

**“WIDA/ESL Standards FOR COLLABORATIVE ACTIVITY Alignment”**

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**2009-10 WIDA STANDARDS:**

**WIDA ELP Standard Number 1 - Social and Instructional Language**

**WIDA ELP Standard Number 2 - The Language of Language Arts**

**WIDA ELP Standard Number 5 - The Language of Social Studies**

**From:**

**WEST ORANGE PUBLIC SCHOOLS**

**WEST ORANGE, NEW JERSEY**

**English as a Second Language Program: ESL 2 / High School Curriculum**

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**ESL Standards for:**

**Unit of Instruction: Personal Discovery / Autobiography Project**

**New Jersey English Language Proficiency Standards:**

***Students will be able to aurally comprehend spoken English in both a social and school setting.***

- Exchange information through verbal and nonverbal messages.
- Listen fully to understand instructions and contribute to classroom discussions.
- Listen to identify main ideas and supporting details.
- Distinguish among types of speech depending on context and tone.
- Connect messages heard to prior knowledge and experience.
- Follow increasingly difficult oral directions (e.g. one-, two-, three-, and four-step).
- Ask pertinent questions, take notes, and draw conclusions based on information presented.
- Develop a strong listening vocabulary to aid comprehension and oral and written language.

***All students will be able to speak English in both a social and school setting.***

- Apply rules for cooperative or whole-class discussion.
- Share experiences and express ideas in pairs, small groups or whole class.
- Participate in conversations with peers and adults.
- Speak in complete sentences.
- Listen and follow discussions in order to take turns and contribute appropriately.
- Ask a variety of questions (e.g., “who, what, when, where, why, and how” questions) for clarification.
- Talk with others to identify and explore issues and problems.
- Use new vocabulary from content area material, literature, and classroom experience.
- Recognize and use Standard English appropriately.
- Retell a story to check for understanding.

***All students will be able to read (decode and comprehend) texts for recreational and academic purposes.***

- Identify and use common textual and graphic features and organizational structures to comprehend information. These include textual features (e.g., paragraphs, topic sentences, index, table of contents, newspapers, magazines, and reference materials.)
- Use letter-sound correspondence, structural analysis, and context analysis to decode unknown words.
- Recognize the need to seek assistance (e.g. teachers, peers, other resources).
- Practice visualizing techniques before, during, and after reading to aid in comprehension.
- Understand specific vocabulary, according to content area.
- Interpret information in graphs, charts, diagrams, graphic organizers.
- Read and comprehend materials appropriate to their reading level.
- Demonstrate understanding of text through such activities as retelling, sequencing, identifying elements of plot, theme, setting and characters.
- Distinguish cause/effect, fact/ opinion, main idea/supporting details in interpreting text.
- Draw conclusions and make inferences from text.

***All students will be able to write for personal and academic purposes.***

- Observe and reproduce teacher-modeled writing.
- Use simple sentences to convey ideas after hearing stories, recalling experiences, brainstorming, and drawing.
- Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- Use strategies such as personal experiences, reading, doing interviews or research, using graphic organizers or outlines, and brainstorming to generate and organize ideas for writing.
- Gather, select, and organize information appropriate to a topic, task, and audience.
- Review and edit work for spelling, usage, clarity, organization, and fluency.
- Use a scoring rubric to evaluate and improve own writing and the writing of others.
- Take notes as a teacher presents information or during a film in order to summarize key concepts.
- Write a range of developmentally- appropriate pieces across curricula (e.g., persuasive, personal, descriptive, issue-based, problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports).
- Support main idea, topic, or theme with facts, examples, or explanations in a logical sequence.
- Draft a thesis statement and support/defend it through developed ideas and content, organization, and paragraph development.
- Use level-appropriate knowledge of English grammar and usage to craft writing (e.g., subject/verb agreement, pronoun usage and agreement, appropriate verb tenses).
- Use punctuation correctly in sentences such as ending punctuation, commas, and quotation marks in dialogue.
- Use capital letters correctly in sentences for proper nouns and in titles.
- Indent in own writing to show the beginning of a paragraph.
- Spell level-appropriate words correctly with particular attention to frequently used words, contractions, and homophones.

- Write legibly in manuscript or cursive.
- Use a variety of reference materials (e.g. dictionary, grammar reference, and/or Internet/software resources) to edit written work.
- Use transition words to reinforce a logical progression of ideas.
- Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.
- Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with text across the curriculum.

***All students will be able to view for personal and academic purposes.***

- Consult print and non-print resources in the native language, when needed.
- Use nonverbal cues as an aid to understanding verbal directions.
- Associate realia or diagrams with written labels to learn vocabulary or construct meaning.
- Make predictions about visual information (e.g., pictures in books).
- Respond to and evaluate the use of illustrations to support text.
- Identify the central theme and main idea in different media.
- Take notes as a teacher presents information or during a film in order to summarize key concepts.
  - Understand the uses of technology

### **Technological Literacy Core Curriculum Content Standards**

***All students will use computer applications to gather and organize information and to solve problems.***

- Use appropriate technology vocabulary.
- Use common features of an operating system (e.g., creating and organizing files and folders).
- Demonstrate effective input of text and data, using touch keyboarding with proper technique.
- Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
- Create documents with advanced text-formatting and graphics using word processing.
- Create a file containing customized information by merging documents.

### **Career Education & Consumer, Family & Life Skills Core Curriculum Content Standards**

***All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.***

- Describe and demonstrate the importance of personal and interpersonal skills.
- Identify positive work habits and attitudes necessary for home, community, and school.
- Identify reasons for working as part of a team.

***All students will demonstrate critical life skills in order to be functional members of society.***

- Communicate, analyze data, apply technology, and problem solve.
- Identify and assess problems that interfere with attaining goals.
- Practice goal setting and decision-making in areas relative to life skills.
- Demonstrate responsibility for personal actions and contributions to group activities.
- Demonstrate respect and flexibility in interpersonal and group situations.
- Demonstrate appropriate social skills within group activities.
- Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
- Participate as a member of a team and contribute to group effort.