

English as a Second Language Essential Standards

WIDA Level 1 - Entering		IB MYP Phase 1	
Listening	L1.1 Follow one-step oral commands/ instructions L1.2 Match social language to visual/ graphic displays L1.3 Identify objects, people, or places from oral statements/ questions using gesture (e.g., pointing) L1.4 Match instructional language with visual representation (e.g., "Use a sharpened pencil.")	Criteria A: Oral Communication	Learning Outcomes
		The student should be able to: •understand and respond to simple, short spoken texts •communicate information in a limited range of everyday situations •request and provide information in a limited range of everyday situations •use language appropriate to a very limited range of interpersonal and cultural contexts •use some aspects of register in formal and informal oral communication •use basic vocabulary accurately •interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone. <i>See Also "Criteria B: Visual Interpretation" below</i>	This will be evident when the student: •follows classroom directions and routines •understands basic phrases and expressions and uses them to interact •participates in a dialogue about an everyday situation using a model •uses gestures, actions, body language and/or words to communicate •recognizes some signs and symbols •names familiar objects, people and uses words for classroom, school and home routines •uses appropriate forms of address, gestures and greetings •makes simple statements to describe family members, everyday routines •makes a simple presentation with the help of visual aids and a model.
Speaking	S1.1 Answer yes/no and choice questions S1.2 Begin to use general and high frequency vocabulary S1.3 Repeat words, short phrases, memorized chunks S1.4 Answer select WH questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences		
Reading	R1.1 Associate letters with sounds and objects R1.2 Match content-related objects/ pictures to words R1.3 Identify common symbols, signs, and words R1.4 Recognize concepts of print R1.5 Find single word responses to WH-questions (e.g., "who," "what," "when," "where") related to illustrated text R1.6 Use picture dictionaries/ illustrated glossaries	Criteria C: Reading Comprehension	Learning Outcomes
		The student should be able to: •identify basic facts in simple written texts •identify main ideas and supporting details in written texts •recognize basic aspects of format and style •understand and respond to simple written texts. <i>See Also "Criteria B: Visual Interpretation" below</i>	This will be evident when the student: •shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts •maybe needs to read multiple times •reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information •reads text of 200–300 words and answers
	W1.1 Draw content-related pictures W1.2 Produce high frequency words	Criteria D: Writing	Learning Outcomes

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Writing	W1.2 Produce high frequency words W1.3 Label pictures and graphs W1.4 Create vocabulary/concept cards W1.5 Generate lists from pretaught words/ phrases and word banks (e.g., create menu from list of food groups)	The student should be able to: <ul style="list-style-type: none"> •communicate information in a limited range of everyday situations •request and provide information in a limited range of everyday situations •use language appropriate to a very limited range of interpersonal and cultural contexts •understand and use basic language conventions accurately •use some aspects of register in formal and informal written communication <p><i>See Also "Criteria B: Visual Interpretation" below</i></p>	This will be evident when the student: <ul style="list-style-type: none"> •writes 100–150 words •writes simple phrases and sentences about an everyday situation using a model •labels familiar objects, people and writes words for classroom, school and home routines •makes simple statements to describe family members, everyday routines.
Reading Writing Speaking Listening	See indicators as listed above.	Criteria B: Visual Interpretation	Learning Outcomes
		The student should be able to: <ul style="list-style-type: none"> •identify basic messages presented in simple visual texts •identify main ideas and supporting details in simple visual texts presented with spoken and/or written text •identify specific information, ideas, opinions and attitudes presented in simple visual text with spoken and/or written text •recognize basic visual conventions used in texts •understand and respond to simple visual texts.. 	This will be evident when the student: <ul style="list-style-type: none"> •uses images to help make meaning of oral and/or written text •makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages •lists some features of the visual text (for example, colour, text layout, sound effects) •finds his or her own examples to share understanding.

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WIDA Level 2 - Beginning		IB MYP Phase 2	
Listening	L2.1 Follow multi-step oral commands/ instructions L2.2 Classify/sort content-related visuals per oral descriptions L2.3 Sequence visuals per oral directions L2.4 Identify information on charts or tables based on oral statements	Criteria A: Oral Communication	Learning Outcomes
		<p>The student should be able to:</p> <ul style="list-style-type: none"> •understand and respond to simple spoken texts •communicate information containing relevant ideas and some detail in a limited range of familiar situations •request and provide information in a limited range of familiar situations •use language appropriate to a limited range of interpersonal and cultural contexts •use some aspects of register in formal and informal oral communication •use basic language accurately •interact in basic rehearsed and some unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone. <p><i>See Also "Criteria B: Visual Interpretation" below</i></p>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> •follows classroom routines and two-step instructions •participates in a dialogue/role play about a familiar situation, without the use of a model •listens and shows understanding of the meaning of a song or a simple story told •expresses feelings and opinions •describes personal experiences and exchanges ideas about topics of personal interest and everyday life •understands phrases and expressions for familiar situations and uses them to interact •makes a presentation with the help of a model or questions and can answer some simple questions posed by the audience.
Speaking	S2.1 Convey content through high frequency words/phrases S2.2 State big/main ideas of classroom conversation S2.3 Describe situations from modeled sentences S2.4 Describe routines and everyday events S2.5 Express everyday needs and wants S2.6 Communicate in social situations S2.7 Make requests	Criteria C: Reading Comprehension	Learning Outcomes
		<p>The student should be able to:</p> <ul style="list-style-type: none"> •understand basic facts in written texts •understand main ideas and supporting details, and draw some conclusions from written texts •recognize basic aspects of format and style •understand and respond to simple written texts.. <p><i>See Also "Criteria B: Visual Interpretation" below</i></p>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> •shows an understanding of simple texts by reading and responding to questions or completing activities about the texts •reads text and, for example, classifies, describes, explains, sequences, gives examples •reads text of 400–500 words and answers questions about main ideas and supporting details.
Reading	R2.1 Sequence illustrated text of fictional and non-fictional events R2.2 Locate main ideas in a series of simple sentences R2.3 Find information from text structure (e.g., titles, graphs, glossary) R2.4 Follow text read aloud (e.g., tapes, teacher, paired-readings) R2.5 Sort/group pre-taught words/phrases R2.6 Use pre-taught vocabulary (e.g., word banks) to complete simple sentences R2.7 Use L1 to support L2 (e.g., cognates) R2.8 Use bilingual dictionaries and glossaries		

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Writing	W2.1 Complete pattern sentences W2.2 Extend “sentence starters” with original ideas W2.3 Connect simple sentences W2.4 Complete graphic organizers/ forms with personal information W.5 Respond to yes/no, choice, and some WH- questions	Criteria D: Writing	Learning Outcomes
		The student should be able to: <ul style="list-style-type: none"> •communicate information containing relevant ideas and some details in a limited range of familiar situations •request and provide information in a limited range of familiar situations •use language appropriate to a limited range of interpersonal and cultural contexts •understand and use basic language conventions accurately •use some aspects of register in formal and informal written communication.. <p><i>See Also “Criteria B: Visual Interpretation” below</i></p>	This will be evident when the student: <ul style="list-style-type: none"> •writes 100–150 words •writes a dialogue/role play about a familiar situation, with and without a writing frame or model •expresses feelings and opinions in writing in simple format such as postcard, letter, email •describes personal experiences and ideas about topics of personal interest and everyday life.
Reading Writing Speaking Listening	See indicators as listed above.	Criteria B: Visual Interpretation	Learning Outcomes
		The student should be able to: <ul style="list-style-type: none"> •understand messages presented in visual texts •understand main ideas and supporting details in visual texts presented with spoken and/or written text •understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text •recognize visual conventions used in texts •understand and respond to simple visual texts. 	This will be evident when the student: <ul style="list-style-type: none"> •uses images to help make meaning of oral and/or written text that represents people’s experiences and ideas •makes simple interpretations of the meaning and purpose of various print-based, digital and electronic texts (for example, cartoons, simple advertisements) •lists some features of the visual text (for example, colour, text layout, sound effects, shape, sequence) •finds his or her own examples to share understanding.

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WIDA Level 3 - Developing		IB MYP Phase 3	
Listening	L3.1 Categorize content based examples from oral directions L3.2 Match main ideas of familiar text read aloud to visuals L3.3 Use learning strategies described orally L3.4 Identify everyday examples of content-based concepts described orally L3.5 Associate oral language with different time frames (e.g., past, present, future)	Criteria A: Oral Communication	Learning Outcomes
		<p>The student should be able to:</p> <ul style="list-style-type: none"> •understand and respond to a limited range of spoken texts •communicate information containing relevant ideas and some detail in familiar and some unfamiliar situations •request and provide information in familiar and some unfamiliar situations •use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences •use appropriate register in formal and informal oral communication •use language accurately •interact in rehearsed and unrehearsed exchanges using comprehensible pronunciation and intonation/correct tone <p><i>See Also "Criteria B: Visual Interpretation" below</i></p>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> •follows multi-step directions •listens and speaks in small group and whole-class interactions and short talks •interacts in pair work, information gap and role play activities •picks out main points in a story, song or short informational text told •retells a story or event shared •uses vocabulary for a specific situation or purpose (an invitation, a telephone call) •uses language to explain, inquire and compare •expresses thoughts, ideas and opinions in a discussion with others about topics of personal interest and pertinent to everyday life •makes a presentation and can answer some followup questions posed by the audience
Speaking	S3.1 Begin to express time through multiple tenses S3.2 Retell/rephrase ideas from speech S3.3 Give brief oral contentbased presentations S3.4 State opinions S3.5 Connect ideas in discourse using transitions (e.g., "but," "then") S3.6 Use different registers inside and outside of class S3.7 State big/main ideas with some supporting details S3.8 Ask for clarification (e.g., self-monitor)		
	R3.1 Sequence illustrated text of fictional and non-fictional events	Criteria C: Reading Comprehension	Learning Outcomes

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WIDA Level 3 - Developing		IB MYP Phase 3	
Reading	<p>and non-fictional events</p> <p>R3.2 Locate main ideas in a series of simple sentences</p> <p>R3.3 Find information from text structure (e.g., titles, graphs, glossary)</p> <p>R3.4 Follow text read aloud (e.g., tapes, teacher, paired-readings)</p> <p>R3.5 Sort/group pre-taught words/ phrases</p> <p>R3.6 Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</p> <p>R3.7 Use L1 to support L2 (e.g., cognates)</p> <p>R3.8 Use bilingual dictionaries and glossaries</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> •understand specific information, ideas, opinions and attitudes presented in written texts •understand main ideas and supporting details, and draw conclusions from written texts •understand aspects of format and style in texts •understand and respond to a limited range of written texts.. <p><i>See Also "Criteria B: Visual Interpretation" below</i></p>	<p>This will be evident when the student:</p> <ul style="list-style-type: none"> •shows an understanding of a limited range of texts by reading and responding to questions or completing activities about the texts •reads text and, for example, gives examples, explains, illustrates, interprets, compares, retells •reads text of 600–700 words and understands specific information, ideas, opinions and attitudes.
Writing	<p>W3.1 Complete pattern sentences</p> <p>W3.2 Extend "sentence starters" with original ideas</p> <p>W3.3 Connect simple sentences</p> <p>W3.4 Complete graphic organizers/forms with personal information</p> <p>W3.5 Respond to yes/no, choice, and some WH- questions</p>	<p style="text-align: center;">Criteria D: Writing</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> •communicate information containing relevant ideas and some details in familiar and some unfamiliar situations •request and provide information in familiar and some unfamiliar situations •use language appropriate to a limited range of interpersonal and cultural contexts, and for a limited range of purposes and audiences •understand and use language conventions accurately •use appropriate register in formal and informal written communication... <p><i>See Also "Criteria B: Visual Interpretation" below</i></p>	<p style="text-align: center;">Learning Outcomes</p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> •writes 200–250 words •writes short narratives or recounts •keeps a journal or diary •expresses thoughts, ideas and opinions about topics of personal interest and pertinent to everyday life.
	See indicators as listed above.	Criteria B: Visual Interpretation	Learning Outcomes

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WIDA Level 3 - Developing		IB MYP Phase 3	
Reading Writing Speaking Listening		The student should be able to: <ul style="list-style-type: none"> •understand information presented in visual texts •understand main ideas and supporting details, and draw conclusions from visual texts presented with spoken and/or written text •understand specific information, ideas, opinions and attitudes presented in visual text with spoken and/or written text •understand visual conventions used in texts •understand and respond to a limited range of visual texts. 	This will be evident when the student: <ul style="list-style-type: none"> •uses images to help make meaning of oral and/or written text •makes links between the images and the purpose of the text •identifies some of the features of the text chosen for a purpose •finds his or her own examples to share understanding •understands meaning of informational texts using visual images (for example, in brochures, news items, posters) and explains the effect and purpose of the visual elements •identifies a point of view in the text.