



Developing ESL Curriculum using the WIDA ELP Standards

Lynore M. Carnuccio
WIDA Consultant
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- 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.

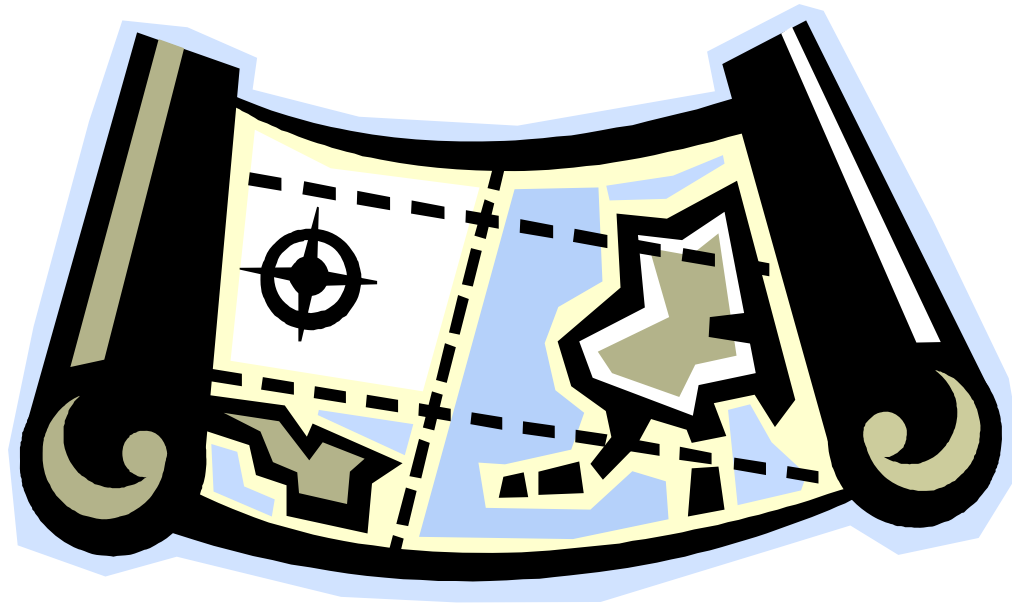
Identify the Goals and Purpose of the ESL Curriculum

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

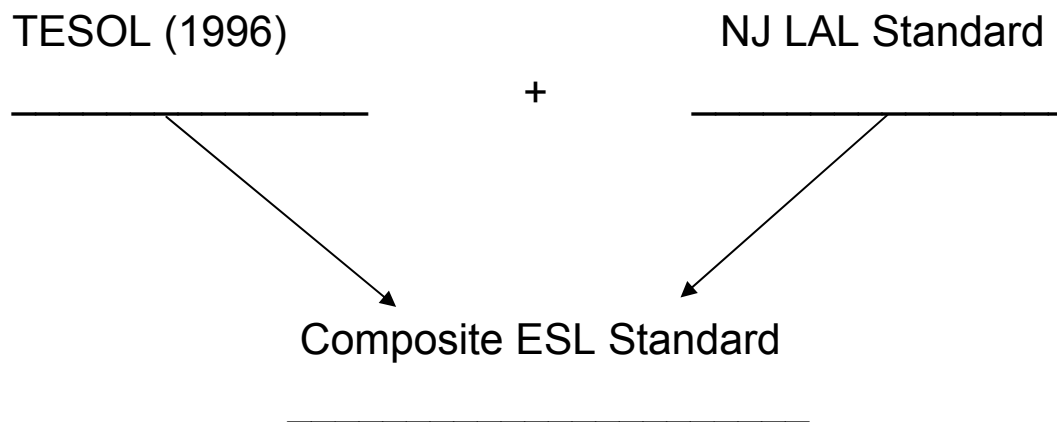
Talk to your partner and discuss....

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[®] 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[®] 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	338	3.2
Reading	321	2.8
Writing	312	2.8
Oral Language ^A	329	3.1
Literacy ^B	317	2.8
Comprehension ^C	321	2.9
Overall Score ^D (Composite)	320	2.9

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 60% Reading + 40% Writing

NA - Not Attempted - Student Enrolled in a Non-Scoring Grade of Absent, Incomplete, Referred or Special Education/504 Exception

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 25% Writing + 15% Listening + 15% Speaking

Overall Scores are reported 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 ²
Score based on # of tasks student met or exceeded.	
Social & Instructional (Maximum of 3)	3
Language Arts/Social Studies (Max of 5)	3
Mathematics/Science (Maximum of 5)	3

² - Raw score based on # of tasks for that content.

NA - Not Attempted - Student Enrolled in a Non-Scoring Grade of Absent, Incomplete, Referred or Special Education/504 Exception

WRITING TASKS

English Language Proficiency Standards <small>Scores based on writing rubric</small>	Linguistic Complexity		Vocabulary Usage		Language Control	
	Student Score	Total Possible Points	Student Score	Total Possible Points	Student Score	Total Possible Points
Social & Instructional	3	5	2	6	2	6
Mathematics	2	3	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 related academic language with social 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 academic language
- 5 Bridging - knows and uses social English and academic language with graphic and verbal support
- 6 Proficient - knows and uses social and academic language at the highest level necessary for school

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		Link to 2004 KCCT Released Items: http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm Performance events Observation Checklists Cooperative Learning Projects		M-6-NC-9 M-6-NC-4 M-6-NC-2 M-6-A-4 M-6-A-3 M-6-NC-4

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

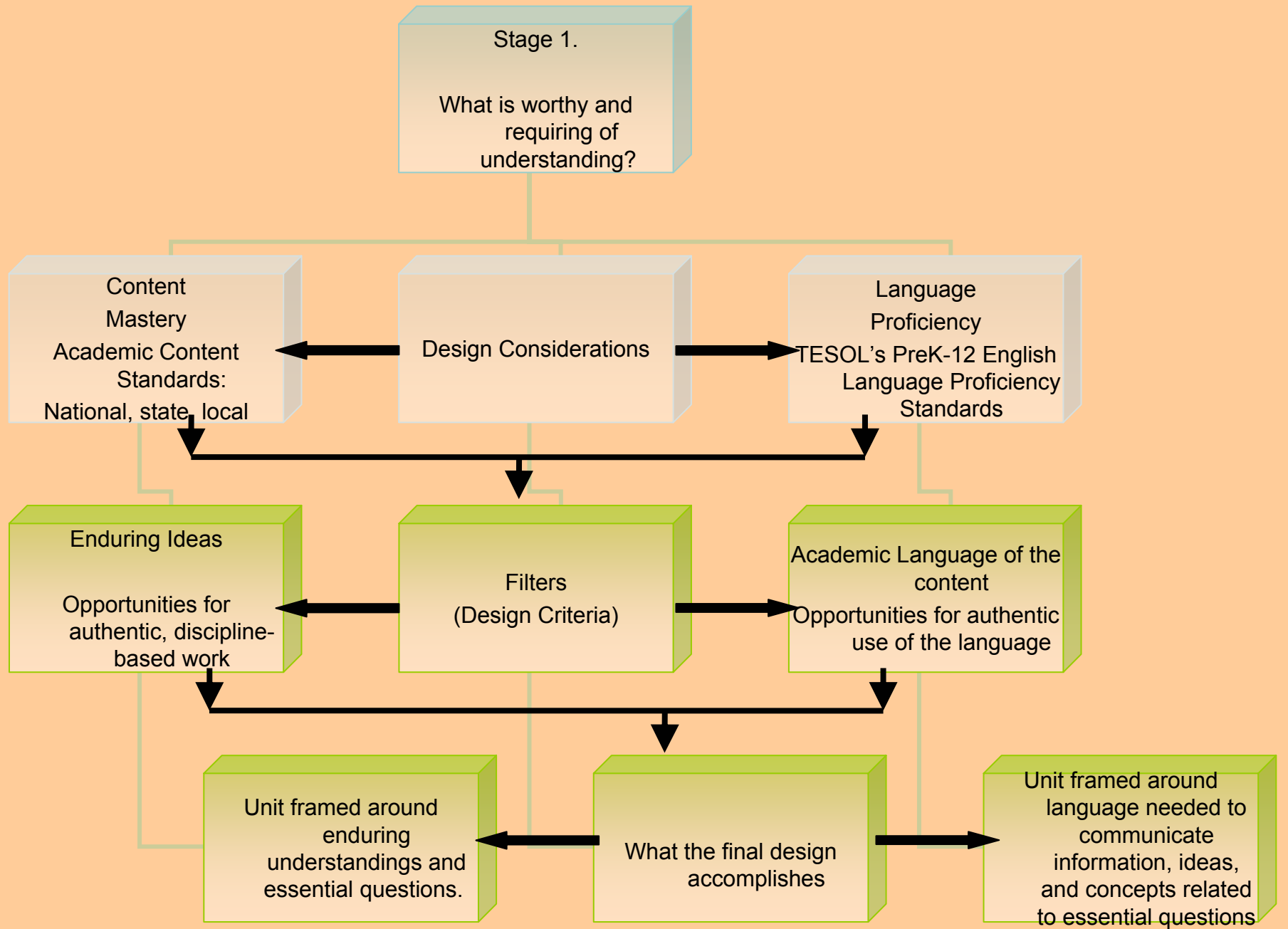
Step 4

**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	Level 6- Reaching
L I S T E N G	Classroom supplies or assignments	<ul style="list-style-type: none"> Identify materials needed to complete tasks from realia and oral statements and check with a partner 	<ul style="list-style-type: none"> Match materials or resources needed to complete tasks with their uses based on realia and oral directions and check with a partner 	<ul style="list-style-type: none"> Select materials or resources needed to complete tasks based on realia and oral descriptions and check with a partner 	<ul style="list-style-type: none"> Sequence use of materials or resources needed to complete tasks based on realia and oral directions and check with a partner 	<ul style="list-style-type: none"> 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?") 	
S P E A K I N G	Information gathering	<ul style="list-style-type: none"> Seek assistance on information related to school tasks (e.g., supplies or assignments) from peers or teachers in L1 or L2 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Ask questions to seek information or provide opinions, preferences, or wishes to peers in L1 or L2 	<ul style="list-style-type: none"> Clarify information by restating or rephrasing ideas, opinions, or preferences with peers in L1 or L2 	<ul style="list-style-type: none"> Offer specific information that supports opinions or preferences with peers 	

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		Link to 2004 KCCT Released Items: http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm Performance events Observation Checklists Cooperative Learning Projects		M-6-NC-9 M-6-NC-4 M-6-NC-2 M-6-A-4 M-6-A-3 M-6-NC-4

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 ?



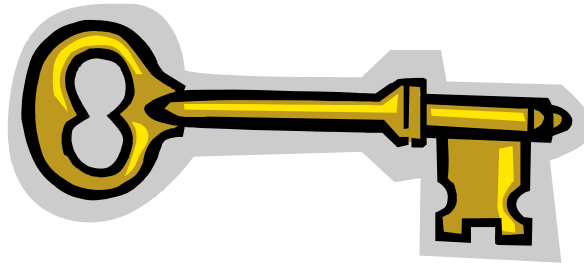
English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for the content area of **Mathematics**.

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

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"> Label fractional parts of diagrams or realia from number word banks 	<ul style="list-style-type: none"> Describe what the fractional parts mean from diagrams or realia in phrases or short sentences 	<ul style="list-style-type: none"> Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences 	<ul style="list-style-type: none"> Describe strategies for solving problems involving fractions from diagrams using paragraphs 	<ul style="list-style-type: none"> Create original problems involving fractions embedded in stories 	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"> Label fractional parts of diagrams or realia from number word banks 	<ul style="list-style-type: none"> Describe what the fractional parts mean from diagrams or realia in phrases or short sentences 	<ul style="list-style-type: none"> Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences 	<ul style="list-style-type: none"> Describe strategies for solving problems involving fractions from diagrams using paragraphs 	<ul style="list-style-type: none"> Create original problems involving fractions embedded in stories 	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"> •Label fractional parts of diagrams or realia from number word banks 	<ul style="list-style-type: none"> •Describe what the fractional parts mean from diagrams or realia in phrases or short sentences 	<ul style="list-style-type: none"> •Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences 	<ul style="list-style-type: none"> •Describe strategies for solving problems involving fractions from diagrams using paragraphs 	<ul style="list-style-type: none"> •Create original problems involving fractions embedded in stories 	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"> fractional parts of diagrams or realia from number word banks 	<ul style="list-style-type: none"> what the fractional parts mean from diagrams or realia in phrases or short sentences 	<ul style="list-style-type: none"> how to solve problems involving fractions from diagrams using a series of related sentences 	<ul style="list-style-type: none"> strategies for solving problems involving fractions from diagrams using paragraphs 	<ul style="list-style-type: none"> original problems involving fractions embedded in stories 	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"> Identify historical figures or events of the Civil War period from photographs or illustrations in small groups 	<ul style="list-style-type: none"> Describe historical figures or events of the Civil War period from photographs, illustrations, or videos in small groups 	<ul style="list-style-type: none"> Role-play scenes from historical events or lives of figures of the Civil War period in small groups 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Give monologues simulating historical events or figures of the Civil War period (e.g., scenes in plays) 	Level 6- Reaching

The Content Stem

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
S p e a k i n g	Civil War	<ul style="list-style-type: none"> Identify historical figures or events of the Civil War period from photographs or illustrations in small groups 	<ul style="list-style-type: none"> Describe historical figures or events of the Civil War period from photographs, illustrations, or videos in small groups 	<ul style="list-style-type: none"> Role-play scenes from historical events or lives of figures of the Civil War period in small groups 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Give monologues simulating historical events or figures of the Civil War period (e.g., scenes in plays) 	Level 6- Reaching

Transform the content stem

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

What are the supports?

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

The supports

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
R e a d i n g	Author's perspective and point of view	•Identify words and phrases related to author's perspective in illustrated sentences	•Identify main ideas related to author's perspective in illustrated series of related sentences	•Identify main ideas and supporting details related to author's perspective in illustrated paragraphs	•Analyze author's perspective in illustrated text	•Interpret author's perspective in literary text and apply to other contexts	Level 6- Reaching

Transform the supports

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
R e a d i n g	Author's perspective and point of view	<ul style="list-style-type: none"> Identify words and phrases related to author's perspective <hr/>	<ul style="list-style-type: none"> Identify main ideas related to author's perspective <hr/>	<ul style="list-style-type: none"> Identify main ideas and supporting details related to author's perspective <hr/>	<ul style="list-style-type: none"> Analyze author's perspective <hr/>	<ul style="list-style-type: none"> Interpret author's perspective in literary text and apply to other contexts 	Level 6- Reaching

Content Objectives (Academic Achievement)

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

Language Objectives (Academic Language)

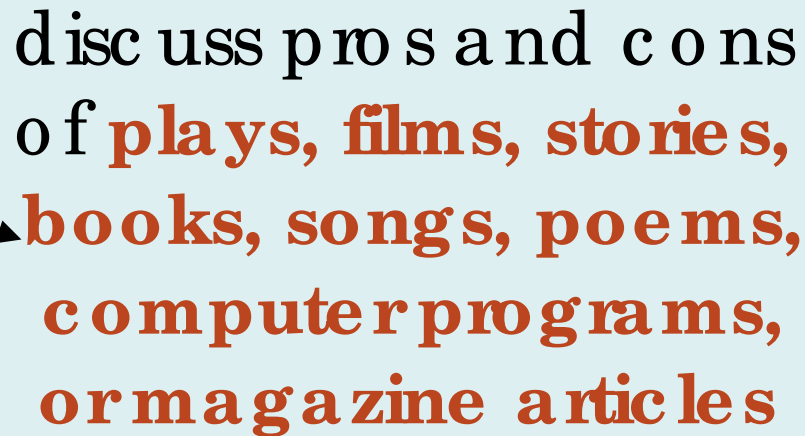
- How you will use:
 - Listening
 - Speaking
 - Reading
 - Writing...in your learning

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

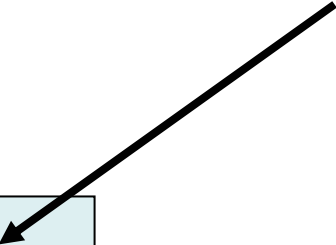
Grade Level Cluster 9-12 Level 4 - Expanding



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



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

Classroom Framework

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



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