:</u> Students will be able to :</p> <ul style="list-style-type: none"> ➤ Identify measurement tools. ➤ Compare measurement tools. ➤ Explain which measurement tools are used for various purposes. <p><u>Skills:</u></p> <ul style="list-style-type: none"> ❖ Identifying ❖ Labeling ❖ Comparing ❖ Evaluating ❖ Synthesizing 	<p><u>Level 5</u> Follow illustrated directions from text to use standard or metric measurement tools.</p> <p><u>Level 4:</u> Follow illustrated directions from text to compare tools for standard or metric measurement with a partner.</p> <p><u>Level 3:</u> Identify key phrases in illustrated text to use standard or metric measurement tools with a partner.</p> <p><u>Level 2</u> Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner.</p> <p><u>Level 1:</u> Use diagrams to guide use of standard or metric measurement tools with a partner.</p>	<p>Scale Ruler Measuring Cup Thermometer Clock</p>	<p>Create a chart of measurement tools and identify their purpose.</p>

Activity

Social Studies

ESL Curriculum (Sample) Aligned to WIDA English Language Proficiency Standards *Elementary Program* 1-2

Standards (WIDA and NJCCCS)	Essential Questions (What is the "big idea"?)	Enduring Understanding (How do you apply and use in real-life situations?)	Learning Outcomes and Instructional Strategies	Activities <ul style="list-style-type: none"> •Can-do-descriptors •ELP Levels •Language Domains 	Materials and Resources	Assessment and Evaluation
<p>NJCCCS: 6.5.2.B.1 WIDA: LoSO.1-2.S (pg.25, WIDA 2007)</p>			<p><u>Objective:</u> Students will be able to :</p> <p><u>Skills:</u></p>	<p><u>Level 5</u> Predict impact of community workers in emergencies or unusual situations. <u>Level 4:</u> Explain importance or contributions of community workers in illustrated scenes. <u>Level 3:</u> Describe encounters or interactions with community workers in illustrated scenes. <u>Level 2</u> State roles of community workers in pictures or illustrated scenes. <u>Level 1:</u> Name community workers shown doing their jobs in pictures or illustrated scenes.</p>		

Resources

- Bilingual Education website: <http://www.nj.gov/education/bilingual/>
- WIDA: www.wida.us
- Virginia Department of Education [English as a Second Language](#)
- VDOE WIDA ELP Standards Instructional Videos.
http://www.doe.virginia.gov/VDOE/Instruction/ESL/elp_videos.html#
- Backward Design: www.greece.k12.ny.us/instruction/ela/6-12/Backward_Design/top10.htm

New Jersey Department of Education

Office of Student Achievement and Accountability Bureau of Bilingual/ESL Education

James F. Curry, Manager, james.curry@doe.state.nj.us

Raquel Sinai, Bilingual/ESL Coordinator,
raquel.sinai@doe.state.nj.us

Lori Ramella, Bilingual/ESL Education Program Specialist,
lori.ramella@doe.state.nj.us

Ericka Reed, Bilingual/ESL Education Program Specialist,
ericka.reed@doe.state.nj.us

www.state.nj.us/education
<http://www.nj.gov/education/bilingual/>

(609) 292-8777