



WIDA Lesson Plan: Grades 6-12

Feel free to adjust this lesson plan for grade, proficiency level, and group size. You may freely edit, copy and share this lesson plan and activity sheet for teaching purposes.

Introduction

Lesson Title: Understanding Language Proficiency to Develop Language Goals

Topic: Language Proficiency and Goal Setting

Grade Levels: 6-12

Language Domain(s): This lesson addresses all four language domains: reading, writing, listening, and speaking.

Approximate Duration: 60 -90 minutes

Content Objective: Students will be able to discuss language proficiency levels and the purpose of ACCESS for ELLs in small group and whole class discussion. Additionally, students will be able explain in writing their language goals and identify which supports will help them achieve those goals.

Language Target: Students will explain their goals and preferences around language learning experiences and discuss with their classmates giving descriptive examples. When writing language goals, students will use simple and complex sentences containing vocabulary related to language development. Note: this language target may be adapted for different grade and proficiency levels.

Language Supports: The box below shows an “x” to indicate the supports used in the lesson.

Sensory Support		Graphic Support		Interactive Support	
	Real-life objects (realia)		Charts	x	In pairs or partners
	Manipulatives		Number Lines	x	In triads or small groups
	Pictures & photographs		Tables	x	In whole group
	Illustrations & diagrams		Graphs		Using cooperative group structures
	Magazines & newspapers		Timelines		
	Physical activities	x	Graphic organizers: _____ _____ _____		Using the Internet or software programs
x	Videos & films				
	Broadcasts				
	Models & figures			x	In the native language
					With mentors

Assessment and Feedback:

Content Assessment: Students will demonstrate their knowledge of language proficiency in a graphic organizer, they will show their understanding of the purpose behind the ACCESS for ELLs assessment in a journal entry and subsequent class discussion, and they will set domain-specific language goals based on their individual learning style and proficiency levels in the “My Learning Portrait” activity.

Language Assessment: Throughout the lesson, the teacher will use a variety of formative assessments that will require students to listen, read, speak, and write. These assessments include a journal entry, think-pair-share, class discussion, and the “My Learning Portrait” activity.

Context: This lesson should be given after students have taken ACCESS for ELLs and received their scores, as it will help them to understand how knowledge of their strengths and weaknesses can be used to set future language goals. The lesson can be given in one class period or divided over multiple days.

Part 1: Understanding Language Proficiency

Bell work Activity: (5 min) As students enter the room, they will begin writing a journal entry in response to the following question:

- **Journal Question:** Share your personal story about when you began to learn English? What was your experience like? Note: This may be a good time for the teacher to lead a discussion about how knowing multiple languages can be an asset as they can help with language acquisition or even open up future career opportunities.

Anticipatory Set: Think/ Pair Share (10 min) Have students work with their partner to discuss the following questions. After 5-7 minutes, pairs will share out in a teacher-led class discussion:

- **Question 1:** What was your ACCESS testing experience like? What parts of the test did you find to be challenging or easy?
- **Question 2:** How was your experience similar or different from your partner? Would you do anything differently next time? If so, what?
- **Question 3:** Why do you and your partner think that students have to take this test? What is its purpose? (Note: This anticipatory set could also work as an individual journaling activity or whole-class discussion.)

Direct Instruction: (10 min) Building on the students’ responses to questions, the teacher will begin by reminding students that this assessment is a ‘snapshot’ of a student’s language proficiency (“This is a snapshot of what you could do one day when you took the test just like a photo is a snapshot of what you look like in an exact moment... maybe you didn’t sleep that well or argued with your brother that morning... If you’re happy with your score, great! If

you're not, don't be too discouraged. Teachers know this and we use this information but we are more focused on how you are doing in class every day. What we see you do in class might be a little different from what you did on the test and that's ok.") This conversation will lead into the teacher's direct instruction about proficiency levels.

- The teacher will pass out a graphic organizer for students to fill out during the lesson. The graphic organizer has not been included, however, teachers can adapt the model below for their individual needs.
- The teacher will define and discuss the meaning of language proficiency and then discuss the four domains of language proficiency. As the teacher provides the definition on the board, students will copy it into their graphic organizers. (Note: Teachers may want to go in-depth with older learners about actual proficiency levels with respect to domain-specific skills.)

Note: Teachers could include graphics (ex: picture of a student wearing headphones to listen or a student writing) to appear in the graphic organizer columns.

What is Language Proficiency?				
What characteristics/skills would a proficient student have in the four language proficiency domains?	Listening	Reading	Speaking	Writing
	A strong listener can:	A strong reader can: -Identify the main idea of a text using supporting details	A strong speaker can: -Support a claim in a debate using evidence	A strong writer can:

Group Work: Brainstorming Domain Skills (5 min) To introduce the group activity, the teacher will discuss a few example skills that a proficient student would have in a particular domain.

- Students will be divided into four groups (one for each domain). Each group member will have an assigned role such as leader, time keeper, presenter, and recorder. (**Note:** for small classes, this activity can be done as a whole group)
- For five minutes, groups will brainstorm skills that a proficient student would have in their assigned domain. (**Alternative:** Teachers may create a scavenger hunt of the Can Do Descriptors after the initial brainstorm to help students add to their own ideas.)
- After the time is up, the group presenter will come write their answers on the chart that is projected on the whiteboard or smartboard.

Part 2: Determining Student Strengths and Setting Goals

Independent Work: (25 min) Strengths, learning styles, and goal setting

- The teacher will transition from part one of the lesson by explaining how we use our proficiency levels to help identify our strengths. We can then analyze those strengths as well as what kind of learners we are in order to set goals for future language acquisition and academic success.
- The teacher will pass out the **“My Learning Portrait”** activity sheet and give students 20 minutes to complete the activity. (see attached document)
- This activity will be a useful way to teach students metacognition and help them reflect on their own strengths and future goals. Teachers can use information from the “My Learning Portrait” sheets to assist in planning which supports and resources to use in the classroom.

Part 3: Possible extension activities

Option A: (10-15 min) Career Scavenger Hunt

- Students can work in small groups or pairs to find careers that require (or prefer) bilingualism or multilingualism.
- When the hunt is over, groups can share in class discussion, make posters, or write their findings on the board.
- If possible, the teacher can invite former ELL students to join the class and share their experiences including how they use bilingualism in everyday life. (Alternative: show excerpts of video, specifically at timestamps 0:23 and 9:10: <https://vimeo.com/120179910>)

Option B: (10-15 min) Famous and Bilingual

- Students will share any famous individuals who they know of that are bilingual and how those individuals use their bilingualism in everyday life.
- The teacher will show one or more video clips of celebrities, athletes, musicians, and other famous individuals that are bilingual (ex: Kobe Bryant, Gwyneth Paltrow, Selena Gomez, Serena Williams).

- Artistic venture: students may create collages or a chart paper mural of people they admire using language for success.

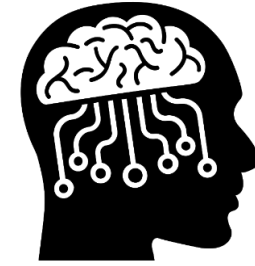
Option C: Peer Interview (multi-day activity)

- Students will conduct an interview with a friend or classmate who is also an ELL. This interview can be conducted traditionally using paper or filmed on a phone.
- Students will ask their friend questions like the ones listed below:
 - What has your experience learning English been like?
 - What was difficult for you to learn?
 - What did you learn first, second, third?
 - How did you get help with English in different subject areas?

My Learning Portrait

My strengths in school: *Make a list of your best language and academic skills. (ex: I am great at explaining my opinions to others.)*

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My learning style: *check one or two things that help you learn.*

- ☐ I hear my teacher's explanations
- ☐ I see how things should be done
- ☐ I read about things
- ☐ I write about what I know
- ☐ I do/make things with my hands
- ☐ I work with others
- ☐ I work by myself
- ☐ I talk about something
- ☐ I have pictures, videos, or things I can touch

What language goal do you have for this year?

What language goal would you like to reach by the end of high school?

What specific goals do you have in the areas of listening, reading, speaking, or writing?

What can your teachers and classmates do to help you learn English?

What will help you meet your goals? (check as many as you want)

- | | |
|---|---|
| <input type="checkbox"/> Books that I can read at home | <input type="checkbox"/> Access to more technology in the classroom |
| <input type="checkbox"/> Working in groups in class | <input type="checkbox"/> More help from the teacher or a tutor |
| <input type="checkbox"/> Practice activities that I can work on with my parents | <input type="checkbox"/> Other: _____ |