

WIDA/GLE Alignment: Grades 7-8

Introduction

Development of the Alignments

- The middle school alignments were drafted in 2008-2009 by a group of volunteer teachers: 6 ESOL (English for speakers of other languages) teachers, two math teachers, one science, one social studies, and one language arts; they were revised in 2009-2010 by another volunteer group: 12 ESOL teachers, one math, one science, and one language arts.
- The project was part of the federally-funded ELL Co-op program, developed by the University of New Hampshire, in partnership with the NH Department of Education Title III Office, the Manchester School District, and the Nashua School District.
- Teachers met four full days each year, working in four groups by content area expertise; special thanks are due to the non-ESOL math, language arts, science, and social studies teachers who provided vital content-area expertise in those subjects.
- The result is an alignment of selected reading, writing, math, science, and social studies Grade Level Expectations (GLEs) with model performance indicators for those subjects, based on the state-adopted ESOL standards.

Goals of the Alignment

1. To give ESOL and content area teachers information that they can use to differentiate instruction by proficiency level.
2. To provide a concrete representation of the WIDA standards so ESOL students have access to all academic content.
3. To define the ESOL curriculum in a way that will focus on the content areas of math, science, social studies, and language arts, and will assist in writing course competencies.
4. To provide a reference of appropriate ESOL teaching strategies for content area teachers.
5. To ensure that ESOL teachers know what content is being taught in content area classes, and that content area teachers know what can be expected of students at a particular level of language proficiency.

New Hampshire's English Language Proficiency Standards

- The standards were developed by the World-Class Instructional Design and Assessment (WIDA) consortium. This consortium consists of 16 states plus the District of Columbia, which have all adopted common English language proficiency standards and assessments.
- There are five standards:

1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.
- The format of the WIDA standards is as follows:
 - There are five grade spans: PreK-K, 1-2, 3-5, 6-8, 9-12.
 - Each grade span includes the four language domains of listening, speaking, reading, and writing.
 - There are five language proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging (see Appendix A for descriptions of proficiency levels and a language acquisition chart).
 - Model performance indicators (MPIs) are written for each language domain across the five proficiency levels.
 - WIDA's MPIs provide a framework for creating performance indicators for particular situations, using the topics and strategies needed to implement diverse curricula in diverse classrooms.

Format of the Alignment

- There are three essential elements of a WIDA MPI:
 1. **Language function** is the task ELLs (English language learners) do to demonstrate performance (see Appendix B for appropriate tasks in each subject at each proficiency level).
 2. **Topic** is what the students are expected to communicate (topics come from the selected NH GLEs).
 3. **Support** is the sensory, graphic, or interactive scaffolding used to help ELLs show their knowledge (support is essential through Level 4; optional at Level 5) (see Appendix C for examples of various kinds of supports).
 4. **Examples** are optional; they clarify or extend the meaning of the MPI (e.g., things teachers, students, or texts might say; appropriate supports; subtopics, etc.).
- These WIDA/GLE alignments consist of new MPIs written for the selected GLEs:
 - MPIs were written for all tested GLEs in math, science, reading, writing, and oral communication; they were written for representative topics in social studies.
 - There are five MPIs for each GLE, one for each level of language proficiency.

- The language domains of listening, speaking, reading, and writing are combined in the alignment MPIs.
- The MPIs will need to be adapted; they are meant to be **models**. Teachers should change the topic, the language function, and/or the support as needed (lists of tasks and supports in Appendices B and C are helpful for adapting MPIs).

English Language Learners

All students come to school with different backgrounds. Teachers can never assume that all their students have the same background knowledge, or learn in the same way. What is true of all students is doubly true of English language learners, because they come from much more varied backgrounds.

- Language:
 - All classrooms have students with different dialects and different levels of experience with school language.
 - These differences are greater with ELLs because language is the basic medium of communication in the classroom. Second languages must be taught and learned; it is every teacher's responsibility to help students who are still learning English.
- Culture:
 - Any group has multiple cultures and sub-cultures, often determined by ethnicity, but also by family background, interests and abilities, or social class.
 - Cultural differences among students from different language backgrounds are greater than differences among students who all speak the same language because cultures are closely related to languages. ELLs should be encouraged to maintain their native culture as they learn to live comfortably within a new culture, just as they should be encouraged to maintain their native language as they learn English.
- Family and friends:
 - Teachers recognize the influence of students' families and peers on their behavior, and how this influence creates differences in achievement.
 - ELLs may demonstrate greater differences because they are living with two languages and cultures. Some strongly identify with their family's language and culture, and resist assimilation. Others are so anxious to be "American" that they create communication difficulties with their families. Teachers need to be aware of these issues and help students work through them.
- School experiences:
 - All students come to a particular classroom with different school experiences and expectations. For example, some students are used to

- independent group learning, while others have never done anything except teacher-directed individual work.
- ELLs may have ways of learning that are very different from any found in U. S. schools, because classroom organization and participation are culturally-determined. Teachers need to respect the school customs that ELLs bring with them, while at the same time helping them learn to participate in different ways.
 - Prior knowledge:
 - What one student learns during school is never the same as what another student learns, even if both have gone through the same school.
 - These differences increase greatly for ELLs. They may have gone to schools that put very different emphases on what is important to learn; they may have lost continuity because of attending many different schools; they may have been out of school completely because of wars or other disasters. When teaching ELLs, it is essential to find out what they already know about each new topic introduced, and to provide whatever background knowledge they need to be successful.
 - Physical or emotional barriers:
 - Any classroom contains students with special physical, emotional, or learning needs.
 - ELLs may also have physical challenges, emotional problems, or learning difficulties. In addition, language disorders may not be recognized if they are confused with normal second language acquisition processes. Emotional barriers may have been created by trauma or through being uprooted from everything familiar in their lives. Teachers must remember that strategies and accommodations must be adapted for each student's individual needs.

How to Use This Alignment

- Model Performance Indicators are exactly that: *models*; any or all of the three elements can and should be transformed to create PIs that fit specific situations.
- This document will show ESOL teachers exactly what the expectations are for different content areas; the topics of the MPis in each subject area will help them make decisions about what to emphasize as they help students with material from all content areas.
- This document will help content area teachers teach their subjects to ELLs. It is a valuable resource of appropriate tasks and supports: the tasks provide concrete examples of the kinds of things ELLs can be expected to do at each proficiency level; the supports describe sensory, graphic, and interactive strategies that will help ELLs understand and produce the language needed to accomplish the tasks.

- The strengths and needs of ESOL teachers and content area teachers complement each other; they should use each other as resources in order to get the greatest possible benefit from this document.
- This document will help both ESOL and content teachers avoid the common pitfall of “teaching down” to English language learners. ELLs with the necessary prerequisite knowledge can learn grade-level content while their language is still quite limited. Their language output may be rudimentary, but their understanding of concepts can be quite sophisticated.
- In some cases, the needs of particular ELL students cannot be met with this curriculum alignment. For example, students with limited prior formal education will lack background knowledge and literacy skills, which will need to be acquired before they can accomplish many of the tasks in this high school-level alignment. Alignments for all grade levels are being written; teachers should use the alignments that match their students’ working grade levels.

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Introduction

APPENDICES

The information in all the appendices is adapted from the following source:

Gottlieb, M., Cranley, M. E., & Oliver, A. R. (2007)
*Understanding the WIDA English Language Proficiency Standards:
A Resource Guide*

Madison, WI: Board of Regents of the University of Wisconsin System,
on behalf of the WIDA Consortium

http://www.wida.us/standards/Resource_Guide_web.pdf

APPENDIX A

Descriptions of WIDA Language Proficiency Levels

Level 1: Entering

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language, when presented with sensory, graphic, or interactive support, in one-step commands; directions; WH-, choice, or yes/no questions; or statements.

Level 2: Beginning

- general language related to the content areas (see below for examples of general, specific, and technical language for each content area)
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication, when presented with sensory, graphic or interactive support, in one- to multiple-step commands, directions, questions, or a series of statements

Level 3: Developing

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with sensory, graphic or interactive support, in oral or written narrative or expository descriptions

Level 4: Expanding

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with sensory, graphic, or interactive support, in oral or written connected discourse

Level 5: Bridging

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of proficient English peers, when presented in grade level material

Level 6: Reaching

- specialized or technical language reflective of the content areas at grade

level

- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

Examples of General, Specific, and Technical Language

	General	Specific	Technical
Language Arts	person	character	protagonist
Mathematics	in all	total	sum
Science	knee	kneecap	patella
Social Studies	people	population	demographics

Language Acquisition

During language acquisition, learners progress from beginning proficiency to native-speaker-like proficiency on these features:

Beginner		Native-Speaker-Like
Concrete ideas and concepts	<input type="checkbox"/>	Abstract ideas and concepts
Explicit meaning	<input type="checkbox"/>	Implicit meaning
Familiar situations	<input type="checkbox"/>	Unfamiliar situations
Informal registers	<input type="checkbox"/>	Formal registers
General vocabulary	<input type="checkbox"/>	Technical vocabulary
Single words and phrases		Extended discourse

	<input type="checkbox"/>	
Non-conventional forms	<input type="checkbox"/>	Conventional forms

APPENDIX B

Sample WIDA Language Arts Tasks

NOTE: Each row contains similar tasks on the same topic across five proficiency levels

Genres

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify examples	Classify illustrations	Match main idea with illustrations	Interpret main idea with illustrations	Make inferences from main idea and details
Describe persons or objects	Relate main ideas	State reasons	Apply ideas	Defend and justify points of view
Identify words or phrases	Answer WH-questions	Sequence plots	Summarize plots	Identify cause and effect of events
Answer yes/no or choice questions to agree or disagree	React positively or negatively to issues	Give opinions in reaction to issues	Discuss pros and cons of issues	Produce opinions backed by evidence

Topics

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match oral commands with learning strategies	Follow directions associated with learning strategies	Use learning strategies	Practice using learning strategies	Analyze learning strategies
Answer choice or yes/no questions	Restate or paraphrase information	Present information	Summarize or integrate information	Give a review of information
Identify words or phrases	Match vocabulary with illustrations	Associate types of genres with language	Pair summaries with excerpts	Infer from written descriptions or

		structure or vocabulary		summaries
Brainstorm words or phrases relevant to editing tasks	Check some aspect of editing	Engage in peer editing	Self-edit during writing	Self-assess using rubrics and other resources
Identify words or phrases related to literary devices	Match oral phrases with different literary devices	Identify use of literary devices	Analyze use of literary devices	Interpret use of literary devices
Answer WH-questions from pictures	Describe pictures	State information based on graphic organizers	Summarize points from graphic organizers	Project character roles using notes
Respond to literal questions that involve figures of speech	Identify words or phrases representing figures of speech	Categorize figures of speech	Identify figures of speech	Interpret figures of speech
Match words or phrases with antonyms from a word bank	Describe familiar things in phrases or sentences with synonyms or antonyms	Rewrite a paragraph using synonyms or antonyms	Produce original ideas that incorporate synonyms or antonyms	Create stories or essays that include synonyms or antonyms

Sample WIDA Mathematics Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match oral language with visuals	Illustrate or identify based on oral directions and visuals	Select based on visual or graphic displays and oral descriptions	Make predictions or estimates from oral scenarios and visuals	Make inferences from scenarios
Name tools and units of measurement from labeled examples	Estimate measurement from pictures or objects	Describe situations where measurement is needed	Discuss how measurement is used in real situations	Explain how or when to convert measurements in real situations
Identify or sort values	Compare or rank order values	Follow listed instructions	Follow written instructions about applying math in real situations	Interpret representations of numbers in real-life problems
Record and label outcomes of events using real objects	Give outcomes of events using real objects	Propose probability based on observed outcomes	Detail possible combinations based on probability	Explain and give reasons for likely probabilities
Identify proportional representation of objects from visuals	Follow directions to change proportional representations in visuals	Match examples or proportion with descriptions	Analyze proportions in everyday situations from scenarios	Apply ways of using proportion in grade-level situations
Identify line segments or angles from pictures	Define or describe types of line segments or angles from pictures	Compare/contrast types of line segments from diagrams	Discuss how to solve problems using different types of line segments or angles	Explain ways to solve grade-level problems using line segments or angles
Match geometric vocabulary with graphs	Identify geometric examples in real-world situations	Classify geometric examples in real-world situations	Order steps for geometric computation in real-world situations	Select reasons for using different geometric computations in grade-level text
Label terms related to algebraic equations from models or visuals	Give examples of algebraic terms from models or visuals	Describe algebraic operations, procedures, patterns or functions	Produce and give steps for solving everyday math problems involving	Summarize or predict information needed to solve problems involving algebraic

			algebraic equations	equations
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Sample WIDA Science Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Match oral statements with illustrations	Create or complete models or diagrams, with illustrations	Classify examples, with illustrations	Apply descriptions of everyday examples	Identify explanations or properties
Give information from charts or graphs in L1 or L2	State differences based on information from charts or graphs in L1 or L2	Compare differences based on information from charts or graphs	Summarize and present information from charts or graphs	Explain patterns based on evidence from charts or graphs
Chart information based on visuals or models	Respond to yes/no, choice, or WH-questions based on visuals	Identify characteristics or conditions based on text and visuals	Compare information from various sources	Interpret impact of information from grade-level text
Make posters or label diagrams	Record results of scientific inquiry	Outline steps of scientific inquiry	Describe procedures related to scientific inquire	Explain examples of scientific inquiry
Match tools or instructions with pictures	Classify tools or instruments	Identify examples of tools or instruments	Compare/contrast examples of tools or instruments and their uses	Infer uses of tools or instructions from grade-level material
Use general vocabulary associated with scientific inventions or discoveries	Describe scientific inventions or discoveries	Compare/contrast scientific inventions or discoveries	Imagine future scientific inventions or discoveries	Predict potential impact of scientific inventions
Match labeled diagrams of processes with vocabulary	Sort or classify descriptive phrases and diagrams by processes	Sequence descriptive sentences and diagrams according to processes	Identify processes from descriptive paragraphs and diagrams	Predict consequences of alteration of processes from grade-level text
Match forms of energy with pictures	List and describe illustrated forms of	Compare/contrast two forms of energy	Explain uses of different forms of	Evaluate and defend uses of different forms

	energy		energy	of energy
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Sample WIDA Social Studies Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify locations on maps	Sort locations on maps	Identify specific geographic locations on maps	Compare/contrast locations on maps	Evaluate locations on maps for different purposes
Identify historical figures or events from pictures	Describe historical figures or events from pictures	Role-play scenes from historical events or lives	Re-enact historical events or lives	Give monologues simulating historical events or figures
Chart economic data based on simple statements and pictures	Classify economic data based on information in texts and charts	Compare economic data based on information in texts and charts	Predict economic data based on information in texts and charts	Interpret economic trend data based on information from grade-level texts and charts
Identify features of historical periods from illustrations and word banks	Describe features of historical periods from graphic organizers	Compare historical periods using graphic organizers	Produce contrastive summaries of historical periods using graphic organizers	Create historical essays describing past civilizations
Identify pictures of natural resources	Locate sources of natural resources	Distinguish among natural resources	Find patterns associated with natural resources	Draw conclusions about natural resources on maps or graphs text
Connect historical events using graphics or pictures	Describe features or characteristics of historical events from pictures	Summarize significance of historical events from pictures	Paraphrase reasons for historical events shown in pictures	Explain causes and effects of historical events
Identify people's rights or responsibilities using pictures and labels	Sort people's rights or responsibilities using pictures and short written statements	Select examples of people's rights and responsibilities	Evaluate people's rights or responsibilities	Infer people's rights or responsibilities from grade-level text
Label illustrations of	Describe features of	Compare/contrast	Discuss functions of	Discuss and justify

governments using word/phrase banks	governments using graphics and word/phrase banks	features or functions of governments	governments	relative effectiveness of forms of government
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Appendix C

WIDA Supports

Sensory	Graphic	Interactive
<ul style="list-style-type: none">• real-life objects (realia)• manipulatives• pictures and photographs• illustrations, diagrams, and drawings• magazines and newspapers• physical activities• videos and films• broadcasts• models and figures	<ul style="list-style-type: none">• charts• graphic organizers• tables• graphs• number lines	<ul style="list-style-type: none">• in pairs or partners• in triads or small groups• in a whole group• using cooperative group structures• with the Internet (websites) or software programs• in the native language (L1)• with mentors