



WIDA Lesson Plan: Grades K-5

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: K-5

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
x	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				In the native language
	Models & figures				
					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 ACCESS for ELLs in class discussion and partner work, and they will set language acquisition goals based on their individual learning style and proficiency levels in the “What Type of Learner Am I?” 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 circle time, think-pair-share, class discussion, and the “What Type of Learner Am I?” activity.

Context: This lesson should be given after students have taken ACCESS for ELLs and received their scores, as it will help them 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) After class has begun, students will gather in a circle with the teacher, who will lead a whole-class discussion about the topic below:

- What are some good things about learning English? What are some things that are difficult when you’re trying to learn English? (Note: This may be a good time for the teacher to lead a discussion about how knowing multiple languages can be an asset)

Anticipatory Set: Think/ Pair Share (10 min) For Grades 3-5, 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. For Grades K-2, students can answer these questions in teacher-led centers. Note: This anticipatory set could also work as an individual journaling activity or whole-class discussion. Please adjust for developmental levels accordingly.

- **Question 1:** What do you remember about taking the ACCESS test? What parts of the test were easy and what parts were challenging? Did your table partner have a similar experience as you? (Note: This will help you to think about what else you might do this year prior to testing to help your students prepare and feel confident.)
- **Question 2:** Why do you and your partner think that students have to take this test? What is its purpose?

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. (Note: This conversation may not apply to K-2 students)

- 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. Teachers adapt examples from the Can Do Descriptors in student-friendly language. (See example below.)

Note: Teachers could make graphics (ex: picture of a student wearing headphones to listen or a student writing) that students could cut and paste into the graphic organizer columns.

What is Language Proficiency?				
What things can a strong listener, reader, speaker, and writer do?	Listening	Reading	Speaking	Writing
	A strong listener can: Follow instructions to complete a task	A strong reader can: Find answers to questions in a text	A strong speaker can: Explain an idea using different examples and details	A strong writer can: Write using both short and long sentences

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. (Note: Teachers might ask what proficiency “looks like, sounds like, feels like.”)
- After the time is up, the group presenter will come write their answers on the chart which will be projected on the whiteboard or SMART board.

Part 2: Determining Student Strengths and Setting Goals

Independent Work: Strengths, Learning Styles, and Goal Setting (25 min)

- 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 learning and academic success.
- The teacher will pass out the **“What Type of Learner Am I?”** 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 “What Type of Learner Am I?” sheets to assist in planning which supports and resources to use in the classroom.

Part 3: Possible Extension Activities

Option A: Language as an asset (10-15 min)

- Students can work in small groups or pairs brainstorm different situations in which it would be useful to know two or more languages.
- When the brainstorm session 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.
- Artistic venture: students may create collages or a chart paper mural of language activities

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

- 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 people who are bilingual (ex: Kobe Bryant, Gwyneth Paltrow, Selena Gomez, Serena Williams)

Option C: Peer Interview (multi-day activity)

- Note: this activity would work best for older elementary students.
- 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/tablet
- 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?
- Students will create a presentation to share with the class.
- Students will create a presentation to share with the class.



What Type Of Learner Am I?

Fill in the blanks and draw some of the things that you love to do in class.

I learn English best when

It's helpful when my teacher

In English, I'm really good at

My favorite class activity is

My Goals:

- My goal for the end of the year is

- I want to be a better _____ (listener, reader, speaker, writer) who can

Which of these things will help me?

- ☐ Books that I can read at home
- ☐ Working with classmates
- ☐ Practice activities that I can take home and work on with my parents
- ☐ Using computers in class
- ☐ Other: _____