



NYC English correlations to World-class Instructional Design and Assessment (WIDA)

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Section 1 – NYC English Introduction

NYC English is a cloud-based software program that uses research-based pedagogy to provide English Language Learners [ELLs] self-paced English language instruction.

The instructional content is divided into three levels: Beginner Conversation, Intermediate Conversation, and Advanced Conversation. Each of those categories has 30 themes—90 in total—providing instruction organized around a common idea to contextualize learning.

Each theme is comprised of language instruction, usage demonstration, practice exercises, and assessment tools. In combination, the methodology is immersive in nature, concurrently teaching the six key elements of language acquisition: reading, writing, grammar, speaking, pronunciation, and listening comprehension.

NYC English has a variety of user features that increase the rate of learning, improve student engagement, and enhance the learning experience. These include:

- Lessons with full color graphics, audio for all instruction, text on screen, and a native language translation
- More than 900 high-definition interactive videos, exercises and tests
- Voice recognition software that provides learners instant feedback on their pronunciation
- Progress and status dashboards for teachers, administrators, and students
- Built-in dictionary for instant word definitions
- Interactive tests and practice exercises
- Self-paced, modular learning content that is sequenced and repeatable
- Instruction and demonstration provided by native English speakers

Section 2 – World-Class Instructional Design and Assessment

The WIDA Standards Framework describes WIDA’s conceptualization of language learning in addition to the nature of academic language and its relation to language development. It is represented by the following components: The Features of Academic Language in Sociocultural Contexts highlight academic language features across three dimensions: discourse, sentence, and word/phrase and six levels of language proficiency taking into consideration the various components of the learning environment (grade level content, purposes for language use, role relationships with others, and other factors). The Performance Definitions delineate the criteria for receptive language (listening and reading) and productive language (speaking and writing) at six levels of language proficiency:

Level 1 – Entering

Level 2 – Emerging

Level 3 – Developing

Level 4 – Expanding

Level 5 – Bridging

Level 6 - Reaching

Listening and Reading

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	NYC English Sequence
Level 1: Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases 	Beginner Level: Themes 1-7
Level 2: Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas 	Beginner Level: Themes 8-13
Level 3: Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas 	Beginner Level: Themes 14-30 Intermediate Level: Themes 1-7

Listening and Reading

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	NYC English Sequence
Level 4: Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas 	<p style="text-align: center;">Intermediate Level: Themes 8-30</p> <p style="text-align: center;">Advanced Level: Themes 1-8</p>
Level 5: Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas 	Advanced Level: Themes 9-26
Level 6: Reaching	<p>English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.</p>			Advanced Level: Themes 27-30

Speaking and Writing

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	NYC English Sequence
Level 1: Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions 	Beginner Level: Themes 1-7
Level 2: Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas 	Beginner Level: Themes 8-13
Level 3: Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	Beginner Level: Themes 14-30 Intermediate Level: Themes 1-7

Speaking and Writing

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	NYC English Sequence
Level 4: Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas 	<p style="text-align: center;">Intermediate Level: Themes 8-30</p> <p style="text-align: center;">Advanced Level: Themes 1-8</p>
Level 5: Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas 	Advanced Level: Themes 9-26
Level 6: Reaching	<p>English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.</p>			Advanced Level: Themes 27-30