

**Alignment to WIDA English Language Development Standards Framework (Grades 9-12),  
2020**

**ESL 1 Chapter 1**

ESL Level 1 is a highly effective English curriculum for novice-level learners. ESL 1 *Our Words* will introduce your high school students to the most relevant and necessary expressions to build a strong foundation to communicate in basic interactions in English. This standards-based, online program integrates communication and culture in a cohesive, all-in-one format accessible to students and teachers from any device.

This document illustrates how Chapter 1 of ESL 1 aligns with the WIDA English Language Development Standards Framework. If you have any questions, call 1-800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

<b>Chapter 1: Greetings and Introductions</b>			
<b>Interpretive</b>			
<b>Organization:</b> Multilingual learners will understand how coherent texts are created to meet a purpose in a series of topic-related connected sentences.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story	Don't Kiss Me!	Narrate	A story about different greetings
Story	Activity 1: True or False	Narrate	Multiple-choice comprehension activity
Story	Activity 2: Listen and Choose	Narrate	Listening and choosing the character who said a phrase
Story	Activity 4: Which Picture?	Narrate	Selecting the appropriate statement for story pictures
<b>Cohesion:</b> Multilingual learners will understand how ideas are connected across a whole text through multiple cohesive devices.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Now, You Try! Activities	Choose the Best Response	Inform	Choosing the appropriate response to a phrase in a dialogue
Culture	Formal and Informal Greetings	Inform	Establishing the appropriateness of formal and informal greetings based on relationships
Culture	Nonverbal Greetings	Inform	Selecting the appropriate use of nonverbal greetings
<b>Density:</b> Multilingual learners will understand how ideas are elaborated or condensed through expanded noun groups with prepositional phrases.			

Section	Title	Mode	Description
Now, You Try! Activities	Select the Best Greeting	Explain	Selecting greetings with appropriate formality
Authentic Materials	Ways to Say “Thank You”	Explain	Using different expressions to say “thank you”
<b>Grammatical Complexity:</b> Multilingual learners will understand how meanings are extended or enhanced through multiple related simple sentences.			
Section	Title	Mode	Description
Now, You Try! Activities	Select the Best Greeting	Explain	Selecting greetings with appropriate formality
Now, You Try! Activities	Choose the Correct Greeting	Argue	Choosing the appropriate greetings based on a picture
Now, You Try! Activities	Grammar in Greetings	Inform	Selecting the appropriate verb conjugation in greetings
<b>Precision:</b> Multilingual learners will understand how precise meanings are created through everyday, cross-disciplinary, and technical language through a growing number of words and phrases in a variety of contexts.			
Section	Title	Mode	Description
Authentic Materials	Ways to Say “Thank You”	Explain	Using different expressions to say “thank you”
Key Terms	Key Terms Assessment	Inform	Using the appropriate vocabulary item for a sentence
<b>Expressive</b>			
<b>Organization:</b> Multilingual learners will create coherent texts using short text that conveys intended purpose using predictable organization.			
Section	Title	Mode	Description
Story	Activity 3: Rewrite the Story	Narrate	Rewriting the chapter story in students’ own words
Now, You Try! Activities	Create a Dialogue	Narrate	Creating a dialogue between two characters
Now, You Try! Activities	Listen and Respond	Argue	Responding to greetings, questions, and goodbyes accordingly
Now, Watch and Learn!	Verbal Greetings	Inform	Writing formal or informal greetings based on contextual information
Now, Watch and Learn!	Formal vs. Informal Greetings	Argue	Providing reasons to justify formal or

			informal greetings
<b>Cohesion:</b> Multilingual learners will connect ideas across a whole text through a growing number of cohesive devices.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Story	Activity 3: Rewrite the Story	Narrate	Rewriting the chapter story in students' own words
<b>Density:</b> Multilingual learners will elaborate or condense ideas through some types of elaboration.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Authentic Materials	British Sign Language	Inform	Selecting and writing relevant information on sign language
Story	Activity 3: Rewrite the Story	Narrate	Rewriting the chapter story in students' own words
<b>Grammatical Complexity:</b> Multilingual learners will extend or enhance meanings through simple sentences with emerging use of clauses.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Now, Watch and Learn!	Verbal Greetings	Inform	Writing formal or informal greetings based on contextual information
Panorama	Orlando, FL	Inform	Writing expressions to interact with other school members appropriately
<b>Precision:</b> Multilingual learners will create precise meanings through everyday, cross-disciplinary, and technical language with a growing repertoire of words and phrases with growing precision.			
<b>Section</b>	<b>Title</b>	<b>Mode</b>	<b>Description</b>
Panorama	Orlando, FL	Explain	Writing expressions to interact with other school members appropriately
Culture	Shortened Words	Argue	Expressing an opinion on the appropriateness of the use of shortened words
Culture	Common Phrases	Inform	Providing examples of the appropriate use of basic common expressions in a dialogue
Chapter 1 Assessment	Conversation 1	Narrate	Acting out a dialogue with a new person in the formal context
Chapter 1 Assessment	Conversation 2	Narrate	Acting out a dialogue with a new person in

			the informal context
Chapter 1 Assessment	Conversation 3	Narrate	Acting out a dialogue with a familiar person in the formal context
Chapter 1 Assessment	Conversation 4	Narrate	Acting out a dialogue with a familiar person in the informal context

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