

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6 (Exit Prof)
<p><b>Informational Reading/Writing</b></p> <p>By the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the author's bias and perspective.</li> <li>Identify the author's tone and mood.</li> <li>Identify the author's style and language.</li> </ul>	<p><b>Informational Reading/Writing</b></p> <p>By the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the author's bias and perspective.</li> <li>Identify the author's tone and mood.</li> <li>Identify the author's style and language.</li> </ul>	<p><b>Informational Reading/Writing</b></p> <p>By the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the author's bias and perspective.</li> <li>Identify the author's tone and mood.</li> <li>Identify the author's style and language.</li> </ul>	<p><b>Informational Reading/Writing</b></p> <p>By the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the author's bias and perspective.</li> <li>Identify the author's tone and mood.</li> <li>Identify the author's style and language.</li> </ul>	<p><b>Informational Reading/Writing</b></p> <p>By the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the author's bias and perspective.</li> <li>Identify the author's tone and mood.</li> <li>Identify the author's style and language.</li> </ul>	<p><b>Informational Reading/Writing</b></p> <p>By the end of the year, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the main idea and supporting details in a text.</li> <li>Identify the author's purpose and point of view.</li> <li>Identify the author's bias and perspective.</li> <li>Identify the author's tone and mood.</li> <li>Identify the author's style and language.</li> </ul>
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1. I can understand and use English in a variety of contexts.

2. I can understand and use English in a variety of contexts.

3. I can understand and use English in a variety of contexts.

## WIDA 2020 ELD standards

Standard 1: Social and Instructional Language	
Standard 2: Language for Language Arts	
Standard 3: Language for Mathematics	
Standard 4: Language for Science	
Standard 5: Language for Social Studies	

## Focus of the Week

# Wida Lesson Plans Template

**Carla C. Johnson, Janet B. Walton, Erin  
E. Peters-Burton**



## **Wida Lesson Plans Template:**

ELL Frontiers Heather Parris, Lisa Estrada, Andrea Honigsfeld, 2016-09-15 Your GPS for improving ELLs academic outcomes Grounded in the latest research on EL language and literacy development and technology integration this timely book will serve as your road map for navigating the exciting new frontier of digital instruction Learn how to improve academic outcomes enhance language acquisition and cultivate digital citizenship through ELL Frontiers An overview of current digital age learning experiences and trends Step by step guides to implementing technology infused lessons that are specifically adapted for English learners including a sample lesson seed in each chapter Authentic vignettes of current uses of technology in the classroom Professional Learning Network questions for group discussion **Teaching English Language Arts to English Language Learners** Luciana de Oliveira, Melanie Shoffner, 2016-09-13 This book focuses on the ways in which English language arts ELA pre service and in service teachers have developed or may develop instructional effectiveness for working with English language learners ELL in the secondary English classroom Chapter topics are grounded in both research and practice addressing a range of timely topics including the current state of ELL education in the ELA classroom and approaches to leveraging the talents and strengths of bilingual students in heterogeneous classrooms Chapters also offer advice on best practices in teaching ELA to multilingual students and ways to infuse the secondary English teacher preparation curriculum with ELL pedagogy Comprehensive in scope and content and examining topics relevant to all teachers of ELLs teacher educators and researchers this book appeals to an audience beyond ELA teachers and teacher educators **Teaching the Content Areas to English Language Learners in Secondary Schools** Luciana C. de Oliveira, Kathryn M. Obenchain, Rachael H. Kenney, Alandeom W. Oliveira, 2019-01-17 This practitioner based book provides different approaches for reaching an increasing population in today s schools English language learners ELLs The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History Social Studies Science and Technical Subjects CCSS ELA Literacy the Common Core State Standards for Mathematics the C3 Framework and the Next Generation Science Standards NGSS highlight the role that teachers have in developing discipline specific competencies This requires new and innovative approaches for teaching the content areas to all students The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas In addition the editors include a table that provides a matrix of how strategies and theories map across the chapters The four sections of the book represent the following content areas English language arts mathematics science and social studies This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described **Deeper Learning** James A. Bellanca, 2014-11-14 Education authorities from around the globe explore deeper learning a process that promotes higher order thinking reasoning and problem solving to better educate students and prepare them for college and careers Relying on research as

well as their own experience the authors show how to use intensive curriculum instruction assessment and leadership practices to meet the needs of 21st century learners *Teaching With Primary Sources for Cultural Understanding, Civic Mindedness, and Democracy* Scott M. Waring, 2024 This resource has been developed for Pre K 20 educators in order to help students use primary sources to go beyond simple acquisition of content knowledge and rote memorization The procedures and approaches outlined in this book are designed to be used with Pre K 20 students to help them use primary sources in discipline and inquiry based ways to develop and enhance understandings for cultural understanding civic mindedness and democracy Expert authors demonstrate how the skills students learn through this process can be applied to their everyday life and allow them to think critically about the world around them better understand various cultures communicate their understandings effectively and enhance their democratic values Grounded in the National Council for the Social Studies C3 Framework topics include social emotional learning inclusion higher order thinking civic agency project based learning democracy building across cultures teaching about war enacting change through intentional civic engagement and systemic racism in the United States Book Features Chapters by leading experts in the areas of civic education and teaching with primary sources Guidance for supporting multilingual learners and students with disabilities Detailed examples of classroom tested instructional ideas and approaches from educators teaching with primary sources in Pre K 20 classrooms Primary sources and links to resources throughout the book *Teaching ELLs Across Content Areas* Nan Li, 2016-04-01 The book *Teaching ELLs Across Content Areas* Issues and Strategies is a unique useful text written for K 12 teachers This book is the culmination of the professional knowledge expertise and experience from the distinguished authors who represent the entire range of the content areas including language arts science mathematics technology arts psychology and Hispanic studies The ELL school population has reached 5.3 million with the increase rate of 51 percent from School Year 1998 1999 to 2008 2009 NCELA 2012 By 2025 one out of four K 12 students will be ELLs NEA Policy Brief 2013 The NEA data states that the ELLs are the fastest growing student population group in our schools and providing them with high quality services and programs is an important investment in America's future NEA Policy Brief 2013 With the fast growth of the ELLs in schools basic information and strategies are needed by all K 12 teachers This book provides useful information and strategies for all K 12 teachers in content classrooms This book has three significances First the book provides the most needed information for K 12 teachers with issues and strategies that are important in content areas to help ELLs success With the fast growth of the ELLs in schools K 12 teachers need this information in content classrooms Second the book fills the gap related to teaching ELLs in content areas There are some existing books with titles on teaching ELLs across content areas yet these books provide general information with fewer books that really address specific content topics This book is unique because it has the dedicated chapters for specific content areas e.g. Language Arts Science Math Social Studies with issues and strategies in these respective contents as well as general information e.g. L2 theories for teachers to know and work with ELLs Third the

book is reader friendly with carefully crafted chapters Each chapter begins with a scenario to catch the reader s attention is followed by issues and strategies and ends with a summary A scenario begins with each chapter for teachers to get to know the ELLs with the content that focuses on the related information and teaching strategies With the continued increase in the ELL school population this book is intended helping all K 12 teachers in content areas have knowledge and strategies to better serve their ELLs

**Nine Dimensions of Scaffolding for Multilingual Learners** Maria G. Dove,Andrea Honigsfeld,Carrie McDermott Goldman,2025-07-24 Create a rigorous learning environment with strategic and inclusive scaffolding practices Today s classrooms are more linguistically diverse than ever but many educators still feel underprepared to support multilingual learners in accessing grade level academic content Without intentional scaffolding these students miss opportunities to thrive alongside their peers Through nine scaffolded approaches instructional linguistic multimodal multisensory graphic digital interactive collaborative social emotional and environmental this resource offers content area teachers research based practical strategies to meet the linguistic social emotional and academic needs of multilingual learners Key features of this book include Detailed vignettes and authentic examples from classrooms to illustrate scaffolding in action Research based strategies for integrating scaffolds into lessons across content areas Self assessment tools and reflection questions for personal and professional growth Practical templates to help educators tailor their scaffolding techniques to individual student needs Scaffolding instruction is not just another teaching approach to learning it is a critical non negotiable for multilingual learners providing a lifeline to language mastery academic achievement and a profound sense of belonging Dove Honigsfeld and McDermott Goldman offer the guidance and inspiration educators need to cultivate equitable engaging learning opportunities that truly help multilingual students to soar

Millennial Teacher Identity Discourses Janet Alsup,2019-02-04 Over ten years after the original edition of Teacher Identity Discourses Janet Alsup revisits her work with a new research study examining the characteristics of the millennial teachers now beginning to populate K 12 classrooms Building off the first edition this text is based on a qualitative interview based research study and provides a contemporary look at how millennial teachers experience professional identity growth through language use This innovative research investigates how formation of a professional identity is central in the process of becoming an effective teacher Updated with new analyses of teacher identity discourses the second edition covers themes that still resonate today and provides practical suggestions and sample assignments for teacher educators to use or adapt in methods courses

*Scaffolding Language Development in Immersion and Dual Language Classrooms* Diane J. Tedick,Roy Lyster,2019-11-28 This book introduces research based pedagogical practices for supporting and enhancing language development and use in school based immersion and dual language programs in which a second foreign heritage or indigenous language is used as the medium of subject matter instruction Using counterbalanced instruction as the volume s pedagogical framework the authors map out the specific pedagogical skill set and knowledge base that teachers in immersion

and dual language classrooms need so their students can engage with content taught through an additional language while continuing to improve their proficiency in that language To illustrate key concepts and effective practices the authors draw on classroom based research and include teacher created examples of classroom application The following topics are covered in detail defining characteristics of immersion and dual language programs and features of well implemented programs strategies to promote language and content integration in curricular planning as well as classroom instruction and performance assessment an instructional model to counterbalance form focused and content based instruction scaffolding strategies that support students comprehension and production while ensuring continued language development an approach to creating cross linguistic connections through biliteracy instruction a self assessment tool for teachers to reflect on their pedagogical growth Also applicable to content and language integrated learning and other forms of content based language teaching this comprehensive volume includes graphics to facilitate navigation and provides Resources for Readers and Application Activities at the end of each chapter The book will be a key resource for preservice and in service teachers administrators and teacher educators

**Our Changing Environment, Grade K** Carla C. Johnson, Janet B. Walton, Erin E. Peters-Burton, 2022-05-30 What if you could challenge your kindergartners to come up with a way to reduce human impact on the environment With this volume in the STEM Road Map Curriculum Series you can Our Changing Environment outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary three lesson module uses project and problem based learning to help students investigate the environment around them with a focus on ways that humans can impact the environment Working in teams students will investigate various types of human impact on the environment including pollution littering and habitat destruction will participate in a classroom recycling program and will explore the engineering design process as they devise ways to repurpose waste materials To support this goal students will do the following Identify human impacts on the environment Identify technological advances and tools that scientists use to learn about the changing environment and use technology to gather data Explain discuss and express concepts about the environment through development and design of a publication to report their scientific findings about the environment around the school Chart and understand local weather patterns and make connections between weather conditions and their observations of the environment Identify and demonstrate recycling practices including sorting materials and tracking amounts of materials recycled and participate in a class recycling program The STEM Road Map Curriculum Series is anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Our Changing Environment can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach

**Optimizing Elementary Education for English Language Learners**

Guler, Nilufer, 2018-01-30 Teaching English language learners has long presented challenges for teachers tasked with bringing these students to a level of language comprehension comparable to that of native speakers These challenges and issues can lead to difficulty comprehending core academic topics for those learning the English language Optimizing Elementary Education for English Language Learners is a critical scholarly publication that explores the importance of English as a Second Language ESL education as well as the challenges that can arise in striving for effective and engaging learning environments for the students involved Featuring a broad scope of topics such as effective lesson plans teacher education and preparation and the education achievement gap this book is geared toward academicians practitioners and researchers seeking current research on effective teaching strategies for teachers of English language learners TESOL and Sustainability

Jason Goulah, John Katunich, 2020-05-14 In the burgeoning field of ecolinguistics little attention has been given to the ways in which English language teaching is and has become implicated in global ecological crises This book begins a dialogue about the opportunities and responsibilities presented to the TESOL field to re orient professional practice in ways that drive cultural change and engender alternate language practices and metaphors Covering a diverse range of topics including anthropogenic climate change habitat loss food insecurity and mass migration chapters argue that such crises require not only technological innovation but also cultural changes in how human beings relate to each other and their environment Arguing that it is incumbent upon the field of English language teaching to reckon with such cultural changes in how and what we teach TESOL and Sustainability addresses the ways in which discourses such as eco pedagogy the critique of neo liberalism non Western philosophy and post humanist thought can and must inform how and what is taught in ESL and EFL classrooms *Social Justice Perspectives on English Language Learners*

Ashraf Esmail, Abul Pitre, Alice Duhon-Ross McCallum, Judith Blakely, Brandon Hamann, 2023-05-31 The recent increase in immigration patterns in the United States has meant an increase in the number of children whose first language is not English entering American schools Some reports indicate that as many as one in four students come from families where the language spoken in the home is not English This book is focused on providing teachers access to credible information that will assist them understand the English language learner develop effective strategies to teach English language learners create effective learning environments and use assessments to meet the needs of English language learners as well as garner community resources to support for English language learners **Scaffolding for Multilingual Learners in Elementary and Secondary Schools**

Luciana C. de Oliveira, Ruslana Westerlund, 2022-08-24 This insightful and timely volume addresses how scaffolding can be used to support multilingual learners to amplify their opportunities for learning As a dynamic educational process scaffolding facilitates responsive and adaptive teaching and learning addresses students needs increases student autonomy and promotes adaptive high level learning without simplifying instruction Section I covers the theoretical grounding and reconceptualizations of scaffolding Section II offers concrete examples and case studies from varied classroom contexts Section III provides a

window into professional development to discuss the work of pre service and in service teachers and how they develop their understandings and practices of teaching multilingual learners Contributors address diverse topics including translanguaging in the classroom scaffolding as a tool for equitable teaching virtual learning as well as learning in dual language and content area classrooms Featuring examples from teacher education programs as well as principles for design of educative curriculum materials this book is ideal for pre service teachers and students in TESOL applied linguistics and language education

*Collaboration and Co-Teaching for Dual Language Learners* Joan Lachance,Andrea Honigsfeld,2022-12-13 Teaching dual language learners You re not alone When implemented with commitment to collaboration dual language programs work and two teachers are better than one Leveraging the power of teacher collaboration is the key to leading all your students to multilingual identity development and language literacy and academic success This practical book adapts a widely used evidence based collaboration and co teaching framework specifically for educators in dual language contexts Features include Special consideration to social justice and promoting critical consciousness Viable options for schools districts and state education agencies to effectively support and expand dual language education Seven proven co teaching models newly applied to elementary and secondary dual language environments Templates and tools for collaborative curriculum alignment and implementation of dual language instruction Authentic examples of success from collaborative dual language teams around the US and beyond More and more schools are implementing dual language programs to serve multilingual learners This first of its kind innovative resource helps collaborating educators work together to design deliver and assess engaging instruction for multilingualism and multiliteracies

*Preparing Teachers to Teach English as an International Language* Aya Matsuda,2017-01-19 This book explores ways to prepare teachers to teach English as an International Language EIL and provides theoretically grounded models for EIL informed teacher education The volume includes two chapters that present a theoretical approach and principles in EIL teacher education followed by a collection of descriptions of field tested teacher education programs courses units in a course and activities from diverse geographical and institutional contexts which together demonstrate a variety of possible approaches to preparing teachers to teach EIL The book helps create a space for the exploration of EIL teacher education that cuts across English as a Lingua Franca World Englishes and other relevant scholarly communities

*TIME For Kids Nonfiction Readers: Advanced Teacher's Guide* Chandra Prough,2012-07-01

### **Launching RTI**

**Comprehension Instruction with Shared Reading** Nancy Boyles,Nancy N. Boyles,2013 Now you can easily deliver the shared reading comprehension lessons you need to launch RTI Tier 1 instruction setting the stage for Tier 1 small group instruction as well as Tier 2 and Tier 3 interventions Launching RTI Comprehension Instruction with Shared Reading provides intermediate grade teachers with Flexible shared reading plans for 45 60 and 90 minute instructional blocks and guidelines to implement Tier 2 and Tier 3 comprehension interventions Criteria to select comprehension objectives choose



texts and create lessons that support students before during and after reading Strategies that move students toward independence in meeting comprehension objectives through explicit systematic instruction that culminates in written response Assessment rubrics checklists and anchor sets to evaluate students literature responses Lessons and support materials for 40 different objectives organized into four thinking strands forming a general understanding developing an interpretation making reader text connections and examining content and structure and Independent follow up activities in oral language fluency vocabulary comprehension and writing that help students apply what they have learned in the shared lesson Tips for adapting instruction to English language learners and reflection questions at the end of each chapter round out this complete resource The included CD provides modifiable electronic versions of planning and support documents along with additional lesson materials not included in the book     Service-Learning for Diverse Communities Kerry L.

Purmensky,2020-10-01 Service Learning for Diverse Communities Critical Pedagogy and Mentoring English Learners 2nd Edition provides a foundation for understanding service learning SL practices for those working with English Learners or pre service teachers who have ELs in their classroom Through three distinct parts this text guides the reader through the core values of SL and provides specific examples and models of SL practices with ELs in the classroom and encourages leadership and advocacy in the school community This book contributes to the understanding of SL models and how this educational approach to learning can enhance understanding of English Learners in the community In this new edition there are many critical updates to research practices and application The book updates all chapters related to pedagogical practices TESOL Standards Critical Pedagogy and Assessment In addition to updating the TESOL Standards the WIDA Standards have been added and incorporated into current SL practices Two additional chapters focus on infusing technology into service learning discussing Digital Badging in assessment and Virtual Tutoring models English learner needs are expanded to include Dual Language as an important model for teaching The last chapter presents a compelling argument for instructors who utilize service learning in their classrooms to participate in a service learning opportunity as a student to gain insight into the student service learning experience     In Pursuit of a Multilingual Equity Agenda Meg Gebhard,Kathryn

Accurso,2023-03-10 This critical volume provides accessible examples of how K 12 teachers use systemic functional linguistics SFL and action research to support the disciplinary literacy development of diverse learners in the context of high stakes school reform With chapters from teachers teacher educators and researchers this book paves the way for teachers to act as change agents in their schools to design and implement meaningful curriculum instruction and assessment that builds on students cultural and linguistic knowledge Addressing case studies and contexts this book provides the framework tools and resources for instructing and supporting multilingual students and ELL This volume intended for pre and in service teachers aims to improve educators professional practice through critical SFL pedagogy and helps teachers combat racism and anti immigrant rhetoric by contributing to an equity agenda in their schools

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## **Table of Contents Wida Lesson Plans Template**

1. Understanding the eBook Wida Lesson Plans Template
  - The Rise of Digital Reading Wida Lesson Plans Template
  - Advantages of eBooks Over Traditional Books
2. Identifying Wida Lesson Plans Template
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Wida Lesson Plans Template
  - User-Friendly Interface
4. Exploring eBook Recommendations from Wida Lesson Plans Template
  - Personalized Recommendations
  - Wida Lesson Plans Template User Reviews and Ratings
  - Wida Lesson Plans Template and Bestseller Lists

5. Accessing Wida Lesson Plans Template Free and Paid eBooks
  - Wida Lesson Plans Template Public Domain eBooks
  - Wida Lesson Plans Template eBook Subscription Services
  - Wida Lesson Plans Template Budget-Friendly Options
6. Navigating Wida Lesson Plans Template eBook Formats
  - ePub, PDF, MOBI, and More
  - Wida Lesson Plans Template Compatibility with Devices
  - Wida Lesson Plans Template Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Wida Lesson Plans Template
  - Highlighting and Note-Taking Wida Lesson Plans Template
  - Interactive Elements Wida Lesson Plans Template
8. Staying Engaged with Wida Lesson Plans Template
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Wida Lesson Plans Template
9. Balancing eBooks and Physical Books Wida Lesson Plans Template
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Wida Lesson Plans Template
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Wida Lesson Plans Template
  - Setting Reading Goals Wida Lesson Plans Template
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Wida Lesson Plans Template
  - Fact-Checking eBook Content of Wida Lesson Plans Template
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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