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The Alignment of ESL Materials to WIDA and State Standards

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The Alignment of ESL Materials to WIDA and State Standards

Plan B Project

By

Jenna Marie Quanbeck

In partial fulfillment of the requirements for the degree of Master of Arts in Teaching
English as a Second Language

November 2018

Moorhead, Minnesota

To

Grandma,
Thank you for your legacy of love, laughter, and hospitality

Luke,
Thank you for your never-ending support, encouragement, and love

Acknowledgements

A special thanks to my professor and advisor, Dr. Linda Houts-Smith. Your guidance and

support throughout the years have made me the teacher that I am proud to be today.

A special thanks to my parents who have instilled a work ethic and stubbornness in me

that suits itself well to this type of project. Your involvement in my life throughout the

years has made me the person that I am proud to be today.

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Abstract

This project analyzed the various 2nd grade English language (EL) materials that

were available in a rural elementary school to determine how those materials aligned to

Minnesota (MN) state academic standards and the WIDA English Language

Development standards. First, the various bodies of literature available on alignment and

current recommendations for determining alignment between course content and state

academic standards were reviewed. Then, the researcher developed and implemented a

checklist-based process for determining alignment. This paper presents the literature

review, the checklists, and the results of the analysis. The materials were found to be

aligned to standards. The researcher made recommendations for future research on

action. To conclude the paper, the researcher discussed the results of her alignment study

and the efficacy of the process for determining alignment.

Chapter One: Introduction

In the field of English as a Second Language (ESL), there are significant barriers to providing effective and appropriate instruction to English Learners (ELs). These barriers can include improperly trained staff, lack of space, or insufficient and ineffective materials. The author has seen many times when classroom materials have not been based on current language teaching theories and current philosophies on best teaching practice. Through conversations with EL teachers in other districts, the author has also noted areas in which their materials may not properly align to the MN state standards or WIDA English Language Development (ELD) standards.

In the author's district, most of the EL materials in her classroom were not designed for language learners. The majority of her materials were donated from mainstream classrooms or purchased without regard to state academic standards and EL students' needs. The few materials that were designed for ELs were not flexible enough to meet the needs of her highly diverse learners. These learners range from students who have no experience with the English language to learners who are nearing peer-level proficiency. There are learners in her classroom who have no formal educational background, some who have limited or interrupted formal education, and others who have the educational equivalent of their American peers. Some of these learners have moved frequently between school districts and states. Furthermore, these learners have varying linguistic backgrounds. Because of the nature of the students' backgrounds, the author has begun to wonder where she can find flexible course content that aligns to the

state academic standards governing her classroom. While the author must help her students learn, state and district expectations require her to ensure that her materials are aligned with the current MN state standards.

The author works in a small school district in a rural town in MN. There are approximately 1,650 students in this district, 28 of whom are ELs (Minnesota Report Card). Nine ELs are from Kurdish families; six are Arabic; six speak Spanish; four are from Somali families; and three are from Albanian families. The breakdown of the ELs between grades at the time of the study was: kindergarten (K) had two students, 1st grade had two students, 2nd grade had six students, 3rd grade had four students, 4th grade had six students, 5th grade had two students, 6th grade had one students, 7th grade had two students, 8th grade had two students, and 11th grade had one student.

Because of the size of the EL population in this school district, the author is the only EL teacher that serves the entire K-12th grade EL population. During her tenure in this school district, the author has worked to create, develop, and purchase materials for her classroom. Yet, as she worked to achieve the necessary flexibility to meet learner needs, she realized that she may be losing alignment with standards. After many conversations with EL teachers in other districts, the author learned that her fear of choosing materials and fear of misalignment between MN state standards and course content was common, and in some cases, incapacitating to those who teach in the ESL field. The author heard many teachers echo the same fear: they don't want to spend thousands of dollars on a packaged set of materials that will ensure alignment to state standards yet will not offer the flexibility needed for their learners.

Because of these conversations and the author's own fear of misalignment, this study was designed to determine the alignment between the 2nd grade EL materials in her district and the MN state standards. The grades with the largest numbers of learners were 2nd grade and 4th grade with six ELs each. 2nd grade had students with higher needs academically and linguistically when compared with where the 4th grade students were academically and linguistically. For these reasons, the researcher chose to analyze the 2nd grade EL materials.

The author hopes that this study will be the first step in creating a process to determine alignment between course content in all the grades she teaches and the state academic standards pertaining to those grades. If a set process is established and is applicable to other grades and educational settings, the author hopes to be able to analyze all grade-level EL materials in her district for alignment and offer this process to other EL teachers she encounters who echo her same fear. Therefore, the research questions driving this study are:

1. What are the state standards that she is responsible to teach?

2. What process can be used to measure 1) course content and MN state standards alignment and 2) linguistic expectations between course content and state standards?

3. Do the 2nd grade EL materials and their linguistic expectations align to the 2nd grade state academic standards?

4. Do the 2nd grade EL materials and their linguistic expectations align to the 2nd grade WIDA proficiency level descriptions?

By answering these questions, the author can ensure course content alignment to MN state academic standards as well as use the state academic standards to inform a scope and sequence for the course.

Definition of Terms

Alignment: the changing of materials so that they focus on what matters most in the standards (Coleman, 2012).

Materials: the concrete resources that assist in the delivery of the content. The materials include items such as books, math manipulatives, and technology.

WIDA Consortium: a group of member states that provide proficiency levels, standards, and assessments for teachers, schools, and districts to use for bettering their EL instruction.

Research Design

To begin this study, the author reviewed published literature on alignment between course content and standards. The literature review provided information about the MN state academic standards, the definition of alignment, the importance of alignment, and best practice for evaluating alignment. Chapter 2 further describes the literature and how it informed this study.

The researcher next developed checklists to determine alignment between course content and standards due to their reliability, validity, and objectivity in determining alignment (Johnson, 2005; La Marca 2001; Wolf et al., 2014). For this study, the researcher created five checklists, one for each of the WIDA ELD and MN state academic standards that are required for 2nd grade EL courses. The researcher also created one checklist, the WIDA Can-Do Descriptors Checklist (Appendix E), to

determine the alignment between the linguistic difficulties of the 2nd grade EL materials and the WIDA Can-Do Descriptors, following the recommendation of Bailey, Butler, and Sato (2007) and van Lier and Walqui (2012).

Next, the researcher collected the 2nd grade EL materials provided by the rural elementary school and analyzed them with the checklists. Chapter 3 provides the results of the analyses. Chapter 4 discusses the researcher's claims based on the results of the study and how the researcher arrived at her conclusions. Chapter 5 discusses the importance of these results.

Chapter Two: Literature Review

EL teachers have a big job, and a common complaint among them is the lack of materials and resources available for the EL students in their districts. Often, EL teachers, like the author, are given the leftover materials from mainstream classrooms and are expected to facilitate progress with their EL students using a certain teaching model, regardless of whether or not the materials were designed for ELs or are aligned to set EL standards. Ma (2002) echoes this bleak reality by alleging ". . . many [limited English proficiency] students must overcome not only language issues in achieving academic success, but also the problems of poor teaching quality, inadequate resources, and deteriorating facilities . . ." (p. 5). As a result, this project was borne out of the author's uncertainty with the materials in her classroom, not knowing whether the materials align to standards she is responsible for, and a desire to provide the highest quality education possible for her students.

Each state in the U.S. decides its own teacher licensing rules, state standards, and the language teaching models that will be used in the schools it oversees. In this chapter, the MN state regulations for EL teachers and expectations carried by them will be discussed in relation to the research questions. In addition, a review of research into alignment will wrap up the chapter.

EL Teacher Licensing

In MN, ESL licensure is a stand-alone licensure area (Minnesota ESL Teacher, n.d.). This means EL teachers are not required to be licensed to teach a content area and

may hold only a license in ESL. It also means that EL teachers are not allowed to teach content topics as the sole instructor of those topics for the purpose of meeting state grade or graduation requirements. Therefore, the researcher, who is only licensed to teach EL, is not required, nor licensed, to teach grade-level standards in subjects other than ESL. The school district in this study has an EL teacher who is only licensed to teach EL.

History of Standards

The Minnesota Department of Education (MDE) website declares this about their expectations towards education: "Districts are required to put state standards into place so all students have access to high-quality content and instruction" (Academic Standards, n.d., para. 1). The MDE has adopted content standards and ELD standards based on their expectation of high-quality content and instruction, choosing to adopt the WIDA ELD standards for ELs in 2011 (MDE, 2011) and creating or adopting standards for other subjects. The adoption of all these standards indicate that there are standards, but it is still unclear which standards an EL teacher is responsible to teach.

The MDE made the decision not to adopt the Common Core mathematics standards when the standards were up for evaluation, but instead, delay the evaluation until school year 2021-2022. For this study, the mathematics standards adopted by an MDE committee in September 2008 will be used (Mathematics, n.d., para. 18). In 2010, the MDE adopted the Common Core English language arts standards after a committee review process. In the same year, MDE expected the newly adopted science standards to be implemented (Science, n.d., para. 15). In 2011, a different committee set by MDE revised the state Social Studies standards (Social Studies, n.d., para. 3).

The WIDA ELD standards originated in the WIDA Consortium, made up of member states that now represent 35 of the United States, drawing on input from leaders and educators across the WIDA Consortium. The WIDA website says this of the ELD standards development: "This process was informed by the latest developments in both English language development research and states' content standards for college and career readiness" (English Language, n.d., para. 1). The WIDA ELD standards include:

1) English language learners communicate for Social and Instructional purposes within the school setting;

2) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts;

3) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics;

4) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science; and

5) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies (2012 Amplification, 2017).

With Minnesota's entrance into the WIDA Consortium in 2011, these WIDA standards officially became Minnesota's English Language Proficiency Standards and the standards that teachers of ESL in the K-12 schools in the state are responsible for. As the district's only ESL teacher, the author is responsible for teaching to the WIDA ELD standards.

While the WIDA ELD standards broadly speak to four specific content areas, they do not provide specific sub-strands and benchmarks for EL teachers to follow. Instead, the WIDA Consortium emphasizes that their aim is for the WIDA ELD standards to be used in conjunction with specific state standards in these four subject areas. MDE agrees with the WIDA Consortium by stating, "Use English language development standards that address specific language development in core content areas and are also being linked to common core content standards" (MDE, 2011, p. 2). EL teachers must do more than just teach language that will show up in other classes: they have to link it to the four major content area standards.

With their focus on connection between WIDA ELD standards and challenging state academic standards, in 2012, the WIDA Consortium worked to revise its 2007 standards based on the linguistic rigors of the Common Core (Wolf, Wang, Huang, & Blood, 2014). The updated materials continue to underscore the importance of linking ESL course content to the content standards for the four other subjects. In fact, WIDA's *2012 Amplification of The English Language Development Standards* states, "An important feature in the WIDA standards matrix is an explicit CONNECTION to challenging state academic standards" (p. 8). In their resource *The WIDA Standards Framework and its Theoretical Foundations*, the WIDA Consortium (n.d) said:

> In school, direct and frequent opportunities to interact in English are needed for language development…, and it is through negotiation of meaning that English language learners extend their productive capabilities... A language-rich environment that surrounds students with oral and written text provides

opportunities for ongoing interaction and engagement in academic conversations

and writing for a variety of purposes (p. 3).

Taken together, these statements by the WIDA Consortium direct EL teachers to make

"explicit connection" to the standards of four other academic subjects, and to ensure that

the setting for learning provides "opportunities" for "ongoing interaction and engagement

in academic conversations" that relate to those academic subjects. Therefore, EL teachers

in Minnesota, like this researcher, bear some responsibility for the content standards of

the core academic subjects of language arts, mathematics, science, and social studies:

what they teach about the English language must connect explicitly to these subjects and

that connection can take the form of using materials that address the same academic

content as stated in the grade level academic standards for these four subject areas.

At this point it is clear that EL teachers in Minnesota are responsible for teaching

to the five WIDA ELD standards and that they are responsible for making explicit

connections to the grade level academic standards for the subjects of language arts,

mathematics, science, and social studies, although they do not seem to be responsible for

covering all of the standards of the four specific subject areas. That is, EL teachers must

make sure that what they teach connects back to the right subjects and the right grade

level standards for those subjects, but they don't need to make sure that every standard in

each of those subjects is addressed in the EL classroom. The literature has provided the

answer to the first research question that prompted this study: What are the state

standards that the researcher is responsible to teach?

It is also clear that one way explicit connections can be made to these other

subject areas is through materials. Nevertheless, questions have arisen as to what other

responsibilities EL teachers have that are imposed at the district level or in what ways
districts may direct the kinds of connections that EL teachers must make to the four
academic subjects areas in the ELD standards. A closer study of program models can
reveal what district level requirements and expectations are also placed on EL teachers.

EL Program Models

As previously noted, The Minnesota Department of Education (MDE) website
expects districts "to put state standards into place so all students have access to high-
quality content and instruction" (Academic Standards, n.d., para. 1). Therefore, districts
play a role in determining the extent to which EL teachers have responsibility towards the
four academic subject area standards. Many EL teachers find themselves constricted to
one specific teaching model, based on district-level decisions. The WIDA Consortium
does not make a recommendation on which language teaching model to use, but because
the WIDA standards require explicit connection to four academic subject areas,
Minnesota school districts should choose a program model that entails such connections.

Three common content-based EL teaching models that entail connections to other
subject areas are: theme-based language instruction, sheltered content instruction, and
adjunct language instruction (Brinton, Snow, & Wesche, 2003). Brinton et al. (2003)
define theme-based language instruction as the time when a "language class is structured
around topics or themes, with the topics forming the backbone of the course curriculum"
(p. 14). They define sheltered content instruction as "content courses taught in the second
language to a segregated group of learners by a content area specialist" (2003, p. 15).
Brinton et al. (2003) define adjunct language instruction as the times when "students are
enrolled concurrently in two linked courses – a language course and a content course –

with the idea being that the two courses share the content base and complement each

other in terms of mutually coordinated assignments" (p. 16).

The rural school district in this study uses the adjunct language instruction model.

The students who qualify for EL services are in mainstream classes. When it is their time

for EL services, they leave the mainstream classroom and go to the EL classroom to work

on their language development. Therefore, these students are concurrently enrolled in two

linked courses – the mainstream classroom and the EL classroom as described by Brinton

et al. This information serves our research purposes because it adds clarity to who the

teachers of these ELs are, whether the courses are linked or separate, and what the

instructional responsibilities of the teachers may be.

In regards to the curriculum and materials used in adjunct courses, Brinton et al.

(2003) have this to say: "The core of the curriculum is formed by the content materials,

which in these cases consist of the readings and lectures from the subject matter course"

(p. 20). They also say this of the adjunct model materials, "the majority of language

practice in this model rests on extensive teacher-developed materials which exploit the

language/content link" (2003, p. 21). Because of this information, the researcher knows

that even though the 2nd grade EL materials are from a variety of sources and designed

for a variety of audiences, these materials are best suited to successfully link the content

based course with the language based course, as described by Brinton et al. in 2003. This

is the reason that the author choose to do an alignment evaluation of the materials and

MN state academic standards rather than researching and choosing pre-packaged ESL

materials.

Alignment

With the current state academic standards and district expectations in mind, a look at alignment is next. While *alignment* seems like a simple term and an easy-to-achieve concept, there are many nuances to its definition. The literature provides three definitions of alignment. La Marca (2001) said, "Alignment refers to the degree of match between test content and the subject area content identified through state academic standards" (p.2). While La Marca's definition focused on alignment between assessments and standards, the principle that alignment is the match between two or more areas remains. Näsström and Henriksson (2008) also provide a definition of alignment by stating, "The concept of alignment involves a description of the relationship between three components in an educational system: standards defined in policy documents, teaching, and assessment" (p. 670). Again, the principle remains that alignment is the match between two or more areas remains, but Näsström and Henriksson highlight the aspect of teaching. According to Coleman (2012), alignment means "changing materials so that they focus on what matters most in the standards." In this current study, the focus is on alignment between the two aspects of the educational system that the researcher must address daily for her students: course content and state standards. Coleman's (2012) definition shows the same focus as this study: determining what materials need to change in order to focus on what matters most in the standards. As a result of the similar focus, in this study, we will apply *alignment* according to Coleman's (2012) definition.

La Marca (2001) also highlights the importance of alignment between course content and state standards by citing the need to assess alignment on a regular basis, "…evaluating alignment, like analyzing internal consistency, should occur regularly…"

(p. 5). Due to the turnover in the EL staff in this school district, the researcher does not

know whether alignment has taken place or how regularly evaluating alignment has

happened. Therefore, it is time for the district to review alignment across all grades.

Since this process of evaluating alignment is time-consuming, the author needed to

narrow the focus of the study. The materials for only one grade can be analyzed at a time,

and this researcher has chosen the second-grade materials as the first for analysis.

In addition to La Marca's admonition to conduct regular evaluations of the

alignment of course content to standards, Mohumad and Fleck (2010) claim, "The more

alignment between what is taught, what is learned, and what is assessed, the less the

impact of intervening family background factors such as [socio-economic status],

parental education, and the level of support at home" (p. 131). This claim has weighty

implications for EL teachers. Many EL students come from families with low socio-

economic status and have parents who are unable to assist with homework due to their

lack of education or a language barrier (Capps, Fix, Murray, Ost, Passel, & Herwantoro,

2005; Garcia & Cuellar, 2006). Mohumad and Fleck (2010) continue to direct teachers

towards alignment activities by saying, "Therefore, given the importance of alignment as

a contributing factor to academic achievement, classroom teachers need to be skilled in

aligning these educational components…" (p. 131). This is incredibly important

information for EL teachers to hear in order to spur them on towards creating alignment

between standards and course content. The role that alignment can play in overcoming

intervening family background factors for students also played a role in the selection of

the grade whose materials the researcher would analyze first. The author chose to review

the 2nd grade EL materials first because it is one of the two grades with the most students, and of the two grades, it is the grade with students with the highest needs.

It is with this in mind that we will examine ways to analyze alignment. In an influential work, Webb (1997) identifies specific criteria to follow when judging alignment between standards and assessments. While this study's focus is alignment between standards and course content, the principles are applicable. Webb's five categories are:

1) Content Focus: content and expectations should consistently keep the same focus on subjects, such as mathematics, science, language arts, etc., and all content tasks should have the same level of cognitive complexity demanded by expectations;

2) Articulation across Grades and Ages: content and expectations should be established based on how students will grow in their content knowledge throughout their academic careers;

3) Equity and Fairness: even with high standards, all students should receive a fair and reasonable opportunity to demonstrate attainment of the standards;

4) Pedagogical Implications: content should follow sound and effective classroom practices that are engaging to students; and

5) System Applicability: while all standards and course content should include high expectations from students, they need to be reasonable, attainable, and manageable in a real world setting (Webb, 1997, p.4).

Webb (1997) extends his recommendations by reminding that some compromises may need to be made in the face of certain constraints, such as time, resources, and other

special concerns. Realistic expectations need to be maintained throughout the process of judging and creating alignment. It would be great to attend to all issues that Webb raises, however, since Webb himself reminds us that we need to make compromises for the sake of realistic expectations, this project will focus solely on the 2nd grade EL materials. Even with these limitations, we will attend to the content focus of language, language arts, mathematics, science, and social studies.

Other researchers provide further advice specifically for EL teachers. Murphy and Haller (2010) suggest that EL teachers view alignment as a way to organize the course content. According to Murphy and Haller (2010), this may even provide a greater role for students in being responsible for their own learning. Freeman and Crawford (2008) remind EL teachers that our goal should be to create powerful instructional materials that are aligned with state standards, but not to distort or depart from requirements of the traditional mainstream classroom. Murphy and Haller provide suggestions on how to use the alignment study information. Since they project positive outcomes, they encourage the undertaking of an alignment project. Freeman and Crawford point to how powerful materials are. This suggests that given the need to be realistic, aligning materials with standards can keep an alignment project manageable.

While Murphy and Haller and Freeman and Crawford discuss concerns related to the alignment of course content with standards of core academic subjects, Bailey, Butler, and Sato (2007), direct EL teachers to evaluate the language demands expected by the standards, and assess the language demands expected by the course content. Bailey, Butler, and Sato (2007) offer these as areas of language demands to examine: syntactic structures and organization levels of written or spoken text. Van Lier and Walqui (2012)

agree that examining the language demands of the standards is an important first step, but expand this proposal by adding a step: once a teacher is familiar with the language requirements of the standards, the teacher can create action-based lesson plans that focus on content and engage ELs in meaningful, academic activities while the teacher provides appropriate linguistic scaffolding. These researchers suggest that EL teachers assess the language demands required by the course content. Their suggestion will be followed in this study as the language expectations of the materials will not only be assessed, but also aligned with the proficiency levels provided by the WIDA Can-Do Descriptors.

The WIDA Can-Do Descriptors are a resource provided by the WIDA Consortium to provide detailed information of what students are able to do with language to be successful in the mainstream classroom (WIDA Can-Do, 2016). The WIDA Consortium defines six proficiency levels, each of which is described with some detail in the Can-Do Descriptors. After aligning the language expectations of materials with the Can-Do Descriptors for 2nd grade, the author will then know how to provide appropriate linguistic scaffolding as mentioned by van Lier and Walqui because then she will know which materials align with which proficiency levels.

While multiple researchers (Webb, 1997; Murphy & Haller, 2010; Freeman & Crawford, 2008; Bailey, Butler, & Sato, 2007; Van Lier & Walqui, 2012) provide advice about what aspects of course content and materials alignment should be analyzed, other researchers (Johnson, 2005; La Marca, 2001; and Wolf et al., 2014) provide advice on the techniques teachers can use to undertake the alignment activity. Johnson (2005), La Marca (2001), and Wolf et al. (2014) all considered checklists to be reliable, valid, and objective in determining alignment. Based on their recommendations, the author decided

to collect her materials, create checklists of MN state academic standards, and use the checklists to determine alignment of the materials to the standards and language proficiency levels.

Once the author finished her literature review, she found that her first research question "What are the state standards that she is responsible to teach?" had been answered. The author found that while MN EL teachers should provide an explicit connection to state standards, they may not be required to fully align their teaching to the MN state core subject academic standards (2012 Amplification, 2017). MDE has allowed school districts to choose their language teaching model (Critical Elements, 2018), and the program models in place drive the extent to which ELs teachers are responsible for core subject academic standards. Because the rural school district in this study employs the adjunct language instruction model, the author is only fully responsible for the WIDA ELD standards, while the mainstream teacher is fully responsible for the state core subject academic standards. As long as the EL teacher provides instruction that develops the language abilities of her students and provides an explicit connection to the state standards of the four core academic subjects specified in the WIDA ELD standards at the students' grade level through materials, instructional methods or both, the EL course content is aligned to WIDA ELD standards. An analysis of the alignment of the language expectations in the materials to the WIDA proficiency levels will allow her to determine the alignment of the materials to the WIDA standards. An analysis of alignment of the materials she uses to the grade level academic standards for language arts, mathematics, science, and social studies will greatly assist her in seeing where connections already

exist through the materials and where she must introduce connections through instructional techniques.

Based on the literature review, the author also found the answer to her second question: What process can be used to measure 1) course content and MN state standards alignment and 2) linguistic expectations between course content and state standards? Researchers (Johnson, 2005; La Marca, 2001; and Wolf et al., 2014) recommend the use of checklists for determining the level of alignment between course content and standards. In the researcher's district, checklists should be developed for analyzing the alignment of the language expectations in course materials with WIDA language proficiency levels and for analyzing the connections between the materials and each of the four core academic subjects specified in the WIDA ELD standards.

Following the literature review, the third and fourth research questions still needed to be answered. They could only be answered after engaging in an alignment study of the materials. The author knew what process to use to determine alignment, so she developed and used checklists to measure the alignment between her EL materials and the MN state academic standards. Chapter 3 presents the results of the alignment analysis.

Chapter 3: Results

For this study, the researcher created a total of six checklists to track the alignment of 2nd grade materials in the EL classroom with all the language and academic areas that the EL teacher is responsible for. Five checklists track the alignment of materials with standards required for 2nd grade EL courses. These five checklists included four that tracked alignment of materials to the four core subject areas: ELA Standards Checklist (Appendix A), Math Standards Checklist (Appendix B), Science Standards Checklist (Appendix C), and Social Studies Standards Checklist (Appendix D), and one for the WIDA ELD standards (WIDA ELD Standards Checklist, Appendix F). In addition, the researcher created one checklist, the WIDA Can-Do Descriptors Checklist (Appendix E), to determine the alignment between the linguistic expectations of the 2nd grade EL materials and the WIDA Can-Do Descriptors following the recommendation of Bailey, Butler, and Sato (2007) and van Lier and Walqui (2012).

Then the 2nd grade materials were gathered and analyzed by comparing the content in the materials against the standards on the checklists. The researcher analyzed the materials in a two-way approach: she determined which materials connected to the standards, and she identified which standards were met by the materials. The researcher considered the alignment between her course content and challenging state standards explicit if the materials her students interact with contained details that matched up directly with stated strands, substrands, and benchmarks in the Grade 2 standards for language arts, mathematics, science, and social studies. The researcher followed a similar

method with the WIDA Can-Do Descriptors. She analyzed the materials to determine which materials connected to which 2nd grade Can-Do Descriptor. She also analyzed which standards were covered by the materials. If the materials and the standards explicitly connected, the researcher considered them aligned.

English Language Arts

The elementary school provides several resources for English language arts instruction: *Daily 6-Trait Writing, Success with Writing*, *Phonics*, *Daily Reading Comprehension*, *Daily Language Review*, and Readworks passages. The ELA standards contain standards that include sub-strands. Those sub-strands were counted towards the total number of ELA standards, resulting in 67 ELA standards. Of those standards, the researcher found 49 were covered, which translates to 73% alignment for the materials. Table 1 shows which materials provided by the school covered which standards. Appendix A shows the checklist and which standards were covered and which were not.

While the researcher was reviewing the alignment between the materials and the ELA standards, she noted that there were standards that were covered by extension activities that she had developed. Since these activities are discussion-based and rely on the teacher asking pointed questions to elicit certain responses and thought-processes from students, these standards were counted as not covered. The researcher did not count the standards as covered because the questions that the teacher would ask were not written down in the materials provided by the school district. Since the focus of this study was the alignment of the materials provided by the district, the researcher only counted standards that were explicitly covered in the materials.

Table 1

Coverage of ELA Standards

Code	Benchmark	Coverage
2.1.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	DRC: 1-2, 4-10, 12-31, 33-37, 40, 44, 46-47, 49-60
2.1.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Not covered
2.1.3.3	Describe how characters in a story respond to major events and challenges.	Not covered
2.1.4.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	"Be a Poet" "Afternoon on a Hill"
2.1.5.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Not covered
2.1.6.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	"Give Thanks!"
2.1.7.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	"A Bat Mystery" "A Day for United States Veterans" "A Great Leader" "All about Ants"
2.1.9.9	Compare and contrast two or more versions of the same story by different authors or from different cultures, including those by or about Minnesota American Indians.	Not covered
2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Not covered
2.2.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the	DRC: 2-15, 19, 21-29, 31-32, 35, 37, 52, 55 "Voting and the Law" "Happy Holidays" "A Bat Mystery" "A Brush with History" "The Three Branches of Government" "We The People" "Welcome Aboard!" "The Sounds Spring Brings"

2.2.3.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	"The Right to Vote" "A Brush with History" "A Perfectly Sticky Idea" "A Polar Bear Grows Up" "African American Leaders"
2.2.4.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	DLR: W3, M10, W12, M15, M16, W18, W20, Th24, W27, T28, Th29, M31, T32, Th34, W36 "The Right to Vote" "Happy Holidays" "A Brush with History" "President of the United States"
2.2.5.5	Know and use various text features to locate key facts or information in a text efficiently.	DRC: 16, 18, 20, 28, 56-60 "Look at the Leaves" "Holidays" "Give Thanks!" "Get Ready for Winter" "Fun in the Sun" "Be a Poet" "Bare Bones"
2.2.6.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	DRC: 51, 52, 55 "American Heroes"
2.2.7.7	Explain how specific images contribute to and clarify a text.	"A Bat Mystery" "A Day for United States Veterans" "A Great Leader" "Bare Bones"
2.2.8.8	Describe how reasons support specific points the author makes in a text.	DRC: 40 "A Hero in Disguise" "A Perfectly Sticky Idea" "A Playground Problem" "A Ride in Space" "A Time of Dust Storms" "A Trip to the Immigration Museum"
2.2.9.9	Compare and contrast the most important points presented by two texts on the same topic.	"The Right to Vote" and "Voting and the Law" "Happy Holidays!" and "What's Cooking?" "All about Bats" and "A Bat Mystery" "The Story of the First Thanksgiving" and "Give Thanks!"
2.2.10.10	By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.	Not covered

2.3.0.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including high- frequency words.	a. Unit 2, Unit 3 DLR: M1, T1, W1, M2, T2, T3, W3, M5, W5, Th5, Th6, M7, T7, Th7, M9, T10, T11, M12, M13, M14, T18, M24 b. Unit 5, DLR: T4, M5, M7, M10, T10, M12, M13, T19, T23, M29, W29, M30 Word Work Weeks: 2, 7, 8, 10, 11 c. Word Work Weeks: 3, 5, 6, 7, 9, 13, 14, 15, 16, 22, 27, 29, 30, 31, 32, 33, 34 d. Unit 6, Word Work Weeks: 21, 22, 30, 31, 32, 33, 34, 35, 36 e. Unit 4, Unit 5, Word Work Weeks: 1-36 f. Unit 3, Unit 4, Unit 5, Unit 6 Word Work Weeks: 1-36
2.3.0.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.	a. DRC: 1-55, various 2nd grade Readworks passages b. DRC: 1-55, various 2nd grade Readworks passages c: DRC: 1-55, various 2nd grade Readworks passages
2.6.1.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	6-Trait: 17, 22
2.6.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	6-Trait: 7, 27, 31-32, 57, 72, 77, 97
2.6.3.3	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	SWW: 37-41, 44-45, 47 6-Trait: 12, 37, 87, 101-102, 121-122
2.6.5.5	With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.	6-Trait: 71-72, 108-112
2.6.6.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Not covered

2.6.7.7	Participate in shared research and writing projects.	6-Trait: 31-32, 41-42, 45-47, 51-52, 101-102
2.6.8.8	Recall information from experiences or gather information from provided sources to answer a question.	6-Trait: 31-32, 37, 57, 62, 92, 108-112
2.8.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Cooperate for productive group discussion. e. Follow two- and three-step oral directions.	6-Trait: 41-42, 45-47, 51-52
2.8.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	108-112, 121-122
2.8.3.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.	6-Trait: 41-42, 45-47, 51-52, 121-122
2.8.4.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.	6-Trait: 37, 92, 121-122
2.8.5.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Not covered
2.8.6.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SWW: 7, 12, 15, 23, 31, 36 "Hello, President" "The Right to Vote" "The Three Branches of Government" "Happy Holidays!" "The Story of the First Thanksgiving" "A Time of Dust Storms"
2.8.7.7	Distinguish, understand, and use different types of print, digital, and multimodal media. a. Use tools for locating print and electronic materials appropriate to the purpose.	Not covered
2.8.8.8	With prompting and support, create an individual or	Not covered

shared multimedia work for a specific purpose.
a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.
b. Share the work with an audience.

2.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences.	a. Unit 6, DLR: M3, M6, Th8, Th11, W12, T14, Th15, M18, M20, T21, M28, T29, F29, Th31, W32, W33, T35 b. DLR: T5, W5, M12, M13, Th14, Th18, T23, W24, Th24, T25, W27, Th28, W29, F29, M32, Th32, M34, W36 c. Not covered d. Unit 6, W5, Th5, F5, M6, W6, Th6, M7, T7, W7, Th7, F7, T8, F8, M10, W10, Th10, M11, T11, W11, Th11, M12, T13, M14, T14, T15, Th15, M16, Th16, T17, W17, Th19, M20, Th20, W22, Th22, T23, W23, Th23, M24, T24, M25, T25, W25, F25, M26, T26, W26, Th26, F28, W29, M31, T31, M32, Th32, T33, T34, W34, W35 e. Unit 6 f. SWW: 25-27
2.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	a. DLR: W4, W9, W11, M12, T12, W12, W13, Th13, Th15, T16, W16, Th16, M17, W17, Th17, F17, W18, Th18, F18, F19, T20, F20, T21, M22, T22, Th22, M23, T23, Th23, M24, W25, Th25, Th26, T28, T29, Th29, M30, T30, M33, W33, T34, T36, F36 b. W13, M14, F19, Th20, F21, F22, F23, F24, W32, M34, M35, F35, F36 c. DLR: T4, W4, M5, Th5, T6, W6, F6, M7, Th7, M8, T8, W8, Th8, M9, W9, Th9, Th11, T12, Th12, M13, T14, W14, F14, W15, M16, T16, W16, Th16, M17, M18, T18, W18, M19, T19, W19, M20, T20, W20, Th20, M21, M22, T22, W22, Th22, W23, T24, W24, Th24, Th25, W26, Th26, M28, T28, Th28, W30, Th30, T31, Th31, F31, M32, F32, M33, W33, Th33, M34, Th34, T35, W35, Th35, T36, Th36, Unit 6 d. Not covered e. Not covered

2.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	DLR: F6, Th19, M23, Th27, Th28, M29, M36, F36
2.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	a. Various Readworks passages b. Various Readworks passages c. Various Readworks passages d. Various Readworks passages e. Various Readworks passages
2.10.5.5	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. a. Identify real-life connections between words and their use b. Distinguish shades of meaning among closely related verbs and closely related adjectives	a. Various Readworks passages b. Various Readworks passages
2.10.6.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Various Readworks passages

Note: *DRC* refers to *Daily Reading Comprehension* book. Articles in quotation marks refer to Readworks passages. *DLR* refers to *Daily Language Review* book. *M* refers to Monday. *T* refers to Tuesday. *W* refers to Wednesday. *Th* refers to Thursday. *F* refers to Friday found in the *Daily Language Review* book. Each Arabic numeral refers to the week in which each day is found in *Daily Language Review*. *Unit* refers to units found in the *Phonics* book. *Word Work Weeks* refers to teacher created worksheets. *6-Trait* refers to *Daily 6-Trait Writing* book. *SWW* refers to *Success with Writing* book.

Math

The 2nd grade class had one book provided by the elementary school that

addressed the subject area of mathematics, *Daily Word Problems*. The data revealed that

of the 20 math standards, 14 standards were covered by *Daily Word Problems*. Since 14

of the 20 math standards were covered, this translates to a 70% alignment between the

MN math standards and the math materials provided by the elementary school. Table 2

demonstrates the coverage of the math standards. Some standards are covered by over

100 word problems in the *Daily Word Problems* book while other standards are not

covered at all. Appendix B demonstrates which standards were covered by *Daily Word*

Problems and which standards were not.

Table 2

Coverage of Math Standards

No.	Benchmark	Coverage
2.1.1.1	Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.	M1, F1, M2, T2, F2, W2, W3, F3, M5, T5, Th5, F5, T6, W6, Th6, F6, M7, Th7, M8, W8, M9, T9, M10, T10, Th10, M11, T11, M12, T12, T13, W13, Th13, F13, M14, T14, W14, F14, M15, Th15, Th16, F16, M17, T17, W17, Th17, M18, T18, W18, F18, M19, F19, M20, T20, M21, T21, W21, Th21, T22, W22, M23, T23, W23, Th23, F23, M24, T24, W24, Th24, F24, T25, W25, Th25, M26, T26, W26, Th26, W27, Th27, F27, M28, T28, W28, Th28, M30, W30, F30, M31, T31, W31, Th31, F31, T32, F32, M33, T33, W33, F33, M34, T34, Th34, F34, M35, T35, W35, Th35, F35, T36
2.1.1.2	Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.	Not Covered
2.1.1.3	Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.	Th23
2.1.1.4	Round numbers up to the nearest 10 and 100 and round numbers down to the nearest 10 and 100.	Not Covered
2.1.1.5	Compare and order whole numbers up to 1000.	F2, M4, Th5, M7, M9, F7, Th11, F12, F13, F14, F16, F17, M18, F18, F19, T20, T23, F23, F25, M26, F27, F30, F31, F35
2.1.2.1	Use strategies to generate addition and subtraction facts including making tens, fact families, doubles, plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.	M1, F1, M2, T2, W2, F2, W3, F3, M4, T4, W4, Th4, F4, M5, T5, Th5, F5, T6, W6, Th6, F6, M7, Th7, M8, W8, Th8, M9, T9, W9, M10, T10, Th10, M11, T11, M12, T12, F12, M13, Th13, F13, M14, T14, F14, Th15, F16, T17, Th17, F17, M18, T18, W18, F18, M19, F19, T20, M21, W21, T22, W22, M23, T23, W23, Th23, M24, T24, W24, Th24, F24, T25, M26, T26, W26, M28, T28, W28, W30, F30, M31, T31, W31, Th31, F31, T32, F32, M33, T33, W33, M35, T35, W35, Th35, F35

2.1.2.2	Demonstrate fluency with basic addition facts and related subtraction facts.	M1, F1, M2, T2, W2, F2, W3, F3, M4, T4, W4, Th4, F4, M5, T5, Th5, F5, T6, W6, Th6, F6, M7, Th7, M8, W8, Th8, M9, T9, W9, M10, T10, Th10, M11, T11, M12, T12, F12, M13, T13, W13, Th13, F13, M14, T14, W14, F14, M15, Th15, Th16, F16, M17, T17, W17, Th17, F17, M18, T18, W18, F18, M19, F19, M20, T20, M21, T21, W21, Th21, T22, W22, M23, T23, W23, Th23, M24, T24, W24, Th24, F24, T25, W25, Th25, M26, T26, W26, Th26, W27, Th27, M28, T28, W28, Th28, M29, M30, W30, F30, M31, T31, W31, Th31, F31, T32, F32, M33, T33, W33, F33, M34, T34, Th34, F34, M35, T35, W35, Th35, F35, T36
2.1.2.3	Estimate sums and differences up to 100.	Not covered
2.1.2.4	Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.	F2, F3, W4, T5, F7, TH8, T10, F10, T11, Th11, F11, M12, W12, M13, W13, Th13, M14, W14, Th14, M15, T15, T16, M17, W17, Th17, M18, W18, F18, T19, W19, M20, T20, M21, W21, Th21, T22, W22, M23, T23, W23, Th23, F23, T24, W24, Th24, T25, Th25, F25, M26, T26, Th26, M27, T27, Th27, M28, W28, T29, M30, T31, M32, T32, M33, W33, Th33, M34, T35, W35, Th35, T36
2.1.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.	M1, F1, M2, T2, W2, T3, W3, F3, M5, T5, Th5, F5, T6, W6, M7, F7, M8, W8, M9, T9, M10, T10, Th10, M11, T11, Th11, M12, T12, F12, M13, T13, W13, F13, M14, T14, W14, F14, Th15, Th16, M17, T17, W17, Th17, F17, M18, T18, W18, F18, M19, W19, F19, M20, T20, Th21, T22, W22, M23, W23, Th23, M24, T24, Th24, F24, T25, W25, M26, W26, Th26, W27, Th27, M28, T28, W28, Th28, M29, M30, W30, M31, F31, M32, T32, M33, T33, M34, T34, Th34, F34, M35, T35, W35, F35, T36
2.1.2.6	Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.	F2, F5, F7, F9, F10, F12, F13, F14, F15, F16, F17, F18, F19, F20, F23, F25, F27, F28, F29, F30, F32, F33, F35
2.2.1.1	Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.	W4, Th8, W9, Th10, F12, T17, Th17, F17, T18, M19, T21, F24, W26, T28, Th28, W30, W31, Th31, T33, M35
2.2.2.2	Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.	T2, F2, W3, F3, M7, F7, M8, M9, T10, Th11, F12, W13, F13, F14, F16, M17, F17, M18, F18, F19, T20, F20, W21, Th21, F22, T23, T24, W24, M26, T32, W33, F33, T35, W35, Th35, F35, T36

2.2.2.3	Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number sentences true.	T2, F2, W3, F3, M7, F7, M8, M9, T10, Th11, F12, W13, F13, F14, F16, M17, F17, M18, F18, F19, T20, F20, W21, Th21, F22, T23, T24, W24, M26, T32, W33, F33, T35, W35, Th35, F35, T36
2.3.1.1	Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices (corners).	Not covered
2.3.1.2	Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.	Not covered
2.3.2.1	Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.	F2, M3, F7, Th11, M13, Th16, F29
2.3.2.2	Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.	Not covered
2.3.3.1	Tell time to the quarter-hour and distinguish between a.m. and p.m.	T1, Th3, W5, M6, W11, Th12, W15, W16, Th18, W19, Th20, M25, W29, Th29, T30, M32, Th36
2.3.3.2	Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.	Th1, T3, M4, T4, W4, Th4, F4, T7, T8, Th8, W9, F9, F10, F11, W12, Th14, T15, F15, M16, T16, M19, W19, F20, M22, F23, F25, M27, T27, F28, T29, Th30, F30, W32, Th32, Th33, W34, M36, W36

Note: *M* refers to Monday. *T* refers to Tuesday. *W* refers to Wednesday. *Th* refers to Thursday. *F* refers to Friday. Each Arabic numeral refers to the week in which each word problem is found.

Science

Materials for second graders that related to the subject area of science were those found on Readworks.org. In fact, the only materials provided by the school that covered the science standards were articles found on Readworks website. The data showed that there was 50% alignment between the science materials provided by the elementary school and the MN Science standards. There were a total of 14 science standards, and seven of the standards were covered by the materials. Table 3 shows which Readworks

articles cover which standards. Appendix C shows which standards were covered and which were not.

Similar to the ELA standards, some science standards were covered by extension activities that the researcher had developed. Since these activities are discussion and activity based and rely on the teacher asking pointed questions and bringing her own personal materials to the classroom, these standards were not counted as covered. The researcher did not count the standards as covered because the questions and activities were not written down in the materials provided by the school district. Since the focus of this study was the alignment of the materials provided by the district, the researcher only counted standards that were explicitly covered in the materials.

Table 3

Coverage of Science Standards

Code	Benchmark	Coverage
2.1.1.2.1	Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.	Not covered
2.1.2.2.1	Identify a need or problem and construct an object that helps to meet the need or solve the problem. For example: Design and build a tool to show wind direction. Another example: Design a kite and identify the materials to use.	"When Will We Have Flying Cars?"
2.1.2.2.2	Describe why some materials are better than others for making a particular object and how materials that are better in some ways may be worse in other ways. For example: Objects made of plastic or glass.	"The Paper Airplane Contest" "Building a Better Bicycle" "Making Butter, Long Ago and Today"
2.1.2.2.3	Explain how engineered or designed items from everyday life benefit people.	"Understanding Elevators" "Seat Belts Mean Safety" "When Television Became Colorful" "Wind Power"
2.2.1.1.1	Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.	"Comparing Solids"

2.2.1.2.1	Observe, record, and recognize that water can be a solid or a liquid and can change from one state to another.	Not covered
2.2.2.1.1	Describe an object's change in position relative to other objects or a background. For example: Forward, backward, going up, going down.	Not covered
2.2.2.1.2	Demonstrate that objects move in a variety of ways, including a straight line, a curve, a circle, back and forth, and at different speeds. For example: Spinning toy and rocking toy. Another example: Construct objects that will move in a straight line or a curve such as a marble or toy car on a track.	Not covered
2.2.2.2.1	Describe how push and pull forces can make objects move. For example: Push and pull objects on smooth and rough surfaces.	Not covered
2.2.2.2.2	Describe how things near Earth fall to the ground unless something holds them up.	"What Is Gravity?"
2.3.2.2.1	Measure, record and describe weather conditions using common tools. For example: Temperature, precipitation, sunrise/sunset, and wind speed/direction.	Not covered
2.4.1.1.1	Describe and sort plants into groups in many ways, according to their physical characteristics and behaviors.	Not covered
2.4.2.1.1	Recognize that plants need space, water, nutrients and air, and that they fulfill these needs in different ways.	"What do Plants Need?" "My Bean Plant" "Honeybees" "Seeds Need to Move" "What is Pollination"
2.4.3.1.1	Describe the characteristics of plants at different stages of their life cycles. For example: Use live organisms or pictures to observe the changes that occur during the life cycle of bean plants or marigolds.	"How Do Seeds Grow?"

Note: Articles in quotation marks refer to Readworks passages.

Social Studies

Readworks articles provided by the elementary school also related to social

studies. No other materials provided by the school district covered any of the social

studies standards. Of the 16 social studies standards, 14 standards were covered. This

results in 88% alignment between the social studies materials provided by the elementary

school and the MN social studies standards. Table 4 shows which Readworks articles

covered the social studies standards. Appendix D further shows which social studies

standards were covered by the Readworks articles and which were not covered.

Table 4

Coverage of Social Studies Standards

Code	Benchmark	Coverage
2.1.1.1.1	Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.	"The Right to Vote" "Voting and the Law"
2.1.2.2.1	Explain the importance of constitutions.	"The United States Constitution" "We the People" "Questions about the United States Constitution"
2.1.4.7.1	Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.	"Sister Problems"
2.2.1.1.1	Given a goal and several alternative choices to reach that goal, select the best choice and explain why.	Not covered
2.2.3.3.1	Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.	"How Countries Solve Problems" "Sister Problems" "Will you go to School this Summer?"
2.2.4.5.1	Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.	Not covered
2.2.4.5.2	Identify money as any generally accepted item used in making exchanges.	"Making Cents" "Coins!" "All about Money" "Money Matters" "What can I Buy" "What is a Budget"
2.3.1.1.1	Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.	"Finding Grandpa's House" "Make a Map"

2.3.1.1.2	Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.	"This is North America"
2.3.1.1.3	Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.	"The Great Lakes" "The Rocky Mountains"
2.3.1.1.4	Use maps, photos, or other geographic tools to answer basic questions about where people are located.	"Three Great Countries"
2.3.4.9.1	Identify causes and consequences of human impact on the environment and ways that the environment influences people.	"A Clean Park" "A Time of Dust Storms" "Smoking hurts People—and the Environment" "Take Care of Our Planet"
2.4.1.1.1	Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.	"Lily's Time Line"
2.4.1.2.1	Use historical records and artifacts to describe how people's lives have changed over time.	"Learning about Earth" "How Grandma did her Homework" "Kate's Great-Great-Grandmother" "Valentine's Day and Chocolate: A Love Story" "The Invention of Paper" "Writing" "Growing Up Long Ago" "Heading West: Learn About a Pioneer's Life"
2.4.2.4.1	Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.	"A Trip to the Immigration Museum" "Native American Life" "The First Thanksgiving" "Native American"
2.4.2.4.2	Describe how the culture of a community reflects the history, daily life or beliefs of its people.	"Telephones Now and Then" "Erie Canal" "Yurts in Mongolia" "Jazz Music" "Life in the City and the Country"

Note: Articles in quotation marks refer to Readworks passages.

Language Expectations

The 2nd grade EL materials were analyzed against the WIDA Can-Do Descriptor

Checklist. The WIDA Can-Do Descriptors (2016) outline four specific communicative

purposes of academic language: recount, explain, argue, and discuss (p. 2). The document

further outlines the relation of those purposes to the four language domains (listening,

speaking, reading, and writing) as well as the six proficiency levels (Can-Do Descriptors,

2016). Each proficiency level has two sub-strands. This results in 156 descriptors to

review. The researcher did not review descriptors pertaining to WIDA Proficiency Levels

5 or 6 because students are exited from the elementary school's EL program once they

achieve an overall score of 4.5. This deletion resulted in 104 descriptors to review.

Readings and writing assignments aligned with 58 of the descriptors. This resulted in

56% alignment.

Similar to the ELA and Science standards, some Can-Do descriptors were covered

by extension activities that the researcher had developed for use with the materials

provided by the school. These activities drew on the materials for a topical foundation,

but promoted discussion, writing practice and higher-order thinking skills because of the

teacher's created questions or prompts. Since these activities are discussion and activity

based and rely on the teacher asking pointed questions and bringing her own personal

materials to the classroom, these standards were not counted as covered by the materials.

Since the focus of this study was solely the alignment between the materials provided by

the district and the state standards, the researcher only counted standards as covered if the

materials explicitly did so. Table 5 shows which materials covered which WIDA Can-Do

Descriptors. Appendix E shows which standards were covered and which were not.

Table 5

Coverage of WIDA Can-Do Descriptors

	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding
Listening: Key use of recount	Process recounts by • Showing what happens next based on familiar oral stories	Process recounts by • Identifying the "who," "where" and "when" of illustrated	Process recounts by • Identifying linking words or phrases related to passage	Process recounts by • Re-enacting content-related situations or events from oral

	• Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	statements • Identifying main materials or resources from oral descriptions	of time in speech • Illustrating events in response to audio recordings of stories or poems	descriptions • Identifying content-related ideas from oral discourse using multi-media
Coverage of Listening: Key use of recount	• Not Covered • Manipulatives and visual resources	• Not Covered • Not Covered	• DRC: 13, "A Brush with History", "A Fawn in the Forest", "A Perfectly Sticky Idea" • Not Covered	• Not Covered • Not Covered
Speaking: Key use of recount	Recount by • Responding to questions related to stories or experiences • Acting out and naming events or experiences throughout the school day	Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research	Recount by • Retelling simple stories from picture cues • Stating information from personal or school-related experiences	Recount by • Sequencing events in stories with temporal transitions • Describing situations and events from school and the community
Coverage of Speaking: Key use of recount	• DRC: 1-60 • DRC: 1-60	• DRC: 1-60 • Not Covered	• Picture Cue Cards • Readworks, DRC, and DWP	• DRC: 1, 2, 4, 11, 13-15, 17, 24-25, 36, 44, 48-50, 54 • Not Covered
Reading: Key use of recount	Process recounts by • Identifying key words and phrases in illustrated text • Signaling language associated with content-related information	Process recounts by • Identifying time-related Language in context • Illustrating experiences of characters in illustrated statements	Process recounts by • Creating timelines or graphic organizers from illustrated related statements or paragraphs • Identifying temporal-related words that signal order of events	Process recounts by • Ordering a series of events based on familiar texts • Identifying main ideas and details in illustrated texts
Coverage of Reading: Key use of recount	• Readworks passages • Readworks passages	• "Hello, Mr. President", "The Right To Vote", "The Story of the First Thanksgiving	• Not Covered • DRC: 13, "A Brush with History", "A Fawn in the Forest", "A Perfectly	• DRC: 1-2, 4-5, 13-15, 24-25, 27, 36, 44, 46, 48-50, 53-55 • Readworks passages

		", "My Bean Plant"	Sticky Idea"	
		• Not Covered		
Writing: Key use of recount	Recount by • Labeling images that illustrate the steps for different processes • Creating visual representations of ideas or stories	Recount by • Listing ideas using graphic organizers • Describing visual information	Recount by • Retelling past experiences • Expressing ideas in various genres	Recount by • Describing a series of events or procedures • Creating stories with details about characters and events
Coverage of Writing: Key use of recount	• 6-Trait: 3-5, 10-11, 16, 18-20, 23, 28-29, 31, 39, 43-46, 49, 51, 60, 63, 69, 71, 78, 80, 96, 116, 119, 121, 126 • 6-Trait: 6, 8-9, 11, 13-17, 22, 27-29, 32, 36-37, 39, 41-44, 46, 52, 57,72, 82, 87, 91-92, 96-97, 101-102, 106-107, 111-113, 115, 117, 119, 122, 126	• WSS: Level 1, 6-Trait: 3-6, 11, 16, 21, 26, 28-29, 31, 36, 41, 44, 46, 51, 56, 61, 66, 76, 81, 91, 96, 101, 106, 111, 116, 126 • WSS Book	• 6-Trait: 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 77, 82, 92 • 6-Trait: 7, 12, 17, 22, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127	• WSS Book, 6-Trait: 12, 27, 32, 37, 57, 62, 82, 87, 92, 97 • WSS Book, 6-Trait: 12, 22, 27, 37, 57, 77, 87, 92, 122
Listening: Key use of explain	Process explanations by • Pointing to visual characteristics of models or real-life objects from oral clues • Pairing objects, pictures, or equations as directed by a partner	Process explanations by • Matching oral descriptions to photos, pictures, or icons • Following simple sequences presented orally to create patterns or sequences	Process explanations by • Carrying out steps described orally to solve problems • Completing graphic organizers or representations from oral comparisons	Process explanations by • Identifying connectors in speech or text read aloud • Identifying content-related ideas and details in oral discourse
Coverage of Listening: Key use of explain	• Not Covered • Not Covered	• Not Covered • Not Covered	• Not Covered • Not Covered	• Not Covered • Not Covered
Speaking: Key use of explain	Explain by • Describing the outcomes of experiments or stories with	Explain by • Naming steps in processes or procedures • Describing	Explain by • Describe relationships between objects or uses for tools	Explain by • Stating details of processes or procedures • Describing

	guidance and visual support • Naming or answering Wh-questions related to classroom routines	familiar phenomena in words or phrases	• Expressing cause and effect of behaviors or events	consequences of behaviors or occurrences
Coverage of Speaking: Key use of explain	• Not Covered • Not Covered	• Not Covered • Not Covered	• Not Covered • Not Covered	• Not Covered • Not Covered
Reading: Key use of explain	Process explanations by • Identifying words and phrases in titles and highlighted texts • Matching pictures with graphic information from illustrated texts	Process explanations by • Interpreting images, illustrations, and graphics • Identifying elements of expository texts in illustrated texts	Process explanations by • Sequencing sentences descriptive of processes or procedures in informational texts • Locating details in content area texts or media	Process explanations by • Illustrating cause/effect relationships in content area texts • Classifying main ideas and details in informational or explanatory texts
Coverage of Reading: Key use of explain	• RLBSW • Not Covered	• Not Covered • DRC: 16, 18, 20, 56-60, "Bare Bones"	• "The Right to Vote", "What Do Plants Need", "A Great Leader", "An Adventure in Africa" • "A Ride in Space", "A Time of Dust Storms", "An Ambassador's Job"	• Not Covered • "Water Takes Three Forms"
Writing: Key use of explain	Explain by • Listing and illustrating ideas • Stating facts associated with images or illustrations	Explain by • Describing elements of processes or procedures • Stating how something happens using illustrations and sequential language	Explain by • Comparing causes of different phenomena • Stating ideas about content-related topics	Explain by • Relating details and illustrating stages of different cycles • Describing strategies to solve problems
Coverage of Writing: Key use of explain	• WSS Book, SWWs: 7, 12, 15, 18, 20, 23, 36-37, 40-41,	• SWW: 36-38, 41, 44-45, 6-Trait: 28-29, 31, 96	• "Water Takes Three Forms", "April	• 6-Trait: 28-29, 96, "How Do Seeds Grow"

	44, 6-Trait Pages: 28-29, 31, 96 • WSS Book, SWW: 7, 12, 15, 18, 20, 23, 36-37, 40-41, 44, 6-Trait: 28-29, 31, 96	• SWW: 36-38, 44-45, 6-Trait : 28-29, 31, 96	Showers" • Readworks passages	• "A Bat Mystery", "A Dangerous Landslide", "A Time of Dust Storms", "Backpacks Mean Backaches", "How Countries Solve Problems"
Listening: Key use of argue	Process arguments by • Indicating personal points of view in response to oral phrases or short sentences • Identifying preferences from short oral statements	Process arguments by • Distinguishing opinions from facts from peers' oral presentations • Categorizing content-based pictures or objects from oral descriptions	Process arguments by • Identifying similarities and differences from oral content-related materials or equipment • Identifying different points of view in short oral dialogues	Process arguments by • Interpreting oral information from different sides • Identifying opposing sides of arguments in dialogues
Coverage of Listening: Key use of argue	• Not Covered • Not Covered	• Not Covered • Not Covered	• Not Covered • DRC 1-60	• DRC 1-60 • DRC 1-60
Speaking: Key use of argue	Argue by • Stating a claim or position from models or examples • Sharing facts as evidence using sentence starters or sentence frames	Argue by • Telling what comes next and showing why • Sharing reasons for opinions or claims	Argue by • Describing organizing categories for content-related information • Asking and answering questions in collaborative Groups	Argue by • Defend claims or opinions to content-related topics • Posing different solutions to content-related issues or problems
Coverage of Speaking: Key use of argue	• "The Paper Airplane Contest", "A Brush with History", "A Camping Trip", "A Dangerous Landslide", "A Fawn in the Forest", "A Gold Sheep"	• Readworks passages • "My Bean Plant", "Seeds Need to Move", "The United States Constitution", "Voting and the Law"	• Not Covered • Not Covered	• "My Bean Plant", "Seeds Need to Move", "The United States Constitution", "Voting and the Law" • "A Bat Mystery", "A Dangerous Landslide",

	• "A Deep Sea Wonderland",			"A Time of Dust Storms", "Backpacks Mean Backaches", "How Countries Solve Problems"
Reading: Key use of argue	Process arguments by • Identifying facts in illustrated informational text read orally • Identifying language related to likes, needs, and wants in labeled illustrations	Process arguments by • Distinguishing fact from fiction • Identifying claims or opinions in illustrated texts	Process arguments by • Identifying different ideas or opinions in written texts • Identifying general academic and content-related words and phrases in text relevant to the genre/key use	Process arguments by • Sorting content-related information according to specific criteria • Identifying reasons to strengthen arguments
Coverage of Reading: Key use of argue	• Not Covered • Not Covered	• DLR: Th3, Th6, T7, W8, W10, T12, W15, T19, T26 • Not Covered	• DRC: 27, 47-48, 50, 55, "A Hero in Disguise", "Alyssa Wears a Bow Tie", "Barn Sour" • Not Covered	• Not Covered • Not Covered
Writing: Key use of argue	Argue by • Indicating decisions or preferences through labeled pictures, words, or phrases • Providing evidence of natural phenomena or opinions through labeled drawings	Argue by • Participating in shared opinion writing experiences • Connecting preferences, choices, or opinions to reasons	Argue by • Communicating different content-related ideas or opinions • Describing pros and cons related to social issues or familiar topics	Argue by • Supporting main ideas or opinions with evidence from texts • Providing evidence to support or refute peers' ideas
Coverage of Writing: Key use of argue	• Not Covered • Not Covered	• 6-Trait: 22, 42, 47, 57 • 6-Trait: 17	• "A Bat Mystery", "A Dangerous Landslide", "A Time of Dust Storms", "Backpacks Mean	• "Hello Mr. President", "The Right to Vote", "The Three Branches of Government", "The United

			• "A Bat Mystery", "A Dangerous Landslide", "A Time of Dust Storms", "Backpacks Mean Backaches", "How Countries Solve Problems"	Backaches", "How Countries Solve Problems" • "A Bat Mystery", "A Dangerous Landslide", "A Time of Dust Storms", "Backpacks Mean Backaches", "How Countries Solve Problems"
				States Constitution", "Voting and the Law", "My Bean Plant" • "Hello Mr. President", "The Right to Vote", "The Three Branches of Government", "The United States Constitution", "Voting and the Law", "My Bean Plant"
Writing: Key use of argue	Argue by • Indicating decisions or preferences through labeled pictures, words, or phrases • Providing evidence of natural phenomena or opinions through labeled drawings	Argue by • Participating in shared opinion writing experiences • Connecting preferences, choices, or opinions to reasons	Argue by • Communicating different content-related ideas or opinions • Describing pros and cons related to social issues or familiar topics	Argue by • Supporting main ideas or opinions with evidence from texts • Providing evidence to support or refute peers' ideas
Coverage of Writing: Key use of argue	• Not Covered • Not Covered	• 6-Trait: 22, 42, 47, 57 • 6-Trait: 17	• "A Bat Mystery", "A Dangerous Landslide", "A Time of Dust Storms", "Backpacks Mean Backaches", "How Countries Solve Problems" • "A Bat Mystery", "A Dangerous Landslide", "A Time of Dust Storms", "Backpacks Mean	• "Hello Mr. President", "The Right to Vote", "The Three Branches of Government", "The United States Constitution", "Voting and the Law", "My Bean Plant" • "Hello Mr. President", "The Right to Vote", "The Three Branches of Government",

Backaches", "How Countries Solve Problems"	"The United States Constitution", "Voting and the Law", "My Bean Plant"

Note: *DRC* refers to *Daily Reading Comprehension* book. Articles in quotation marks refer to Readworks passages. *DLR* refers to *Daily Language Review* book. *M* refers to Monday. *T* refers to Tuesday. *W* refers to Wednesday. *Th* refers to Thursday. *F* refers to Friday found in the *Daily Language Review* book. Each Arabic numeral refers to the week in which each day is found in the *Daily Language Review*. *6-Trait* refers to *Daily 6-Trait Writing* book. *SWW* refers to *Success with Writing* book. *WSS* refers to *Write a Super Sentence* book. *RLBSW* refers to *Reproducible Little books for Sight Words*.

English Language Development Standards

Finally, the researcher went to the WIDA ELD Standards Checklist to determine if there was an "explicit connection" between the 2nd grade EL materials and the state academic standards as mentioned by the WIDA Consortium in their *2012 Amplification of The English Language Development Standards* (p. 8). Based on the terminology "ongoing interaction and engagement in academic conversations" that was provided in the article *The WIDA Standards Framework and its Theoretical Foundations* (n.d.), the researcher considered the five WIDA ELD standards covered if the materials provided by the school district gave students opportunities to interact with oral and written academic texts within the four core content areas and if the materials were explicitly connected to the MN state standards. The researcher was unable to find any documentation or research that showed how much alignment between EL materials and state standards was enough for effective instruction. The researcher also couldn't find any specific percentage of needed alignment to fulfill the requirement of "ongoing interaction and engagement in academic conversations." At the time of this study, neither the WIDA Consortium nor the MDE have defined their terminology or expectation of "ongoing interaction and engagement in academic conversations."

In the absence of clear measures of effectiveness or definitions of how frequently academic conversations must take place to warrant the label of "ongoing interaction and engagement in academic conversations", this researcher concluded that because all four core content areas were represented in the materials, those four ELD standards were met. In addition, the first standard of social and instructional language was met on an ongoing basis through directions when instructing students how to work with the materials. Therefore, after reviewing the materials for alignment of state standards, the researcher concluded that this alignment study resulted in a 100% alignment between the EL materials provided by the school district and the WIDA ELD standards. All five of the WIDA ELD standards were continually addressed through oral and written academic texts and framed through the lens of the MN state academic standards.

Table 6

Alignment Results

	Total Standards	Standards Covered	Standards Not Covered	Percent Coverage
WIDA ELD Standards	5	5	0	100%
Social Studies Standards	16	14	2	88%
ELA Standards	67	49	18	73%
Math Standards	20	14	6	70%
WIDA Can-Do Descriptors	104	58	46	56%
Science Standards	14	7	7	50%

Table 6 shows the alignment between state standards and the EL materials provided by the school district and organized from most aligned to least aligned: the ELD standards at 100% alignment, the Social Studies materials at 88% aligned, the ELA materials at 73% aligned, the Math materials at 70% aligned, the materials covering the WIDA Can-Do Descriptors at 56% aligned, and the Science materials at 50% aligned.

Once more, because neither WIDA nor MDE has defined their terminology of "ongoing interaction and engagement in academic conversations," this researcher counted 50% alignment or higher as an explicit connection between the EL materials and the state standards. Until the terms "explicit connection" and "ongoing interaction and engagement in academic conversations" are defined, MN EL teachers seem to have freedom to choose how much alignment between their content and state standards is enough to provide a high quality education for their EL students.

Chapter 4: Discussion

This study began with four research questions. The first research question asked, "What are the state standards that she (the researcher, an EL teacher in Minnesota) is responsible to teach?" The review of literature in this study showed that the only standards that the EL teacher in this district is responsible for are the five WIDA ELD standards, which focus on: language for social and instructional purposes, language for use in language arts classes, language for use in mathematics classes, language for use in science classes, and language for use in social studies classes (The WIDA standards framework, 2012). The EL teacher is only responsible for those standards because the school district utilizes the adjunct language instruction (Brinton et al., 2003) and because the current EL teacher is only licensed to teach the English language (Minnesota ESL Teacher, n.d.).

However, even though an EL teacher in Minnesota isn't responsible for grade level standards in the four identified subjects, under the definition of adjunct language (Brinton et al., 2003) instruction, the mainstream teacher and the EL teacher should collaborate together to determine how to best align their teaching and materials. This means that the EL teacher in this district should use teacher-developed materials that provide a link to the content materials in the mainstream classroom, but does not need to teach to all of the content standards. Additionally, according to the terminology found in *The WIDA Standards Framework and its Theoretical Foundations*, as long as the EL

teacher is providing "ongoing interaction and engagement in academic conversations" and "explicit connections" to academic standards, the materials are not expected to align to all the content standards (2012 Amplification, 2017). Because neither the WIDA Consortium nor Brinton et al. (2003) define the term *explicit connection*, this researcher concludes that EL teachers are given the freedom to choose how and when to explicitly connect their materials to the four content standards. EL teachers also can choose how much connection to the four content standards is necessary for effective instruction. During the process to ensure that her instruction is effective, the researcher decided to see how much connection already existed in the materials that she had available by undertaking an alignment study.

Johnson (2005), La Marca (2001), and Wolf et al. (2014) recommended the use of checklists as an objective tool to determine alignment, and their recommendation answered the second research question: "What process can be used to measure 1) course content and MN state standards alignment and 2) linguistic expectations between course content and state standards?" Based on this recommendation, the researcher chose to use checklists (Appendices A-F) to determine the alignment between the materials and standards. The researcher found this process to be effective, reliable, valid, and objective because the checklists provided clear areas of alignment and non-alignment. This study could be replicated within any educational context and produce results that reflect the alignment of materials to a set of standards.

This checklist process allowed the researcher another unexpected benefit. The researcher took the checklist recommendation one step further by listing which materials covered which standards. This in-depth look at the EL materials allowed the researcher to

see which standards were over-covered and which standards were under-covered. As the researcher reviews the checklists, she can decide which materials to continue using, which to adapt, and which to stop using.

The third research question is: "Do the 2nd grade EL materials and their linguistic expectations currently align to MN state academic standards?" This question could only be answered after engaging in the alignment process using the checklists. The results in Table 6 show a range of levels of coverage of those standards. The coverages range from 50% to 100% of the standards. Only the coverage of the ELD standards came in at 100%. The coverage of the standards of the four core content areas ranged from 50% to 88%. Therefore, the short answer is yes, the materials aligned to both the subject area standards and the ELD standards.

The ELA standards and *Daily Reading Comprehension*, Readworks passages, *Daily Language Review*, *Phonics*, Word Work, *Daily 6-Trait Writing*, and *Success with Writing* align at 73%. The math standards and *Daily Word Problems* align at 70%. The science standards and Readworks passages align at 50%; the social studies standards and Readworks passages align at 88%. These results show that some parts of all the listed materials cover some standards. The breakdowns in Tables 1-5 show which parts of the materials cover which standards. The researcher now knows to keep the materials listed in Tables 1-5 as they connect to academic standards. The researcher can also adapt or delete the portions of the materials which do not connect to any standards. For example, not all of the units in *Phonics* and the days in *Daily Language Review* connect to the ELA standards. Likewise, some math problems provided in *Daily Word Problems* do not connect to standards. Similarly, W1, Th2, W7, F8 in *Daily Word Problems* do not

connect to any of the 2nd grade math standards. The researcher knows that she either has to adapt those pages to create connections to core content academic standards or delete them from her lesson plans and not spend class time working through those pages because they do not serve to explicitly connect her instruction to the core academic standards. This researcher postulates that since coverage of the state core content academic standards never fell below 50% alignment, "ongoing interactions and engagement in academic conversations" and "explicit connections" (2012 Amplification, 2017) are shown between the 2nd grade EL materials and the state academic standards for ELA, mathematics, science, and social studies.

For this study, the researcher chose that if the EL materials cover 50% of the state academic standards then that means that she showed an "explicit connection" between the state and WIDA ELD standards and her EL materials. Until the WIDA Consortium or MDE defines the terms "ongoing interaction and engagement in academic conversations" and "explicit connections," (2012 Amplification, 2017), EL teachers have the freedom to choose the degree to which they connect their classroom materials to the state academic standards. In the absence of guidance, this researcher counts 50% coverage as sufficient alignment. In this school district, the EL materials are not required to be stand-alone materials aligning 100% to MN state academic standards; it is the responsibility of the mainstream teachers to teach to the MN state core subject area standards. The researcher considered 50% coverage to show clear and explicit connections between materials and academic standards while allowing the mainstream teacher to fully cover the rest of the academic standards.

In contrast with the mainstream teacher who teaches the state academic standards, it is the responsibility of the EL teacher to teach to the WIDA ELD standards, which stipulate that EL teachers must teach the language for social and instructional purposes and for communication in the four subject areas of language arts, mathematics, science, and social studies. The researcher claimed that the EL materials were 100% aligned to WIDA ELD standards. The researcher arrived at this conclusion because the first standard of social and instructional language was met on an ongoing basis through directions when instructing students how to work with the materials. The four subject area standards were met by the "ongoing interaction and engagement in academic conversations" and "explicit connections" (2012 Amplification, 2017) to the four academic content standards that the materials provided. Since the WIDA Consortium and MDE have not defined the terms "ongoing interaction and engagement in academic conversations" and "explicit connections," (2012 Amplification, 2017), the researcher has considered 50% alignment to be sufficient coverage to claim that those academic standards and the necessary language components are covered. The alignment study showed the ELA standards align at 73%; the math standards align at 70%; the science standards align at 50%; the social studies standards align at 88%. Again with the terminology "ongoing interactions and engagement in academic conversations" (2012 Amplification, 2017) in mind, the researcher concluded that 50% coverage is enough to show "interactions and engagement in academic conversations" to fulfill the language component requirement of the ELD standards (2012 Amplification, 2017). Since the alignment between materials, the MN state standards, and the WIDA Can-Do Descriptors did not fall below 50%, the WIDA ELD standards are counted as covered.

The fourth research question asked, "Do the 2nd grade EL materials and their linguistic expectations align to the 2nd grade WIDA proficiency level descriptions?" The researcher found that of the 104 Can-Do Descriptors, 58 were covered by the 2nd grade EL materials, which resulted in 56% alignment (Table 6). While the WIDA Consortium does not view the WIDA Can-Do Descriptors as standards, they are considered performance indicators based on the WIDA proficiency levels 1-6. The researcher reviewed alignment between the materials and the WIDA Can-Do Descriptors to determine the extent to which she was covering students' linguistic needs. The WIDA Can-Do Descriptors and *Daily Reading Comprehension*, Readworks passages, *Daily Language Review*, *Daily 6-Trait Writing*, *Success with Writing*, *Write a Super Sentence*, and *Reproducible Little books for Sight Words* align at 56%. The researcher noted that many of the Descriptors were covered through lesson activities or adaptations created by the teacher rather than the materials themselves. This study did not show alignment with such extension exercises because the focus of the study was solely on the EL materials provided by the school district. These results suggest that the teacher must address many aspects of language development to ensure student linguistic needs are met rather than rely on the materials. As noted, the WIDA Can-Do Descriptors are not standards, but rather proficiency level descriptors, yet the WIDA Consortium and MDE do not define expectations for the amount of alignment for them either. Based on Brinton et al.'s (2003) recommendation that when using the adjunct language instruction model "the majority of language practice in this model rests on extensive teacher-developed materials which exploit the language/content link" (p. 21), this researcher believes that the 56% alignment to the materials show a strong content link on which the EL teacher can adapt and

develop flexible materials to exploit the language/content link between classes and best instruct students based on their individual needs.

In light of alignment, the researcher was encouraged to see how adaptable the EL materials in her district were in order to cover MN state standards, WIDA ELD standards, and the WIDA Can-Do Descriptors. At the beginning of this project, the researcher expressed her desire to have flexible materials that were aligned to MN state standards. Brinton et al. (2003) provided a research base for this by expressing the need for "teacher-developed materials to exploit the language/content link between classes" (p. 21). This researcher claims that this study showed a strong content link between the materials provided and state academic standards. The materials have the flexibility needed to adapt to students with varying linguistic and academic needs as long as the teacher responsible for their education is aware of and able to actively address the students' needs, the state standards, and the WIDA Can-Do Descriptors.

In light of the EL materials not needing to be 100% aligned to state academic standards, the researcher reached two important conclusions. The first conclusion is that a reliable, valid, and objective look at alignment between the EL materials and state academic standards was and will continue to be a valuable use of time for EL teachers in the future. La Marca (2001) provides the basis for this claim, "…evaluating alignment, like analyzing internal consistency, should occur regularly…" (p. 5). The more teachers study their materials and standards and have collaborative conversations with other teachers, the more teachers will be able to use their materials flexibly to fit the needs of whoever walks through their door.

Additionally, looking at state subject area academic standards provides valuable information for EL teachers to know what content is covered in the mainstream classrooms. Conversations with the mainstream teacher and an in-depth look at the state academic standards are necessary based on Brinton et al. (2003) and their recommendation that the concurrent courses are linked, share the same content base, and complement each other. The WIDA Consortium also states that language instruction "must be age and developmentally appropriate" (2012 Amplification, 2017). To best provide a quality education, EL teachers must have an understanding of what students have learned, what they are learning, and what they will learn.

The second conclusion is that alignment issues are not solely the responsibility of the EL teachers to solve. While the alignment process is a valuable use of time for EL teachers, so they can take an in-depth look at their materials and standards, it may lead to questions that an EL teacher may not be able to answer. The researcher (a teacher) went into this study prepared to find exactly what standards to cover and what the materials need to do in order to provide high quality education to her students. Instead, the researcher found as many questions as answers. While the MDE has adopted the WIDA ELD standards, and the WIDA Consortium has recommended "ongoing interaction and engagement in academic conversations" and "explicit connections" to state academic standards, neither party seems willing to clearly define their expectations for EL teachers. If EL teachers in other districts in MN decide to review the alignment of their materials and their state academic standards, they will end up with the same questions that this researcher has:

- What percentage of alignment between EL materials and state academic standards is necessary to fulfill the "explicit connections" requirement as laid out by the WIDA Consortium?

- What exactly does "ongoing interaction and engagement in academic conversations" look like within an educational setting?

- If the recommendation by Brinton et al. (2003) was accurate, and EL and mainstream teachers should provide linked courses, materials, and assignments, what does that linkage look like within an academically and linguistically rigorous environment?

This area desperately needs to be addressed by state and school district leaders at the programmatic level. More research needs to be done in order to set clearly defined expectations, so that when EL teachers do an alignment study, EL teachers and mainstream teachers alike know exactly what their responsibilities are. This researcher would challenge anyone reading this study to consider further research in this area. There is research that insists on the importance of alignment between course content, standards, and assessments, arguing it can overcome disadvantages of family background, a result with steep implications for EL families (Mohamed &Fleck, 2010). Teachers are not able "to put state standards into place so all students have access to high-quality content and instruction" (Academic Standards, n.d., para. 1) if state and district leaders leave gaps in their expectations. Teachers work hard on a daily basis to adhere to state requirements while providing whatever support is necessary to give their students their best opportunity to succeed academically, but if state requirements are not clear, it is impossible to do so.

Ask any EL teacher about their students' backgrounds, and you would receive a bleak picture of these students' realities. These learners are students who may have no experience with the English language, may have no formal educational background, and may have moved frequently between school districts and states. EL students are exactly the students who have intervening family background factors. If the MDE truly stands behind their statement "Districts are required to put state standards into place so all students have access to high-quality content and instruction" (Academic Standards, n.d., para. 1), then they will work to develop clear expectations and standards for EL teachers so that teachers are able to provide high-quality content and instruction to their learners.

Chapter 5: Conclusion

The researcher found the following alignment to MN state standards: the math materials at 70% aligned, the social studies standards at 88% aligned, the ELA materials at 73% aligned, the science materials at 50% aligned, the materials covering the WIDA Can-Do Descriptors at 56% aligned, and the WIDA ELD standards at 100% aligned. The researcher also found that due to the school district's instruction method of choice, the EL teacher is not required to cover MN state academic standards. Even though EL teachers aren't required to teach MN state standards, the WIDA Consortium still recommends that EL teachers provide explicit connections between their materials and the state academic standards.

While EL teachers are not required to teach MN state academic standards, this researcher recommends that the EL materials provide an explicit connection to the mainstream classroom, their materials, and through them, the academic standards that they need to meet. Again, the WIDA Consortium recommends that EL teachers provide an explicit connection between the EL materials and the state academic standards, but does not require it.

With the organization of the MN EL licensure, depending on which language teaching model a district uses, EL teachers may or may not be required to align their teaching directly to the state academic standards. In the case of the rural district in our study, the 2nd grade EL materials do not need to align to state academic standards because

this district utilizes the adjunct language instruction method and because the EL teacher is not licensed to teach the core content areas. Even though the EL teacher in this district is not required to align her materials to the state academic subject area standards, in accordance with a claim by Mohumad and Fleck (2010), this researcher recommends that the more alignment between standards and the mainstream classroom that an EL teacher is able to provide, the better supported EL students will be. To further this claim, the better supported an EL student is, the greater the possibility of academic and linguistic progress.

Because many EL students come from families with low socio-economic status and have parents who are unable to assist with homework due to their lack of education or a language barrier, the topic of alignment is important for all EL teachers and mainstreams teachers to consider (Capps, Fix, Murray, Ost, Passel, & Herwantoro, 2005; Garcia & Cuellar, 2006). If teachers want to support their students in the most effective way possible, they will align what they teach, what is learned by the students, and what is assessed. Should teachers follow this recommendation, they will lessen the impact of intervening family background factors (Mohumad & Fleck, 2010). This is also an important study for the MDE and the WIDA Consortium to note. They have many teachers within their jurisdiction that want to provide alignment between standards and materials, but these teachers are not provided with appropriate resources, research, and clear expectations to do so.

EL teachers should have conversations with mainstream teachers about educational materials and state standards. These conversations will provide valuable collaboration between teachers regarding EL students' linguistic and academic strengths

and weaknesses as well as the materials and terminology used in the separate classrooms. As these conversations happen, Murphy and Haller (2010) suggest viewing alignment as a way to organize the course content. If the EL teacher is only responsible for the five WIDA ELD standards, and the mainstream teacher is responsible for the state academic standards, it would be wise for the EL teacher to review the state academic standards and the materials used in the mainstream classroom in order to organize their linguistic instruction.

This review of the mainstream standards and materials should not only be used as a way to teach the state academic standards, but rather, it is a way to follow Murphy and Haller's suggestion for content organization. This researcher recommends that EL teachers develop their materials to best align their language instruction to the state academic standards and the mainstream classroom materials. Once again, the reasoning behind this recommendation is to increase alignment and decrease the impact of family background factors.

At the beginning of this study, the researcher expected to find that the rural elementary school's 2nd grade EL materials include elements that fulfill the majority, but not all, of the requirements of the WIDA ELD standards and the MN state standards. The researcher expected to make a recommendation of adding or removing materials to the elementary school's current materials to fill the gaps in course content and MN state standards alignment.

The researcher found that while the rural elementary school's 2nd grade EL materials did not align 100% to the MN state academic standards, the materials did not need to be aligned to that set of standards due to the way MN has set up their ESL

licensure and due to the language instruction model chosen by the rural school district.

The 2nd grade EL materials did align 100% to the five WIDA ELD standards. The WIDA

Consortium recommended "ongoing interaction and engagement in academic

conversations and writing for a variety of purposes" and "explicit connections", but have

yet to define their terminology (2017, p. 3). Based on the continual focus of content-

based academic topics, this researcher concluded that the materials were 100% aligned to

WIDA ELD standards.

     The researcher expected to make a recommendation to changes in the 2nd grade

EL materials based on the alignment between materials and standards. Because the

researcher found that the 2nd grade EL materials do not need to align to MN state

academic standards, this researcher does not see a need to make a recommendation of

changes to the materials to align them to MN state academic standards. The researcher

also does not feel the need to recommend a change to the 2nd grade EL materials in light

of the 100% alignment between the materials and the WIDA ELD standards.

     Even though the researcher is not making a recommendation for an immediate

change in EL materials, the researcher does recommend a scheduled review of all EL

materials grades K-12 to determine their alignment to current state academic standards,

current mainstream materials, and current ELD standards. The recommendation for a

cyclical review of the alignment is based partly on La Marca citing the need to regularly

assess alignment (2001). It is also based partly on the valuable insight the researcher

gleaned from this study.

     Even though EL teachers are not required to teach the MN state academic

standards, they can tailor their language instruction and materials to best support their

students' linguistic development. For EL teachers to best support their students' linguistic

development, they need to know what kind of academic content and language

expectations the students will encounter in the mainstream classroom. Once EL teachers

understand what the students will encounter in the mainstream classroom, they can adjust

lessons and materials to help the students develop tools, skills, and strategies to benefit

them in the mainstream classroom.

An area of future research would be to determine the effectiveness of the 2nd

grade EL materials based on the data provided by the WIDA ACCESS 2.0 yearly

assessment. At the time of this study, the 2nd grade EL materials in this rural school

district had only been implemented for one full school year. The WIDA ACCESS 2.0

was also first administered to the entire WIDA Consortium in the spring of 2016. It

would be beneficial to determine the effectiveness of the materials in light of the EL

students' yearly WIDA ACCESS 2.0 progress.

Another area of future research would be to do case studies with other EL

teachers who want to review their EL materials and academic standards alignment to

determine how effective and valuable they found this process to be. This study could be

two-fold. One part of the study could be to determine how effective and efficient other

EL teachers found checklists to be when determining materials and standards alignment.

The other part could be to determine how helpful other EL teachers found taking an in-

depth look into their materials and state academic standards while asking themselves

where they could improve their materials to better support their students and reduce the

impact of intervening family background factors.

In this researcher's opinion, the most pressing area of future research would be to define the terms "explicit connection" and "ongoing interaction and engagement in academic conversations" provided by the WIDA Consortium (2012 Amplification, 2017). For this study, the researcher had to choose 50% coverage of standards as acceptable coverage for an explicit connection to be shown between her materials and the state academic standards. Another area of research would be to determine, if not all of the standards need to be covered by the EL teacher, which standards should be covered and which should be left for the mainstream teacher. It would be good to also determine in what ways the EL teacher should cover the academic standards and in what ways should the mainstream teachers cover the academic standards.

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Appendix A: ELA Standards Checklist

Y/N	Strand	Standard	Code	Benchmark
Y	Reading Benchmarks: Literature	Key Ideas and Details	2.1.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Y	Reading Benchmarks: Literature	Key Ideas and Details	2.1.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
Y	Reading Benchmarks: Literature	Key Ideas and Details	2.1.3.3	Describe how characters in a story respond to major events and challenges.
Y	Reading Benchmarks: Literature	Craft and Structure	2.1.4.4	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Y	Reading Benchmarks: Literature	Craft and Structure	2.1.5.5	Describe the structure of a story, including how the beginning introduces the story and the ending concludes the action.
Y	Reading Benchmarks: Literature	Craft and Structure	2.1.6.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Y	Reading Benchmarks: Literature	Integration of Knowledge and Ideas	2.1.7.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
N	Reading Benchmarks: Literature	Integration of Knowledge and Ideas	2.1.9.9	Compare and contrast two or more versions of the same story by different authors or from different cultures, including those by or about Minnesota American Indians.
N	Reading Benchmarks: Literature	Range of Reading and Level of Text Complexity	2.1.10.10	By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
N	Reading Benchmarks: Informational Text	Key Ideas and Details	2.2.1.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Y	Reading Benchmarks:	Key Ideas and	2.2.2.2	Identify the main topic of a multi-paragraph text as well as the

	Informational Text	Details		focus of specific paragraphs within the
Y	Reading Benchmarks: Informational Text	Key Ideas and Details	2.2.3.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Y	Reading Benchmarks: Informational Text	Craft and Structure	2.2.4.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.
Y	Reading Benchmarks: Informational Text	Craft and Structure	2.2.5.5	Know and use various text features to locate key facts or information in a text efficiently.
Y	Reading Benchmarks: Informational Text	Craft and Structure	2.2.6.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Y	Reading Benchmarks: Informational Text	Integration of Knowledge and Ideas	2.2.7.7	Explain how specific images contribute to and clarify a text.
Y	Reading Benchmarks: Informational Text	Integration of Knowledge and Ideas	2.2.8.8	Describe how reasons support specific points the author makes in a text.
Y	Reading Benchmarks: Informational Text	Integration of Knowledge and Ideas	2.2.9.9	Compare and contrast the most important points presented by two texts on the same topic.
Y	Reading Benchmarks: Informational Text	Range of Reading and Level of Text Complexity	2.2.10.10	By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.
a. Y b. Y c. Y d. Y e. Y f. Y	Reading Benchmarks: Foundational Skills	Phonics and Word Recognition	2.3.0.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound

				correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including high- frequency words.
a. Y b. Y c. Y	Reading Benchmarks: Foundational Skills	Fluency	2.3.0.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.
Y	Writing Benchmarks	Text Types and Purposes	2.6.1.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
Y	Writing Benchmarks	Text Types and Purposes	2.6.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Y	Writing Benchmarks	Text Types and Purposes	2.6.3.3	Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Y	Writing Benchmarks	Writing Process: Production and Distribution of Writing	2.6.5.5	With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.
N	Writing Benchmarks	Writing Process: Production and Distribution of Writing	2.6.6.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Y	Writing Benchmarks	Research to Build and Present Knowledge	2.6.7.7	Participate in shared research and writing projects
Y	Writing Benchmarks	Research to Build and Present Knowledge	2.6.8.8	Recall information from experiences or gather information from provided sources to answer a question.
a. Y b. Y c. Y d. Y e. Y	Speaking, Viewing, Listening and Media Literacy	Comprehension and Collaboration	2.8.1.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Cooperate for productive group discussion. e. Follow two- and three-step oral directions.
Y	Speaking, Viewing, Listening and Media Literacy	Comprehension and Collaboration	2.8.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Y	Speaking, Viewing, Listening and Media Literacy	Comprehension and Collaboration	2.8.3.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.
Y	Speaking, Viewing, Listening and Media Literacy	Presentation of Knowledge and Ideas	2.8.4.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.
N	Speaking, Viewing, Listening and Media Literacy	Presentation of Knowledge and Ideas	2.8.5.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Y	Speaking, Viewing, Listening and Media	Presentation of Knowledge and Ideas	2.8.6.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

	Literacy			
N	Speaking, Viewing, Listening and Media Literacy	Media Literacy	2.8.7.7	Distinguish, understand, and use different types of print, digital, and multimodal media. a. Use tools for locating print and electronic materials appropriate to the purpose.
a. N b. N	Speaking, Viewing, Listening and Media Literacy	Media Literacy	2.8.8.8	With prompting and support, create an individual or shared multimedia work for a specific purpose a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project. b. Share the work with an audience.
a.Y b. Y c. N d. Y e. Y f. Y	Language Benchmarks	Conventions of Standard English	2.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns. b. Form and use frequently occurring irregular plural nouns. c. Use reflexive pronoun. d. Form and use the past tense of frequently occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound
a. Y b. Y c. Y d. N e. N	Language Benchmarks	Conventions of Standard English	2.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and the pronoun I. b. Use commas in greetings and closings of c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including

				beginning dictionaries, as needed to check and correct spellings
Y	Language Benchmarks	Knowledge of Language	2.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
a. Y b. Y c. Y d. Y e. Y	Language Benchmarks	Vocabulary Acquisition and Use	2.10.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
a. Y b. Y	Language Benchmarks	Vocabulary Acquisition and Use	2.10.5.5	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. a. Identify real-life connections between words and their use b. Distinguish shades of meaning among closely related and closely related adjectives
Y	Language Benchmarks	Vocabulary Acquisition and Use	2.10.6.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

Appendix B: Math Standards Checklist

Y/N	Strand	Standard	No.	Benchmark
Y	Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.1	Read, write and represent whole numbers up to 1000. Representations may include numerals, addition, subtraction, multiplication, words, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
N	Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.2	Use place value to describe whole numbers between 10 and 1000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1000 is 10 hundreds.
Y	Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.3	Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.
N	Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.4	Round numbers up to the nearest 10 and 100 and round numbers down to the nearest 10 and 100.
Y	Number & Operation	Compare and represent whole numbers up to 1000 with an emphasis on place value and equality.	2.1.1.5	Compare and order whole numbers up to 1000.
Y	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.1	Use strategies to generate addition and subtraction facts including making tens, fact families, doubles plus or minus one, counting on, counting back, and the commutative and associative properties. Use the relationship between addition and subtraction to generate basic facts.
Y	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.2	Demonstrate fluency with basic addition facts and related subtraction facts.
N	Number &	Demonstrate mastery of addition and	2.1.2.3	Estimate sums and differences up to 100.

	Operation	subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.		
Y	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.4	Use mental strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers. Strategies may include decomposition, expanded notation, and partial sums and differences.
Y	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.5	Solve real-world and mathematical addition and subtraction problems involving whole numbers with up to 2 digits.
Y	Number & Operation	Demonstrate mastery of addition and subtraction basic facts; add and subtract one- and two-digit numbers in real-world and mathematical problems.	2.1.2.6	Use addition and subtraction to create and obtain information from tables, bar graphs and tally charts.
Y	Algebra	Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	2.2.1.1	Identify, create and describe simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects such as counters or tiles. Use patterns to solve problems in various contexts.
Y	Algebra	Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	2.2.2.2	Understand how to interpret number sentences involving addition, subtraction and unknowns represented by letters. Use objects and number lines and create real-world situations to represent number sentences.
Y	Algebra	Use number sentences involving addition, subtraction and unknowns to represent and solve real-world and mathematical problems; create real-	2.2.2.3	Use number sentences involving addition, subtraction, and unknowns to represent given problem situations. Use number sense and properties of addition and subtraction to find values for the unknowns that make the number

		world situations corresponding to number sentences.		sentences true.
N	Geometry & Measurement	Identify, describe and compare basic shapes according to their geometric attributes.	2.3.1.1	Describe, compare, and classify two- and three-dimensional figures according to number and shape of faces, and the number of sides, edges and vertices.
N	Geometry & Measurement	Identify, describe and compare basic shapes according to their geometric attributes.	2.3.1.2	Identify and name basic two- and three-dimensional shapes, such as squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, rectangular prisms, cones, cylinders and spheres.
Y	Geometry & Measurement	Understand length as a measurable attribute; use tools to measure length.	2.3.2.1	Understand the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.
N	Geometry & Measurement	Understand length as a measurable attribute; use tools to measure length.	2.3.2.2	Demonstrate an understanding of the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest centimeter or inch.
Y	Geometry & Measurement	Use time and money in real world And mathematical situations.	2.3.3.1	Tell time to the quarter-hour and distinguish between a.m. and p.m.
Y	Geometry & Measurement	Use time and money in real world And mathematical situations.	2.3.3.2	Identify pennies, nickels, dimes and quarters. Find the value of a group of coins and determine combinations of coins that equal a given amount.

Appendix C: Science Standards Checklist

Y/N	Strand	Substrand	Standard	Code	Benchmark
N	The Nature of Science and Engineering	The Practice of Science	Scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.	2.1.1.2.1	Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.
Y	The Nature of Science and Engineering	The Practice of Engineering	Engineering design is the process of identifying a problem and devising a product or process to solve the problem.	2.1.2.2.1	Identify a need or problem and construct an object that helps to meet the need or solve the problem.
Y	The Nature of Science and Engineering	The Practice of Engineering	Engineering design is the process of identifying a problem and devising a product or process to solve the problem.	2.1.2.2.2	Describe why some materials are better than others for making a particular object and how materials that are better in some ways may be worse in other ways.
Y	The Nature of Science and Engineering	The Practice of Engineering	Engineering design is the process of identifying a problem and devising a product or process to solve the problem.	2.1.2.2.3	Explain how engineered or designed items from everyday life benefit people.
Y	Physical Science	Matter	Objects can be described in terms of the materials they are made of and their physical properties.	2.2.1.1.1	Describe objects in terms of color, size, shape, weight, texture, flexibility, strength and the types of materials in the object.
Y	Physical Science	Matter	The physical properties of materials can be changed, but not all materials respond the same way to what is done to them.	2.2.1.2.1	Observe, record, and recognize that water can be a solid or a liquid and can change from one state to another.
Y	Physical Science	Motion	The motion of an object can be described by a change in its	2.2.2.1.1	Describe an object's change in position relative to other objects or a background.

			position over time.		
N	Physical Science	Motion	The motion of an object can be described by a change in its position over time.	2.2.2.1.2	Demonstrate that objects move in a variety of ways, including a straight line, a curve, a circle, back and forth, and at different speeds.
N	Physical Science	Motion	The motion of an object can be changed by push or a pull forces.	2.2.2.2.1	Describe how push and pull forces can make objects move.
Y	Physical Science	Motion	The motion of an object can be changed by push or a pull forces.	2.2.2.2.2	Describe how things near Earth fall to the ground unless something holds them up.
N	Earth Science	Interdependence within the Earth system	Weather can be described in measurable quantities and changes from day to day and with the seasons.	2.3.2.2.1	Measure, record and describe weather conditions using common tools.
N	Life Science	Structure and Function of Living Systems	Living things are diverse with many different observable characteristics.	2.4.1.1.1	Describe and sort plants into groups in many ways, according to their physical characteristics and behaviors.
Y	Life Science	Interdependence Among Living Systems	Natural systems have many components that interact to maintain the system	2.4.2.1.1	Recognize that plants need space, water, nutrients and air, and that they fulfill these needs in different ways.
Y	Life Science	Evolution in Living Systems	Plants and animals undergo a series of orderly changes during their life cycles.	2.4.3.1.1	Describe the characteristics of plants at different stages of their life cycles. For example: Use live organisms or pictures to observe the changes that occur during the life cycle of bean plants or marigolds.

Appendix D: Social Studies Standards Checklist

Y/N	Strand	Substrand	Standard	Code	Benchmark
Y	Citizenship and Government	Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	2.1.1.1.1	Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.
Y	Citizenship and Government	Civic Values and Principles of Democracy	The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents	2.1.2.2.1	Explain the importance of constitutions.
Y	Citizenship and Government	Governmental Institutions and Political Processes	The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order.	2.1.4.7.1	Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.
N	Economics	Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	2.2.1.1.1	Given a goal and several alternative choices to reach that goal, select the best choice and explain why.
Y	Economics	Fundamental Concepts	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.	2.2.3.3.1	Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.
N	Economics	Microeconomic Concepts	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for	2.2.4.5.1	Classify materials that come from nature as natural resources (or raw materials); tools, equipment and

			different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.		factories as capital resources; and workers as human resources.
Y	Economics	Microeconomic Concepts	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.	2.2.4.5.2	Identify money as any generally accepted item used in making exchanges.
Y	Geography	Geospatial Skills—The World in Spatial Terms	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context	2.3.1.1.1	Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps
Y	Geography	Geospatial Skills—The World in Spatial Terms	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context	2.3.1.1.2	Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features
Y	Geography	Geospatial Skills—The World in Spatial Terms	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context	2.3.1.1.3	Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.
Y	Geography	Geospatial Skills—The World in Spatial Terms	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context	2.3.1.1.4	Use maps, photos, or other geographic tools to answer basic questions about where people are located
Y	Geography	Human Environment	The environment influences human actions; and humans both adapt to, and	2.3.4.9.1	Identify causes and consequences of human impact on the

		Interaction	change, the environment.		environment and ways that the environment influences people.
Y	History and Geography	Historical Thinking Skills	Historians generally construct chronological narratives to characterize eras and explain past events and change over time	2.4.1.1.1	Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.
Y	History	Historical Thinking Skills	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.	2.4.1.2.1	Use historical records and artifacts to describe how people's lives have changed over time
Y	History	Peoples, Cultures and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time	2.4.2.4.1	Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today
Y	History	Peoples, Cultures and Change Over Time	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.	2.4.2.4.2	Describe how the culture of a community reflects the history, daily life or beliefs of its people.

Appendix E: WIDA Can-Do Descriptors Checklist

	ELP Level 1: Entering	ELP Level 2: Emerging	ELP Level 3: Developing	ELP Level 4: Expanding
Y/N	• N • Y	• Y • Y	• Y • N	• N • N
Listening: Key use of recount	Process recounts by • Showing what happens next based on familiar oral stories • Drawing or providing other visual displays of people, animals, or objects in response to oral prompts	Process recounts by • Identifying the "who," "where" and "when" of illustrated statements • Identifying main materials or resources from oral descriptions	Process recounts by • Identifying linking words or phrases related to passage of time in speech • Illustrating events in response to audio recordings of stories or poems	Process recounts by • Re-enacting content-related situations or events from oral descriptions • Identifying content-related ideas from oral discourse using multi-media
	ELP Level 1: Entering	ELP Level 2: Emerging	ELP Level 3: Developing	ELP Level 4: Expanding
Y/N	• Y • Y	• Y • N	• Y • Y	• Y • Y
Speaking: Key use of recount	Recount by • Responding to questions related to stories or experiences • Acting out and naming events or experiences throughout the school day	Recount by • Reproducing facts or statements in context • Participating in multi-media presentations based on research	Recount by • Retelling simple stories from picture cues • Stating information from personal or school-related experiences	Recount by • Sequencing events in stories with temporal transitions • Describing situations and events from school and the community

	ELP Level 1: Entering	ELP Level 2: Emerging	ELP Level 3: Developing	ELP Level 4: Expanding
Y/N	• Y • Y	• Y • N	• Y • Y	• Y • Y
Reading: Key use of recount	Process recounts by • Identifying key words and phrases in illustrated text • Signaling language associated with content-related information	Process recounts by • Identifying time-related language in context • Illustrating experiences of characters in illustrated statements	Process recounts by • Creating timelines or graphic organizers from illustrated related statements or paragraphs • Identifying temporal-related words that signal order of events	Process recounts by • Ordering a series of events based on familiar texts • Identifying main ideas and details in illustrated texts
	ELP Level 1: Entering	ELP Level 2: Emerging	ELP Level 3: Developing	ELP Level 4: Expanding
Y/N	• Y • Y	• Y • Y	• Y • Y	• Y • Y
Writing: Key use of recount	Recount by • Labeling images that illustrate the steps for different processes • Creating visual representations of ideas or stories	Recount by • Listing ideas using graphic organizers • Describing visual information	Recount by • Retelling past experiences • Expressing ideas in various genres	Recount by • Describing a series of events or procedures • Creating stories with details about characters and events

Appendix F: WIDA English Language Development Standards Checklist

Y/N	Code	Standard
Y	English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
Y	English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
Y	English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
Y	English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
Y	English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies