

WASATCH COUNTY SCHOOL DISTRICT

In Wasatch, we have a Can-Do list for newcomers. Each school arranges the supports for meeting these Can Dos based on their resources (human and material), time and schedules. The Can-Do list is also a living document that we revisit each year to see if it worked and what needs to be added/edited.

Newcomers are with their grade level peers in tier 1 instruction, but we provide more specific language support the first 5-15 days (depending on student need) during tier 2/3 times. This is in addition to other supports like a classroom buddy.

Newcomer standards and Can-Do Statements

WIDA Standards

Fig. 1.1

WIDA ELD Standards	Abbreviation	Standard
<b>Standard 1</b>	Social and Instructional Language	English language learners communicate for social and instructional purposes within the school setting.
<b>Standard 2</b>	Language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
<b>Standard 3</b>	Language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
<b>Standard 4</b>	Language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
<b>Standard 5</b>	Language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

## The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

<b>Dimension</b>	<b>Performance Criteria Features</b>	<b>Features</b>
Discourse	Linguistic Complexity (Quantity and variety of oral and written text)	<ul style="list-style-type: none"><li>• Amount of speech/written text</li><li>• Structure of speech/written text</li><li>• Density of speech/written text</li><li>• Coherence and cohesion of ideas</li><li>• Variety of sentence types to form organized text</li></ul>
Sentence	Language Forms and Conventions (Types, array, and use of language structures)	<ul style="list-style-type: none"><li>• Types and variety of grammatical constructions</li><li>• Mechanics of sentence types</li><li>• Fluency of expression</li><li>• Match language forms to purposes/perspectives</li><li>• Formulaic and idiomatic expressions</li></ul>
Word/Phrase	Vocabulary Usage (Specificity of word or phrase choice)	<ul style="list-style-type: none"><li>• General, specific, and technical language</li><li>• Multiple meanings of words and phrases</li><li>• Nuances and shades of meaning</li><li>• Collocations and idioms</li></ul>

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Fig. 1.3

<b>English Language Proficiency Descriptors</b>	
<b>Level</b>	<b>Students at this level of proficiency can....</b>
Beginning	<ul style="list-style-type: none"> <li>● Comprehend some key points of teacher explanations, if supported with visuals, gestures, and other scaffolds</li> <li>● Use basic social language to participate in simple face-to-face conversations</li> <li>● Read brief grade-level texts with simple sentences and familiar vocabulary, supported by graphics or pictures</li> <li>● Write or use familiar vocabulary in everyday contexts</li> </ul>

Newcomer English Language Can Do Statements:

Guiding Essential Questions:

- What English language skills do I need to participate in daily life (survival English)?
- What English language skills do I need to participate in learning (academic language)
- What connections can I make between my first language and culture and this new language and culture?

I can

Express my basic needs:

- ◇ State my name, address, and telephone number.
- ◇ State the names and recognize people in the school, friends and family.
- ◇ Locate my classroom(s)
- ◇ Use the parts of the body to describe pain or needs (*my stomach hurts*)
- ◇ Tell time and understand expressions for time (before, after) and follow the school/class schedule.
- ◇ Describe simple weather variations (e.g. snowy, rainy, windy, hot, cold, ....) and clothing items I need.
- ◇ Using the names of foods/meals, order from a menu, utensils, and other food related vocabulary (*real world examples from school lunch*)
- ◇ Use and respond to basic directions, read important signs, (e.g. exit, beware, restroom)
- ◇ Use equipment and facilities in the school (bathroom procedures, locker etc.)
- ◇ Say and comprehend school nouns/objects (e.g. book, eraser, classroom, teacher)
- ◇ Say and respond to commands (e.g. sit, stand, draw, write, open your book)

- ◇ Say and respond to common verbs (e.g. eat, drink, need, wait, want, do)
- ◇ Use tools in my own language to help me with classroom assignments
- ◇ Demonstrate, draw or explain the school/classroom rules in single words/phrases
- ◇ Say, read, and comprehend color names
- ◇ Use a calendar, say/write/respond to questions about the date, days, months and seasons
- ◇ State and use greetings for each time of day (e.g. morning, afternoon, night)
- ◇ Use my computer or iPad and follow teacher directions to use unfamiliar applications
- ◇ Ask simple questions, use WH words (e.g. When do we go home? Why is school closed?)
- ◇ Reply to simple questions
- ◇ Express likes and dislikes
- ◇ Express and reply to simple questions about feelings with visual prompts.
- ◇ Use metalinguistic skills to decode word meaning (*cognates, cross-linguistic connections etc.*)

#### Read/write simple words and use reading skills to decode words

- ◇ Recognize letter sounds, combine and separate syllables orally
- ◇ Identify and print the letters of the alphabet, say letter sounds, and names of letters
- ◇ Read high frequency words (*grade level and time of year dependent*)
- ◇ Decode words
- ◇ Match words with pictures
- ◇ Draw a story and use words or phrases to describe the characters and events
- ◇ Write a short an email to ask or respond to a simple question using sentence frames or gambits
- ◇ Use context clues to identify the main idea of an advertisement or infographic

#### Math

- ◇ Count to 100 and write numerals to 100, say hundreds and thousands
- ◇ Say and comprehend basic shapes and write their names
- ◇ Say and comprehend basic mathematical symbols and the words in English (+ - =)
- ◇ Use and comprehend the names for money, read prices, and make change in a real life context.
- ◇ Represent/identify various measurements (e.g. pound, inch, mile)

WIDA End of Level Goals:

	Process <b>Recounts by:</b>	Process <b>Explanations by:</b>	Process <b>Arguments</b> by:	<b>Recount by:</b>	<b>Explain by:</b>	<b>Argue by:</b>	<b>Discuss by:</b>
<b>Level 1</b> Entering	<ul style="list-style-type: none"> <li>Showing what happens next based on familiar oral stories (<i>e.g., by pointing or drawing</i>)</li> <li>Drawing or providing other visual displays of people, animals, or objects in response to oral prompts</li> </ul>	<ul style="list-style-type: none"> <li>Pointing to visual characteristics of models or real-life objects from oral clues</li> <li>Pairing objects, pictures, or equations as directed by a partner</li> </ul>	<ul style="list-style-type: none"> <li>Indicating personal points of view in response to oral phrases or short sentences (<i>e.g., by thumbs up/thumbs down; agree/disagree cards</i>)</li> <li>Identifying preferences from short oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Responding to questions related to stories or experiences (<i>e.g., "Who came to the door?"</i>)</li> <li>Acting out and naming events or experiences throughout the school day</li> </ul>	<ul style="list-style-type: none"> <li>Describing the outcomes of experiments or stories with guidance and visual support</li> <li>Naming or answering Wh- questions related to classroom routines (<i>e.g., "What do we do now?"</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Stating a claim or position from models or examples</li> <li>Sharing facts as evidence using sentence starters or sentence frames</li> </ul>	<ul style="list-style-type: none"> <li>Expressing own ideas through drawings, gestures, words and phrases</li> <li>Expressing agreement/disagreement nonverbally (<i>e.g., thumbs up or down</i>)</li> </ul>