



# Developing ESL Curriculum using the WIDA ELP Standards

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February 26/27, 2008

- Identify the goals and purpose for the ESL curriculum
- Analyze previous ESL curriculum
- Determine where the ESL curriculum fits in the broader school context
- Determine the Scope of the ESL Curriculum
- Begin the Process

# What is a curriculum?

The development of an ESL Curriculum is not a one man job!

All educators are educators of ELL and the input of all educators is needed to develop a complete and balanced curriculum for English Language Learners.

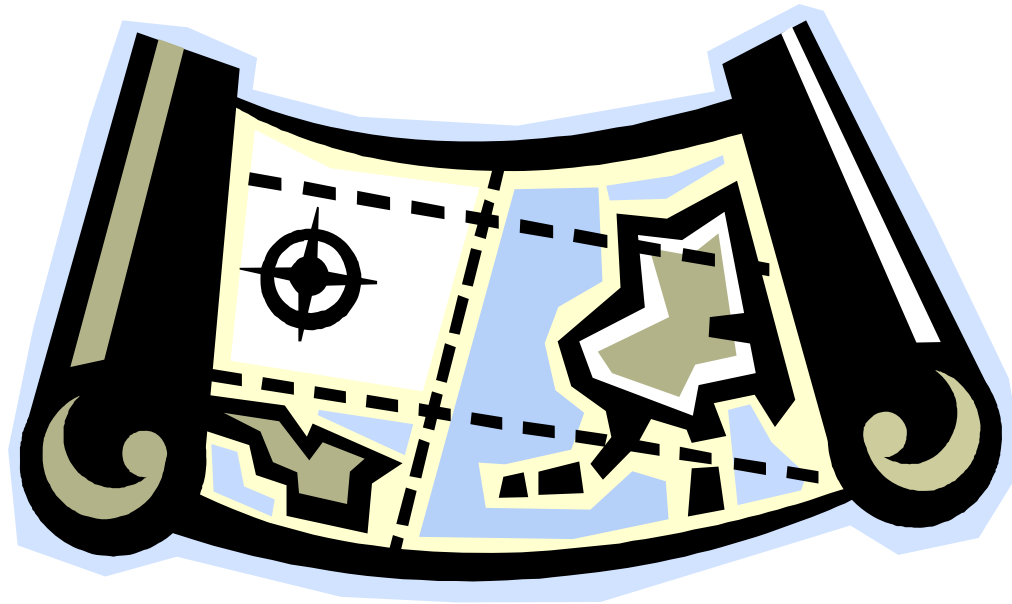
# Identify the Goals and Purpose of the ESL Curriculum

# What is a curriculum?

Talk to your partners and list 2 or 3 responses to the question.



# A Curriculum is a map



# A Curriculum is a map

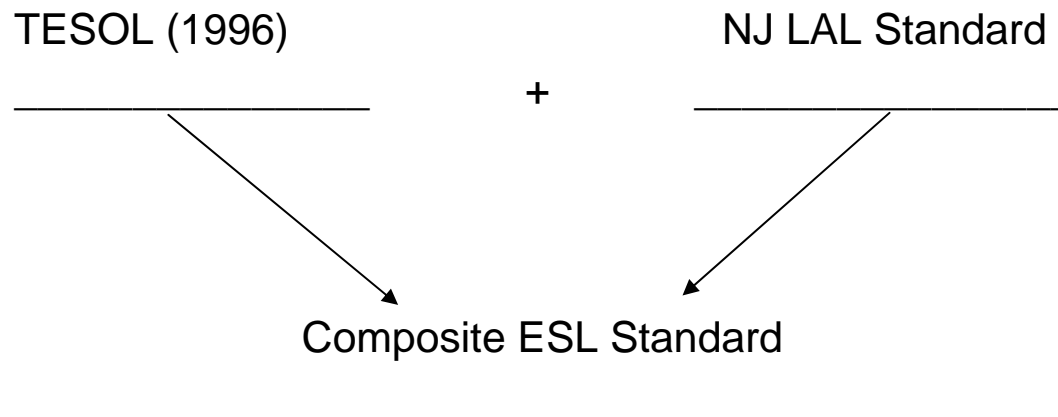
**Talk to your partner and discuss....**

**What is your destination?**



**What are the Guideposts along your journey?**

## ESL curriculum aligned with TESOL (1996) ESL Standards using the ASCRIBER Model



Which factors should be considered in the final destination or target of an ESL curriculum?



- NCLB
- State CRT ( ASK, HSPA)
- Language Proficiency Assessment
- Other district or state priorities

- **“SEC. 3122. ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY.**
- **“(a) ACHIEVEMENT OBJECTIVES.—**
- **“(1) IN GENERAL.—**Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall
  - develop annual measurable achievement objectives for limited
  - English proficient children served under this part that relate
  - to such children’s **development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1)**



## ACCESS for ELLs<sup>®</sup> English Language Proficiency Test Teacher Report – 2007

District: Interpretive Sample District			Student: Sample Student One	
School: Interpretive Sample School			State ID:	District ID:
Grade: 5	Tier: B	Grade Level Cluster: 3-5	Birth Date: 01/01/1998	

**Report Purpose:** This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs<sup>®</sup> Interpretive Guide for more information on the meaning and use of these scores.

### Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Proficiency Level (Possible 1.0 - 6.0)
Listening	322	3.1
Speaking	336	3.2
Reading	321	2.8
Writing	312	2.8
Oral Language <sup>A</sup>	329	3.1
Literacy <sup>B</sup>	317	2.8
Comprehension <sup>C</sup>	321	2.9
Overall Score <sup>D</sup> (Composite)	320	2.9

A - Oral Language = 80% Listening + 80% Speaking

B - Literacy = 60% Reading + 60% Writing

NA - Not Attempted - Student took it in a Non-Scoring Code of Absent, Invaliated, Refused or Special Education/504 Exception

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

### Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students - Sections will appear blank. Sections may also appear blank based on the tier administered.

#### COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	3	6
Language of Language Arts	7	12
Language of Mathematics	4	9
Language of Science	3	9
Language of Social Studies	3	6

#### SPEAKING TASKS

English Language Proficiency Standards	Raw Score <sup>E</sup>
Score based on # of tasks student met or exceeded	
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Max of 3)	3
Mathematics/Science (Maximum of 5)	3

E - Raw score based on # of tasks for that content

NA - Not Attempted - Student took it in a Non-Scoring Code of Absent, Invaliated, Refused or Special Education/504 Exception

#### WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Student Score	Total Possible Points	Student Score	Total Possible Points	Student Score	Total Possible Points
Social & Instructional	3	6	2	6	2	6
Mathematics	2	6	1	6	1	6
Science	3	6	2	6	2	6
Language Arts & Social Studies	2	6	2	6	2	6

#### Description of Proficiency Levels

- 1 Emerging - knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning - knows and uses some social English and general academic language with visual and graphic support
- 3 Developing - knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding - knows and uses social English and some general academic language
- 5 Bridging - knows and uses social English and academic language with growth grade level material
- 6 Proficient - knows and uses social and academic language at the highest level necessary for the task

# Analyze your current or previous ESL curriculum

# Does it address these priorities?

- NCLB
- State CRT ( ASK, HSPA)
- Language Proficiency Assessment ( ACCESS)
- Other district or state priorities

Does your current ESL Curriculum meet the requirements stated in 3122 of NCLB?

If the answer is no, where is it lacking?

Note: NCLB clearly states that English Language Proficiency Standards **MUST** be connected to ALL content **NOT JUST** Language Arts.

Does your current ESL curriculum clearly connect the development of Academic Language to state Academic Content Standards?

Does your current ESL curriculum clearly address the WIDA Summative Standards which are the foundation for ACCESS?

Are there any other state or local priorities which should be addressed in your ESL Curriculum (e.g., Writing Across the Curriculum)?

What is the configuration of your ESL Program? Is it pull-out or push-in? Are there large numbers or small numbers? Are the students all speakers of the same home language? Are there multiple languages spoken?

Don't throw the baby  
out with the bath water



## TESOL (1996)



WIDA  
Standard 1  
GLC 9-12

recommend a game,  
book, or  
computer program

listen to, read, watch,  
and respond to plays,  
films, stories, books, songs,  
poems, computer programs,  
and magazines

Determine where the ESL  
Curriculum fits in  
the broader school  
context.

Does your school  
“Map the  
Curriculum?”

# Mapping the Curriculum

Essential Question	Content	Skills	Assessments	Technology	Standards
How can you represent problems with equations and find solutions?	Order of operations  Simple Algebraic Expressions  Write and solve equations with one variable		<p>Link to 2004 KCCT Released Items:  <a href="http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm">http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm</a></p> <p>Performance events            Observation            Checklists            Cooperative Learning Projects</p>		<p>M-6-NC-9            M-6-NC-4            M-6-NC-2            M-6-A-4            M-6-A-3            M-6-NC-4</p>

## Sample Curriculum Mapping Framework

<http://www.education.ky.gov/NR/rdonlyres/>

- No Language Proficiency Standard
- No language development activities
- No specific instruction to build academic language
- No assessment of language

# Mapping the Curriculum



Essential Question	Content	Language	Skills	Assessments	Technology	Standards

# Mapping the Curriculum



Essential Question	Content	Language	Skills (Content & Language)	Assessments (Content & Language)	Technology	Standards (Content & Language)
						WIDA Grade Level Cluster 6-8  Summarize or Predict informati on needed to solve problems involving algebraic equations

# Does your school use Differentiated Instruction?

When planning for Differentiated Instruction there are 4 main steps to follow:

- Step 1 – Know Your Students
- Step 2 – Have a Repertoire of Teaching Strategies
- Step 3 - Identify a Variety of Instructional Activities
- Step 4 – Identify Ways to Assess or Evaluate Student Progress

## Planning for Differentiated Instruction which includes ELL

Step 1

### **Know Your Students**

(Ability, Interests,  
Behavior Issues)



Step 1: Determine ELL level of English language proficiency. Ascertain realistic language expectations based on the performance definition descriptors for the level of language proficiency. Research cultural influences.

## Planning for Differentiated Instruction which includes ELL

Step 2

### **Have a Repertoire of Teaching Strategies**

(Cooperative Learning,  
Information Processing)



Step 2: Review research-based strategies to scaffold language development for ELL at various levels of proficiency. Be aware of any cultural issues which may arise.

## Planning for Differentiated Instruction which includes ELL

Step 3

**Identify a Variety of  
Instructional  
Activities**



Step 3: Identify instructional activities designed to help ELL develop the academic language necessary to access content concepts at the predetermined level of language proficiency and across all 4 language domains. Suggestions can be found in the Strands of MPI.

## Planning for Differentiated Instruction which includes ELL

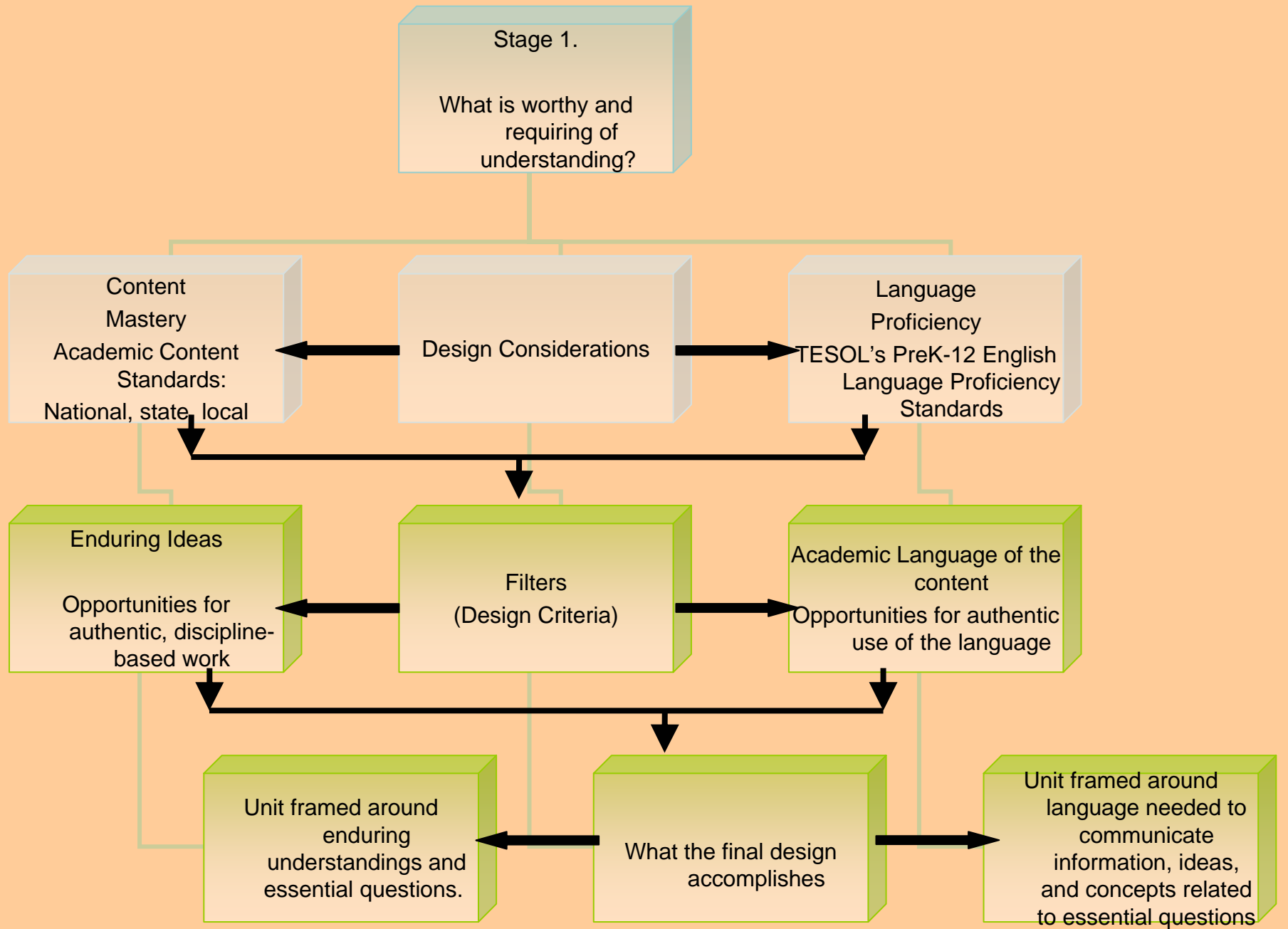
Step 4

**Identify Ways to  
Assess or Evaluate  
Student Progress**



Step 4: Use MPI as a guide for both formative and summative assessment to evaluate student progress in academic language development.

Does your school use  
Backwards Design?



Create parallel streams to address the development of academic language,

\*See handout

# Using your Curriculum to develop quality lessons aimed at your selected targets.

Once the Language component has been infused into the Curriculum, teachers must determine what language skills are necessary to complete the tasks students are being asked to do.

Standard 1 is the  
overarching guide for  
the ESL teacher.

Grade Level Cluster: 3-5

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>L I S T E N G</b>	Classroom supplies or assignments	<ul style="list-style-type: none"> <li>Identify materials needed to complete tasks from realia and oral statements and check with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Select materials or resources needed to complete tasks based on realia and oral descriptions and check with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., "I may need to change my answer. Which kind of writing tool would be best?")</li> </ul>	<b>Level 6- Reaching</b>
<b>S P E A K I N G</b>	Information gathering	<ul style="list-style-type: none"> <li>Seek assistance on information related to school tasks (e.g., supplies or assignments) from peers or teachers in L1 or L2</li> </ul>	<ul style="list-style-type: none"> <li>Respond to questions about information related to school tasks (e.g., meaning of words or uses of relevant resources) from peers or teachers in L1 or L2</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to seek information or provide opinions, preferences, or wishes to peers in L1 or L2</li> </ul>	<ul style="list-style-type: none"> <li>Clarify information by restating or rephrasing ideas, opinions, or preferences with peers in L1 or L2</li> </ul>	<ul style="list-style-type: none"> <li>Offer specific information that supports opinions or preferences with peers</li> </ul>	

The ESL teacher is the guide to helping content teachers recognize the demands of academic language of the content.

# Mapping the Curriculum

Essential Question	Content	Skills	Assessments	Technology	Standards
How can you represent problems with equations and find solutions?	Order of operations  Simple Algebraic Expressions  Write and solve equations with one variable		<p>Link to 2004 KCCT Released Items:  <a href="http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm">http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm</a></p> <p>Performance events            Observation            Checklists            Cooperative Learning Projects</p>		<p>M-6-NC-9            M-6-NC-4            M-6-NC-2            M-6-A-4            M-6-A-3            M-6-NC-4</p>

## Sample Curriculum Mapping Framework

<http://www.education.ky.gov/NR/rdonlyres/>

## Let's take the Content "*Simple Algebraic Expressions*" noted on our Map

- What is the vocabulary (from simple to highly technical) needed to complete this academic task ?
- What are the semantic and discourse structures needed to complete this academic task ?



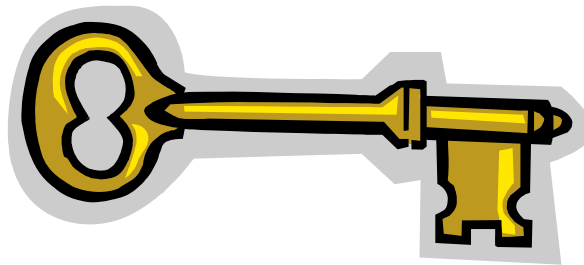
English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for the content area of **Mathematics**.

**Grade Level Cluster: 9-12**

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
<b>L</b> <b>i</b> <b>s</b> <b>t</b> <b>e</b> <b>n</b> <b>i</b> <b>n</b> <b>g</b>	Quadrilaterals	<ul style="list-style-type: none"> <li>Identify properties of geometric figures based on visual representations and oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Visualize, draw, or construct geometric figures based on visual representations and oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines, or planes)</li> </ul>	<ul style="list-style-type: none"> <li>Compare two- and three-dimensional figures (including circles and spheres) based on visual representations and oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Transform geometric figures (e.g., rotations, reflections, or enlargements) by following oral directions</li> </ul>	
<b>S</b> <b>p</b> <b>e</b> <b>a</b> <b>k</b> <b>i</b> <b>n</b> <b>g</b>	Formulas and equations	<ul style="list-style-type: none"> <li>Repeat formulas or equations from models and visual support</li> </ul>	<ul style="list-style-type: none"> <li>Recite or rephrase formulas or equations using models and visual support</li> </ul>	<ul style="list-style-type: none"> <li>Sequence steps in formulas or equations to show how to solve problems (e.g., think-alouds) using visual support</li> </ul>	<ul style="list-style-type: none"> <li>Describe two or more approaches as to how to solve problems involving formulas or equations using visual support</li> </ul>	<ul style="list-style-type: none"> <li>Explain to peers strategies for solving problems involving formulas or equations</li> </ul>	

WIDA's Framework for **Formative** Assessment and Instruction

**Changing the mpi and strand to more specifically address state content standards and classroom practice**



**The Key to your Lesson Planning and Curriculum Development**

Transformations and lesson planning are just an intellectual exercise unless you start with the student in mind and keep instruction and assessment student-centered.

## English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATH.

### Domain: **Writing**

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
W r i t i n g	Fractions	<ul style="list-style-type: none"> <li>Label fractional parts of diagrams or realia from number word banks</li> </ul>	<ul style="list-style-type: none"> <li>Describe what the fractional parts mean from diagrams or realia in phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Describe strategies for solving problems involving fractions from diagrams using paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Create original problems involving fractions embedded in stories</li> </ul>	Level 6- Reaching

# What is the language function?

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
W r i t i n g	Fractions	<ul style="list-style-type: none"> <li>Label fractional parts of diagrams or realia from number word banks</li> </ul>	<ul style="list-style-type: none"> <li>Describe what the fractional parts mean from diagrams or realia in phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Describe strategies for solving problems involving fractions from diagrams using paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Create original problems involving fractions embedded in stories</li> </ul>	Level 6- Reaching

# The language function

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
W r i t i n g	Fractions	<ul style="list-style-type: none"> <li>•Label fractional parts of diagrams or realia from number word banks</li> </ul>	<ul style="list-style-type: none"> <li>•Describe what the fractional parts mean from diagrams or realia in phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>•Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>•Describe strategies for solving problems involving fractions from diagrams using paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>•Create original problems involving fractions embedded in stories</li> </ul>	Level 6- Reaching

# Transform the language function

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Speaking	Fractions	<ul style="list-style-type: none"> <li>_____ fractional parts of diagrams or realia from number word banks</li> </ul>	<ul style="list-style-type: none"> <li>_____ what the fractional parts mean from diagrams or realia in phrases or short sentences</li> </ul>	<ul style="list-style-type: none"> <li>_____ how to solve problems involving fractions from diagrams using a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>_____ strategies for solving problems involving fractions from diagrams using paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>_____ original problems involving fractions embedded in stories</li> </ul>	Level 6 - Reaching

# What is the content stem?

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Speaking	Civil War	<ul style="list-style-type: none"> <li>Identify historical figures or events of the Civil War period from photographs or illustrations in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical figures or events of the Civil War period from photographs, illustrations, or videos in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenes from historical events or lives of figures of the Civil War period in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Re-enact historical events or lives of figures of the Civil War period from varied perspectives with peers (e.g., Lincoln-Douglas debates) from varied perspectives in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Give monologues simulating historical events or figures of the Civil War period (e.g., scenes in plays)</li> </ul>	Level 6- Reaching

# The Content Stem

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Speaking	Civil War	<ul style="list-style-type: none"> <li>Identify historical figures or events of <b>the Civil War period</b> from photographs or illustrations in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical figures or events of <b>the Civil War period</b> from photographs, illustrations, or videos in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenes from historical events or lives of figures of <b>the Civil War period</b> in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Re-enact historical events or lives of figures of <b>the Civil War period</b> from varied perspectives with peers (e.g., Lincoln-Douglas debates) from varied perspectives in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Give monologues simulating historical events or figures of <b>the Civil War period</b> (e.g., scenes in plays)</li> </ul>	Level 6- Reaching

# Transform the content stem

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Speaking	Civil War	<ul style="list-style-type: none"> <li>Identify historical figures or events of _____ from photographs or illustrations in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical figures or events of _____ period from photographs, illustrations, or videos in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Role-play scenes from historical events or lives of figures of _____ in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Re-enact historical events or lives of figures of _____ from varied perspectives with peers (e.g., Lincoln-Douglas debates) from varied perspectives in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Give monologues simulating historical events or figures of _____ (e.g., scenes in plays)</li> </ul>	Level 6 - Reaching

# What are the supports?

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Reading	Author's perspective and point of view	<ul style="list-style-type: none"> <li>Identify words and phrases related to author's perspective in illustrated sentences</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas related to author's perspective in illustrated series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and supporting details related to author's perspective in illustrated paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Analyze author's perspective in illustrated text</li> </ul>	<ul style="list-style-type: none"> <li>Interpret author's perspective in literary text and apply to other contexts</li> </ul>	Level 6- Reaching

# The supports

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Reading	Author's perspective and point of view	<ul style="list-style-type: none"> <li>Identify words and phrases related to author's perspective <b>in illustrated sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas related to author's perspective <b>in illustrated series of related sentences</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and supporting details related to author's perspective <b>in illustrated paragraphs</b></li> </ul>	<ul style="list-style-type: none"> <li>Analyze author's perspective <b>in illustrated text</b></li> </ul>	<ul style="list-style-type: none"> <li>Interpret author's perspective in literary text and apply to other contexts</li> </ul>	Level 6- Reaching

# Transform the supports

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## Content Objectives (Academic Achievement)

- What you will learn:
  - Math
  - Science
  - Social Studies
  - Language Arts

## Language Objectives (Academic Language)

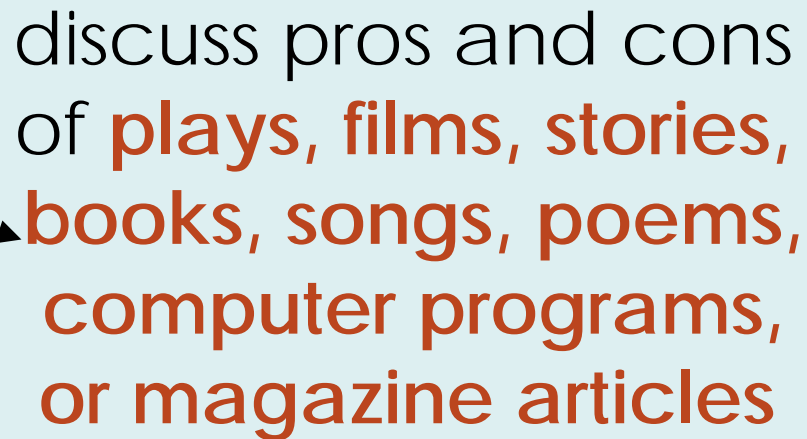
- How you will use:
  - Listening
  - Speaking
  - Reading
  - Writing...in your learning

## Grade Level Cluster 9-12 Level 4 - Expanding

discuss pros and cons  
of plays, films, stories,  
books, songs, poems,  
computer programs,  
or magazine articles

### Classroom Framework

## Grade Level Cluster 9-12 Level 4 - Expanding



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of **plays, films, stories,  
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Classroom Framework

## Grade Level Cluster 9-12 Level 4 - Expanding



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Classroom Framework

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or magazine articles

**Students will be able to.....**

In terms of lesson planning and students' linguistic level, what does that mean? What language skills must a student have to *discuss pros and cons*?

## SIOP® LESSON PLAN

Date: \_\_\_\_\_

Grade/Class/Subject: \_\_\_\_\_

Unit/Theme: \_\_\_\_\_

Standards: \_\_\_\_\_

**English Language Proficiency Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

### Domain: Speaking

3-5	make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks)	describe natural phenomena from real-life examples (e.g., “This leaf has five points.”)	describe the step-by-step process of making and organizing collections of natural phenomena (e.g., “First, I went to the park.”)	compare features of natural phenomena (e.g., “This leaf has five points while this one has two.”)	report on the physical relationships among natural phenomena
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Content Objective(s): \_\_\_\_\_

Language Objective(s): \_\_\_\_\_



# Questions or Comments?

World-class Instructional Design and Assessment



For more information, please contact  
the WIDA Hotline:  
1-866-276-7735 or [help@wida.us](mailto:help@wida.us)



World Class Instructional Design and Assessment, [www.wida.us](http://www.wida.us)



Center for Applied Linguistics, [www.cal.org](http://www.cal.org)



Metritech, Inc., [www.metritech.com](http://www.metritech.com)