
Joy School English Alignment to WIDA ELD Standards



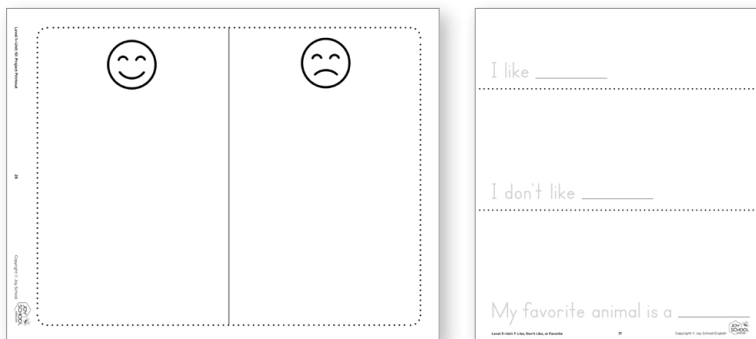
K WIDA ELD STANDARD 1: SOCIAL AND INSTRUCTIONAL LANGUAGE

ELD-SI.K-3.Narrate

Share ideas about one's own and others' lived experiences and previous learning

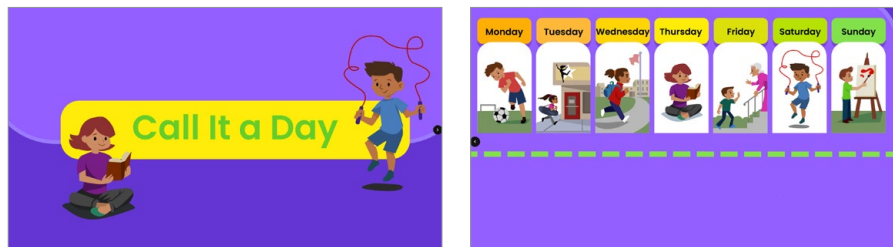
Lesson Plans:

After students learn the language to talk about their likes and dislikes, they participate in several activities where they talk about things they like and dislike, as well as some of their favorite things.



Call It a Day:

In this activity students also learn the language to talk about what they do on specific days of the week.



Lesson Plans:

After reading books and singing songs about families. Students draw their own family on popsicle sticks. Then students use the popsicle sticks to share information about their family with the class.



Books About Family



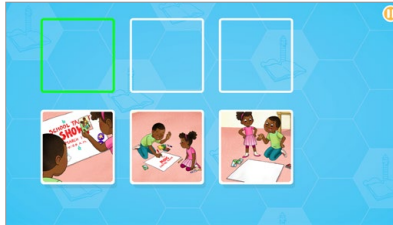
Songs About Family



Student Project

ELD-SI.K-3.Narrate**Connect stories with images and representations to add meaning.****Book Smarts:**

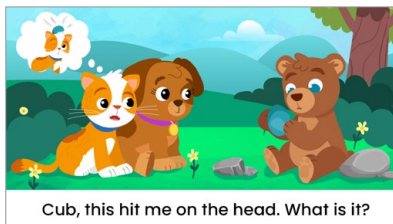
After listening to a story, students use picture cards to sequence events and explain what happened in the story.

**Teacher Lesson Plans:**

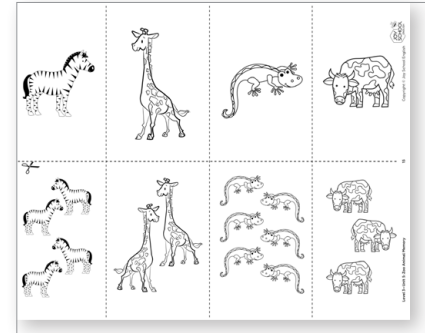
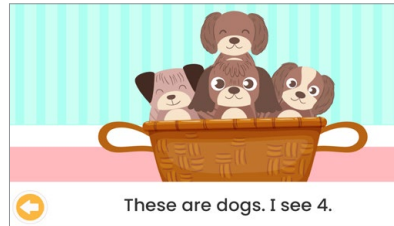
Three Chicks is a story about three birds learning to fly. After reading the book, the teacher has students act out the story to enhance meaning. The teacher invites 6 students to represent the main characters and reenact the story.

**Teacher Lesson Plans:**

This is a story about an object that hit a kitten. The characters try to figure out what the object is. While reading the story, students look at the pictures and make predictions about what they think the object is.

**Teacher Lesson Plans:**

The book *I See* is about animals and is written to emphasize when the demonstrative pronouns "this" and "these" are used. Each animal is introduced in the singular (This is a dog running out the door.) and then the plural (These are dogs. I see 4.) After reading the book multiple times to point out the difference between the singular and plural forms of demonstrative pronouns, students make animal cards to practice using the pronouns. Students practice with partners. One partner shows a picture and asks "What is this? Or What are these?" The other partner answers "This is a zebra. Or These are zebras."



ELD-SI.K-3.Narrate Recount and restate ideas.

Undercover Story (Narrative):

In this activity students look at three pictures that tell a very simple story. The students listen and then practice telling the story on their own.



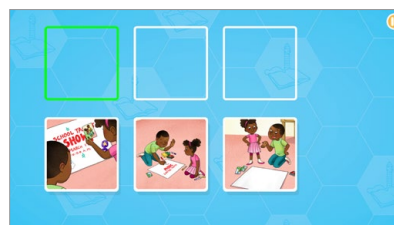
Undercover Story (Informational):

In this activity students also have the opportunity to learn information about certain topics. After listening to the information, students use their own words to restate what they learned.



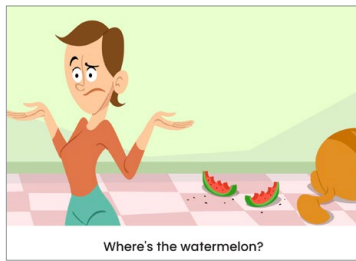
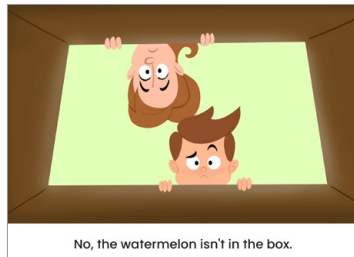
Book Smarts:

After listening to a story, students use picture cards to sequence the events in the story. Then students verbally explain what happened first, next, and last.

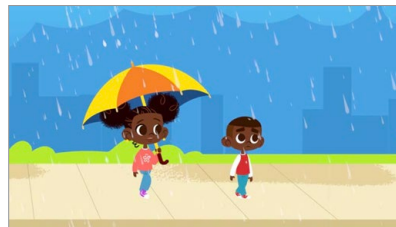
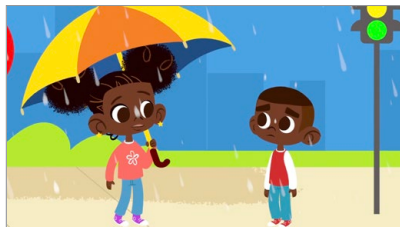


ELD-SI.K-3.Narrate**Discuss how stories might end or next steps****Teacher Lesson Plans:**

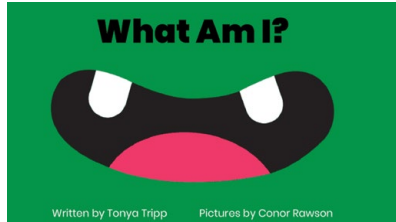
As students participate in shared reading experiences, they are encouraged to make and revise their predictions. In this story, the characters are looking for the missing watermelon. The characters in the book make guesses about where the watermelon might be and students can agree or disagree. There are also clues to help the student predict the watermelon's location.

**Grow in Value:**

These animations intentionally pause at a moment of decision for the main character—such as choosing whether or not to share an umbrella. In the classroom, teachers use this pause to prompt discussion: students offer advice, explain their reasoning, and predict the outcomes of each choice. After viewing both possible endings, the class discusses the character's feelings and the impact of the decision.

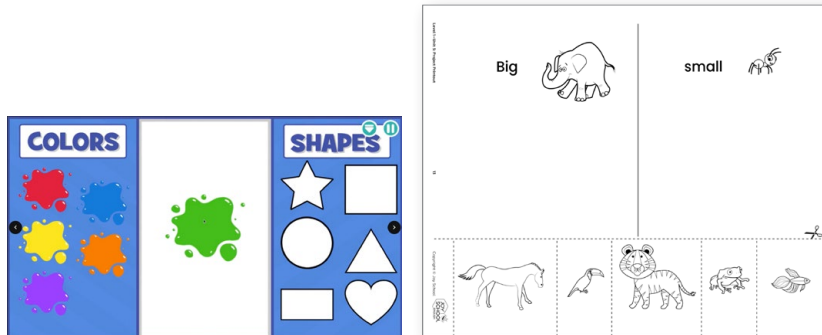
**ELD-SI.K-3.Inform****Define and classify objects or concepts****Read Along Books:**

Students participate in read along book experiences, such as *What am I?* and *Who am I?*, where they practice guessing the object by the attributes that are described in the book.



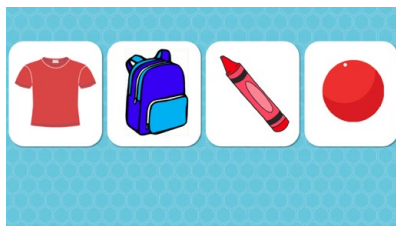
Sort It Out:

Students practice sorting objects by attributes such as color, shape, size, length, etc. Students can practice sorting objects using the digital program, in class with the teacher, and using the printouts to practice on their own.



Odd One Out:

In this activity the students identify which object is different and then they must explain why it is different from the other objects. The difficulty of the activity increases as students' abilities progress.



ELD-SI.K-3.Inform

Describe Characteristics, patterns, or behavior

Opposites:

Students learn vocabulary words to describe characteristics of people and things. In this activity students practice vocalizing the words, and when the word is said correctly, the picture changes to match what was said. Students learn words such as happy/sad, fast/slow, tall/short, long/short, hot/cold, eat/drink, dirty/clean, hard/soft, etc.



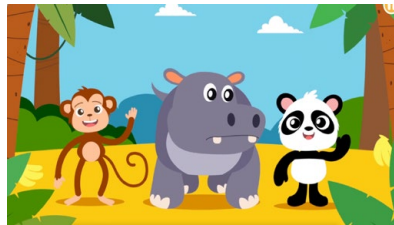
ELD-SI.K-3.Inform

Describe parts and wholes

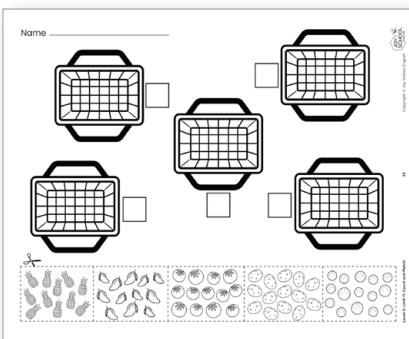
Students learn parts of their body and then learn that all the parts together make the whole body. This is a song they sing called *My Body*.

*Can you wave your hand at me?
Stomp your foot now 1, 2, 3
Can you touch your head like me?
These are parts of your body.*

*Can you move your mouth like me?
Wiggle your nose 1, 2, 3
Touch your ears and eyes like me.
These are parts of your body.*



Students learn number composition by recognizing that a certain number of individual objects make up a whole number. For example, five individual bowls together make the whole number 5. The printout is an example activity where students put a certain number of objects in a basket and must write the whole number next to the items.

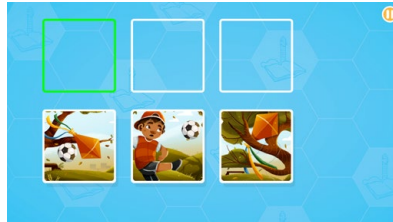


ELD-SI.K-3.Inform

Sort, Clarify, and summarize ideas

Book Smarts:

After students participate in a read along book activity, they summarize and tell the main points of the story. They explain what happened First, Next, and Last.



Undercover Story:

Students listen to a story or information twice and then practice summarizing what they heard in their own words.

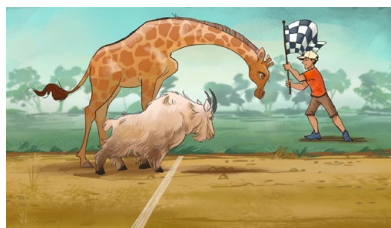
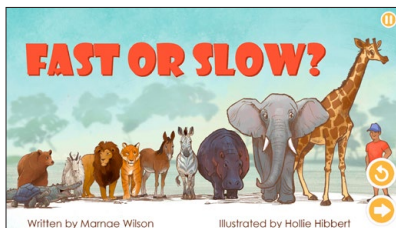


ELD-SI.K-3.Explain

Share initial thinking with others

Lesson Plans:

When students participate in shared reading activities, they often make predictions about what they think will happen in the story. Teachers also pause the story at certain points to ask students what they think will happen next. In this book students make predictions about which animals are faster or slower.



ELD-SI.K-3.Explain

Follow and describe cycles in diagrams, steps in procedures, or causes and effects

Undercover Story:

In this activity students listen to information about birds laying eggs, sitting on the eggs and the eggs hatching. Then students retell the steps in their own words.

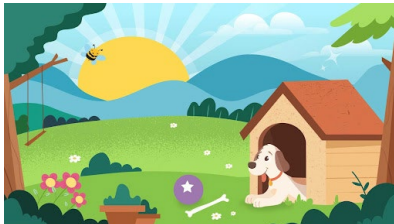


Grow in Value:

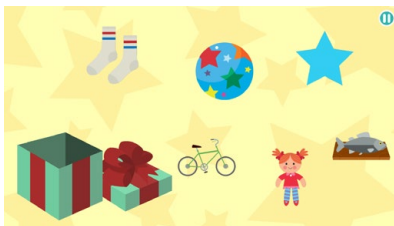
Students watch value animations that pause at a time when the main character needs to make a decision. In this case the boy decides whether he should blame the dog for knocking over the plant or telling his mom that he knocked over the plant. There are two endings to the story and after students finish each ending they say how they think the main characters feel. When viewed in the classroom, teachers ask students why the character feels that way and discuss how our actions can affect others.

**ELD-SI.K-3.Explain****Compare and Contrast objects or concepts****Animated Opposites:**

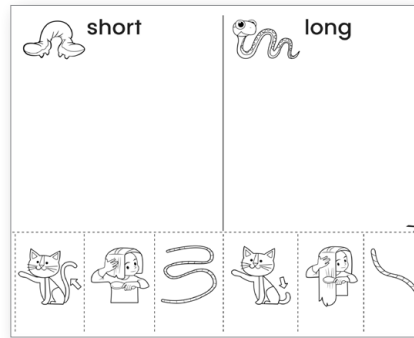
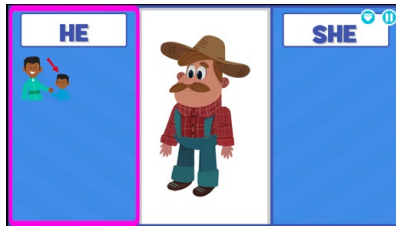
Students learn words that help them compare and contrast objects or concepts. In this instance students are comparing and contrasting night and day.

**That's a Wrap:**

This activity helps students categorize objects. In this instance of the activity students find all the toys and put them in the box.

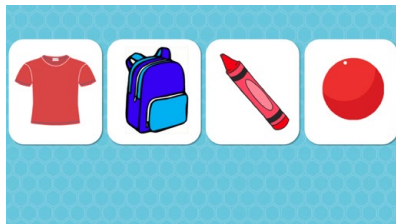
**Sort it Out:**

Students practice sorting objects by attributes such as color, shape, and size, or pronouns. Students can practice sorting objects using the digital program, in class with the teacher, and using the printouts to practice on their own.



Odd One Out:

In this activity, students compare objects, identify which one is different, and then explain the reasoning for their choice.



ELD-SI.K-3.Explain

Offer ideas and suggestions

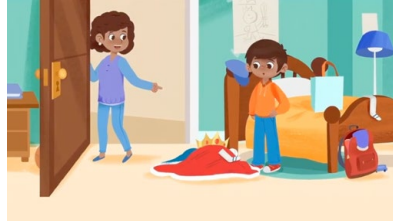
Wild Cards:

Students turn over picture cards one at a time, which narrate a value-related story. Teachers pause the activity to prompt discussion, asking students what the main character should do. For instance, after seeing a boy rip a book at school, students are asked: "What do you think the boy is feeling? What do you think he should do?"



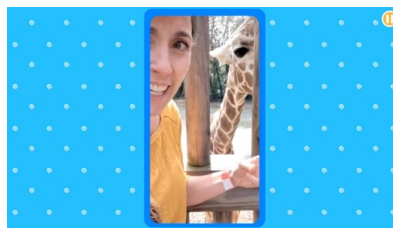
Dot and Dash:

The Dot and Dash series of "choose your own adventure" books features the main characters facing relatable dilemmas that require a choice. For example, in one book, the main character must decide between putting away their school play costume and joining friends who are playing outside. In class, students suggest what the character should do, explain their reasoning, and then watch both story endings to discuss the character's feelings about each decision.



Daisy Chain:

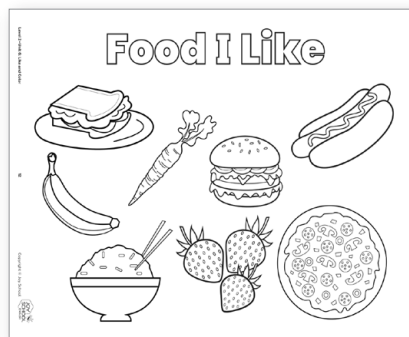
In this activity students have a conversation with Miss Daisy or another Joy School character. Miss Daisy asks the students for suggestions such as *What animal should we see next?* or *What should I put on my sandwich?* Students get to offer their ideas and suggestions and if possible, Miss Daisy will follow their suggestions.



ELD-SI.K-3.Argue

Ask questions about others' opinions

Students participate in several activities where they learn to talk about their likes and dislikes. Then students learn how to ask others what they like and dislike. Students also learn how to ask others about their favorite things.



ELD-SI.K-3.Argue

Support own opinions with reasons

Wild Cards:

Students turn the picture cards over one at a time. The picture cards tell a value related story. In this case, the girl really loves spaghetti and meatballs and she wants a lot of it. Teachers pause the activity to ask the students what the main character should do and why?



Value books:

Joy School English has many value books that teachers can use and pause at specific points to ask students' opinions about the main character's actions. Teachers follow up by asking the students "Why?"



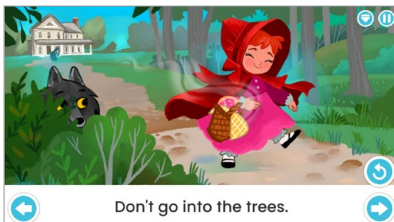
ELD-SI.K-3.Argue

Defend change in one's own thinking

Revise one's own opinions based on new information

Read Along Books:

When students participate in shared reading activities, teachers can ask the students for their initial opinion of the character (e.g., "Is the wolf good or bad?"). After the students learn more, the teacher asks if they still have the same opinion and why?



K WIDA ELD STANDARD 2: LANGUAGE FOR LANGUAGE ARTS

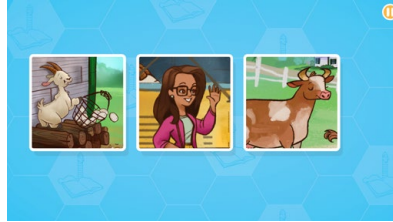
ELD-LA.L.Narrate.Interpretive

Identifying key details

Identifying characters, settings, and major events

Book Smarts:

Following a read-along activity, students answer simple comprehension questions about the book's characters and key details.

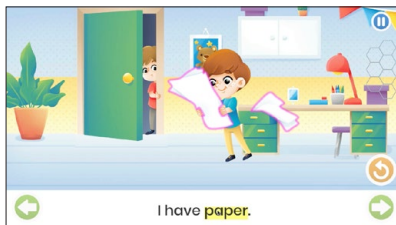


ELD-LA.L.Narrate.Interpretive

Asking and answering questions about unknown words in a text

Text Highlights:

Students can click on unfamiliar words to hear the pronunciation. If the word corresponds to an object in the illustration, the object will also highlight to reinforce meaning.



ELD-LA.L.Narrate.Expressive

Orient audience to story

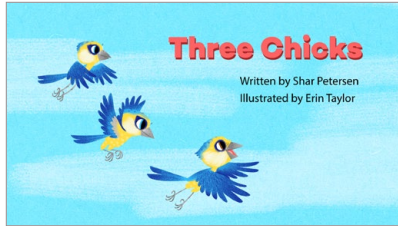
Wild Cards:

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Lesson Plans:

Three Chicks is a value based story about three birds learning to fly. The teacher uses a shared reading experience, intentionally pausing to discuss what the chicks are doing, how they are feeling, and the reasons behind their actions. After reading, the teacher enhances meaning by having students act out the story.



Grow in Value:

These animations intentionally pause at a critical juncture, highlighting the main character's internal conflict and choice of action, such as deciding whether or not to share an umbrella. Teachers capitalize on this moment to prompt students to offer advice, explain their reasoning, and predict the character's behavior and the outcomes of each choice. After viewing both possible endings, the class focuses on the main character's feelings and analyzes the consequences of their final actions and behavior.



Keep walking. Don't share.



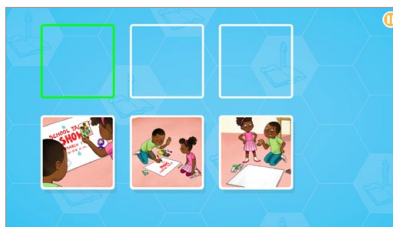
Share the umbrella.

ELD-LA.L.Narrate.Expressive

Describe story events

Book Smarts:

After listening to a story, students use picture cards to sequence events and verbally explain what happened first, next, and last.



ELD-LA.L.Inform.Expressive

Introduce topic for audience

Describe details and facts

Undercover Story:

In this activity, students listen to information about a specific topic, such as elephants. Students listen twice, and then orally recount the information and facts they learned.



K WIDA ELD STANDARD 3: LANGUAGE FOR MATHEMATICS

ELD-MA.K.Inform.Interpretive Identifying concept or object

Students learn vocabulary such as shapes, colors, size, and numbers to talk about objects.

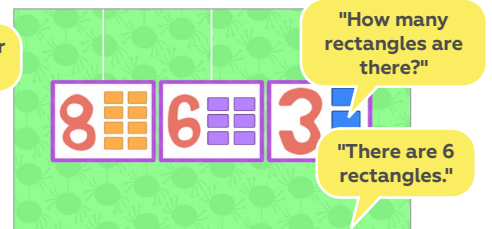
Conversational Video



Speaking with a Native English Speaker



Listening and showing understanding of conversations



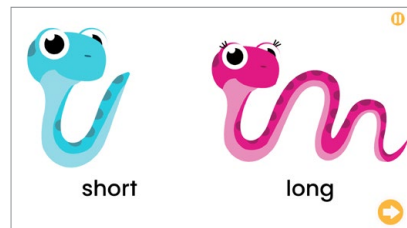
Learning words that describe size



Big



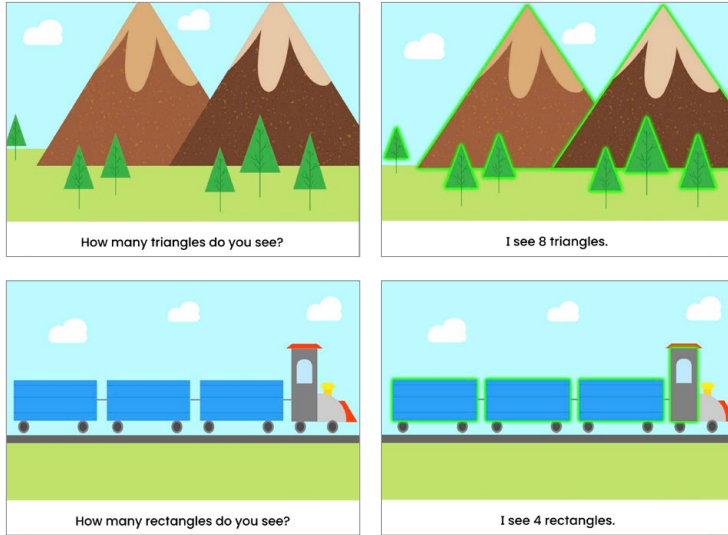
Small



ELD-MA.K.Inform.Interpretive Describing quantities and attributes

Read Alongs:

Students participate in reading activities after learning the language to identify the number of shapes and to talk about the color and size of objects. During these sessions, the teacher can pause the book to help students identify the differences in color and size, asking targeted questions like, "What is the color of the large triangles?" or "How many small triangles do you see?"



ELD-MA.K.Inform.Expressive

Define or classify concept or entity

Various Vocabulary Activities:

Students participate in several activities that help them learn nouns that represent a class of things (colors, shapes, numbers etc.)

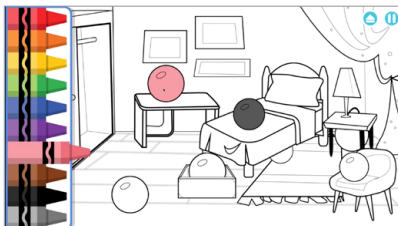


ELD-MA.K.Inform.Expressive

Describe a concept or entity

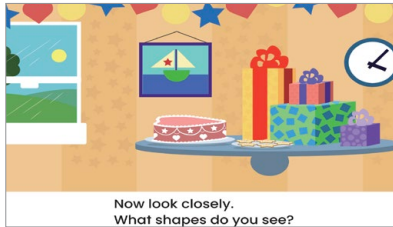
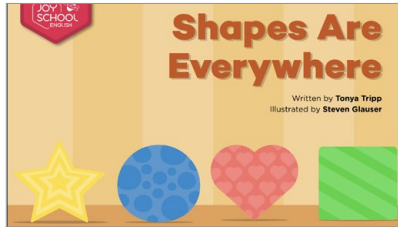
Listen and Color:

Throughout the program students learn prepositional phrases that help them describe the location of objects. In this activity students hear a short conversation and then must identify the ball based on the correct prepositional phrase and then color it based on what was discussed in the conversation.



Read Along:

After learning prepositional phrases and shapes, students participate in a shared reading activity. The teacher pauses on a page to ask students what shapes they see. Students then identify the shape and its location, applying the language they have learned about shapes and prepositions.

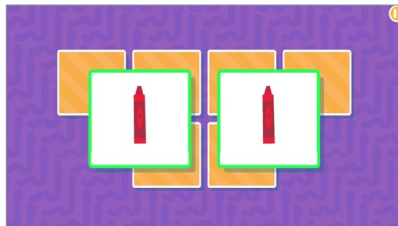


ELD-MA.K.Inform.Expressive

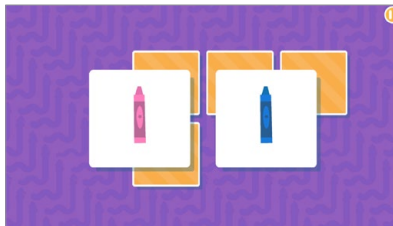
Compare/contrast concepts or entities

Matchmaker:

Students play a matching game to acquire the language for comparing objects. They vocalize "same" when a match is found and "different" for non-matching cards.



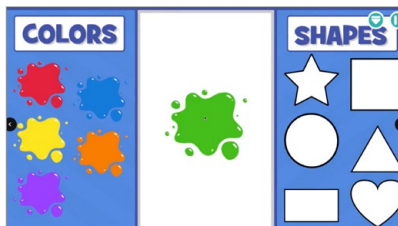
Same



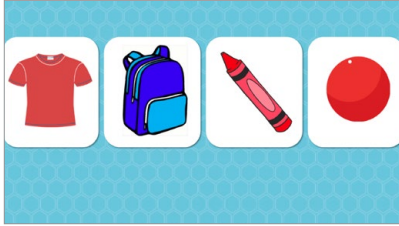
Different

Sort It Out:

Students practice sorting objects by attributes such as color, shape, size, length, etc. Students can practice sorting objects using the digital program, in class with the teacher, and using the printouts to practice on their own.

**Odd One Out:**

In this activity, students compare objects, identify which one is different, and then explain the reasoning for their choice.



K WIDA ELD STANDARD 4: LANGUAGE FOR SCIENCE

ELD-SC.K.Inform.Expressive

Introduce others to a topic or entity

Undercover Story (Informational):

In this activity, students learn information about certain topics by listening to the content. After listening, they use their own words to recount and share what they learned.



ELD-SC.K.Inform.Expressive

Provide details about an entity

Vocabulary Application:

After learning prepositional phrases (for location), action verbs (like fly, grow, eat), and descriptive adjectives, students utilize this language in a Read Along book focused on the process of how food grows.



Some food grows on trees in a garden.



Some food grows under the ground in a garden.



Some food grows on vines in a garden.

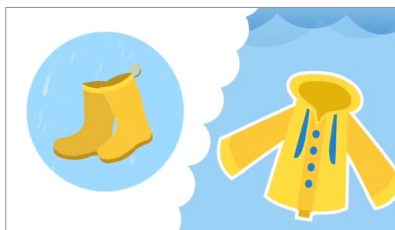
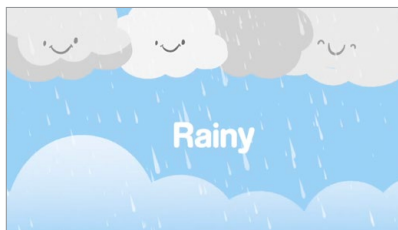
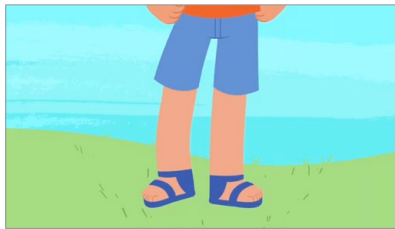
K WIDA ELD STANDARD 5: LANGUAGE FOR SOCIAL STUDIES

ELD-SS.K.Inform.Expressive

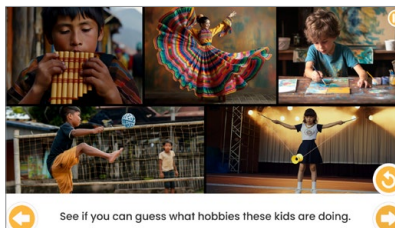
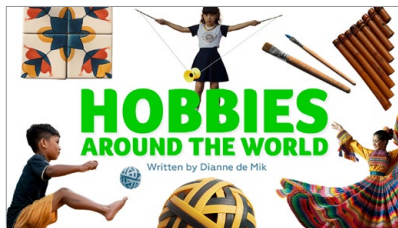
Introduce topic associated with a compelling or supporting question

Provide a detail about relevant information

Students learn nouns to talk about topics like family members, weather, and food by participating in vocabulary activities, songs, speaking activities, and classroom projects. The song shown below is about weather and clothing, and specifically helps students acquire the necessary language to participate in a discussion on weather.



Students acquire verbs for actions by participating in various games and activities. Then students apply that vocabulary as they participate in reading activities. In this instance students apply the verbs they have learned to help them comprehend hobbies from around the world.



Students learn prepositional phrases to describe the location of objects. This activity requires students to place objects in various room settings and then use the prepositions they have learned to practice explaining the objects' locations.

