“WIDA Standards and ESL Curriculum Alignment”

Presenters:
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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

<table>
<thead>
<tr>
<th>Grades Pre-K-2 Reading</th>
<th>English Language Proficiency Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strands and Cumulative Progress Indicators</strong></td>
<td><strong>L.A.L. Content/ Standard/ Grade/ Strand/ CPI or TESOL Goal/ Standard/ Grade Cluster</strong></td>
</tr>
<tr>
<td>G. COMPREHENSION SKILLS AND RESPONSE TO TEXT</td>
<td>3.1.2.G.1, 3.1.2.G.4, 3.1.1.G.3, 3.1.1.G.7, 3.1.2.G.2, 3.1.1.H.1</td>
</tr>
</tbody>
</table>

**Resources and Materials**

- Strands and Cumulative Performance Indicators (CPIs)
- 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

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

- **Standards: WIDA and NJCCCS (CPIs, MPIs)**
- **Essential Questions**
- **Enduring Understanding**
- **Learning Outcomes and Instructional Strategies**
- **Activities**
- **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

<table>
<thead>
<tr>
<th>Grade Level Cluster</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>• identify environmental print (such as signs around school or the community)</td>
<td>• extract information from environmental print (such as signs, bulletin boards, or menus)</td>
<td>• restate information found in visually supported print (such as school schedules, field trips, or celebrations)</td>
<td>• summarizes information found in visually supported print on classroom or school activities</td>
<td>• interpret rules and procedures (such as from the classroom or school)</td>
</tr>
</tbody>
</table>

Folder A
Folder Title: A Field Trip to the Aquarium
Reading, Grades 1–2, Tier B, Social & Instructional Language

<table>
<thead>
<tr>
<th>Item number</th>
<th>Answer Key</th>
<th>Proficiency level</th>
<th>Model Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>2</td>
<td>Extract information from environmental print (such as signs, bulletin boards, or menus)</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>2</td>
<td>Extract information from environmental print (such as signs, bulletin boards, or menus)</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>3</td>
<td>Restate information found in visually supported print (such as school schedules, field trips, or celebrations)</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>4</td>
<td>Summarize information found in visually supported print on classroom or school activities</td>
</tr>
</tbody>
</table>
Here is a bulletin board found in a classroom.

**Our Visit to the Aquarium**

On Tuesday, May 2, our class went to the city aquarium. Here is what we saw and learned...

1. When did the class visit the aquarium?

<table>
<thead>
<tr>
<th>March</th>
<th>May</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

2. What kind of animal did Ellen see?

<table>
<thead>
<tr>
<th>A shark</th>
<th>A seal</th>
<th>An octopus</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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<td>☐</td>
</tr>
</tbody>
</table>

3. What was everybody's favorite animal?

<table>
<thead>
<tr>
<th>Octopus</th>
<th>Shark</th>
<th>Seal</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</table>

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.)

Source: Backward Design by Wiggins and McTighe
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](#)

Source: Virginia Department of Education
ESL Curriculum (Sample)

Aligned to WIDA English Language Proficiency Standards

*Elementary Program*

*Grades 1-2*
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| NJCCCS: 3.3.1.D.3 WIDA: LoLA.1-2.S (pg.16 ,WIDA 2007) | How can I retell stories? | Good speakers use organizational strategies to aid in the comprehension of text. | Objective: Students will be able to:  
- Identify story elements  
- Use story elements to retell stories.  
Skills:  
- Sequencing  
- Retelling  
- Labeling  
  Story elements  
  - Characters  
  - Main event  
  - Setting | Level 5: Create original stories from a series of pictures, wordless picture books, or personal experiences.  
Level 4: Tell stories from pictures or wordless picture books.  
Level 3: State actions of characters or describe events depicted in story pictures or wordless picture books.  
Level 2: Describe people or places depicted in story pictures or wordless picture books.  
Level 1: Repeat new language related to story pictures or wordless picture books modeled by teachers. | Picture Books  
Video  
Graphic Organizer  
Glue  
Pencils  
Pictures of Characters | Present an original story to the class. |
## ESL Curriculum (Sample)
### Aligned to
#### WIDA English Language Proficiency Standards
#### Elementary Program
#### 1-2

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</table>
| NJCCCS: 4.2.2.D.3 WIDA: LoMA.1-2.R (pg.20, WIDA 2007) | What tools can be used to measure? | There are a variety of tools that can be used for measurement. | Objective: Students will be able to:  
- Identify measurement tools.  
- Compare measurement tools.  
- Explain which measurement tools are used for various purposes. |  
- Can-do-descriptors  
- ELP Levels  
- Language Domains |  
- Scale Ruler  
- Measuring Cup  
- Thermometer  
- Clock | Create a chart of measurement tools and identify their purpose. |

Skills:  
- Identifying  
- Labeling  
- Comparing  
- Evaluating  
- Synthesizing  

Level 5: Follow illustrated directions from text to use standard or metric measurement tools.  
Level 4: Follow illustrated directions from text to compare tools for standard or metric measurement with a partner.  
Level 3: Identify key phrases in illustrated text to use standard or metric measurement tools with a partner.  
Level 2: Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner.  
Level 1: Use diagrams to guide use of standard or metric measurement tools with a partner.
Activity
## ESL Curriculum (Sample)
### Aligned to
WIDA English Language Proficiency Standards
**Elementary Program**
1-2

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<tbody>
<tr>
<td>NJCCCS: 6.5.2.B.1 WIDA: LoSO.1-2.S (pg.25, WIDA 2007)</td>
<td></td>
<td></td>
<td>Objective: Students will be able to:</td>
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<td></td>
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<td>Skills:</td>
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<td>Level 5: Predict impact of community workers in emergencies or unusual situations.</td>
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<td>Level 4: Explain importance or contributions of community workers in illustrated scenes.</td>
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<td>Level 3: Describe encounters or interactions with community workers in illustrated scenes.</td>
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<td>Level 2: State roles of community workers in pictures or illustrated scenes.</td>
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<td></td>
<td>Level 1: Name community workers shown doing their jobs in pictures or illustrated scenes.</td>
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</tr>
</tbody>
</table>
Resources

- Bilingual Education website: http://www.nj.gov/education/bilingual/
- WIDA: www.wida.us
- Virginia Department of Education English as a Second Language
- Backward Design: www.greece.k12.ny.us/instruction/ela/6-12/Backward Design/top10.htm