



WIDA[®]
CONSORTIUM

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Concept	Facilitation IDEAS	Debrief
<p data-bbox="178 256 430 284">Academic Language</p> 	<p data-bbox="598 256 1270 284">Unlock AL: Graphic organizer for background (e.g. KWL)</p> <p data-bbox="598 292 724 319">Describe:</p> <ul data-bbox="598 328 1270 466" style="list-style-type: none"> • Project a beautiful photo • Describe the photo. Describe the photo as a: poet, mathematician, biologist, historian • Tie to the features of Academic Language 	<p data-bbox="1453 256 1879 319">Open discussion tying to features of Academic language</p>
<p data-bbox="178 609 357 636">Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p data-bbox="178 875 462 902">Socio-cultural Context</p> 	<ul data-bbox="598 875 1417 1013" style="list-style-type: none"> • Cards with situations from school or life • Cards with guiding questions • Participants engage with the cards and answer questions with a partner 	<p data-bbox="1453 875 1837 976">Posters and carousel walk How does this affect academic language?</p>
<p data-bbox="178 1125 357 1153">Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Performance Definitions</p> 	<ul style="list-style-type: none"> • Facilitated Discussion while looking at Definitions • Pick the level: participants look at different content tasks and determine the level students would need to be to engage in the task independently 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Intro to 5 Standards</p> 	<ul style="list-style-type: none"> • Look at standards page in booklet; highlight what resonates and surprises you • The “flower” activity walks through the 5 standards • Create language expectations for standards 2-5. Model with Standard 1. 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Domains</p> 	<ul style="list-style-type: none"> • Guiding questions about domains 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Levels</p> 	<ul style="list-style-type: none"> • Levels metaphor 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>MPIs</p> 	<ul style="list-style-type: none"> • Modeling sheet. Highlight the parts of an MPI • Some direct instruction through slides • Jigsaw reading from standards booklet 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Transformations</p> 	<ul style="list-style-type: none"> • Number off participants from 1-3. (Note: You may have extra “3”s but not extras of another number if you have a number of participants that is not divisible by 3) • Ask all participants to grab a post it note. (Color doesn’t matter.) • Number 1s write a language function on a post it. (What support will participants need to do this?) • Number 2s write a content topic they might teach on a post it. • Number 3s write a support on a post it. (What support will participants need to do this?) • Invite participants to form groups of 1,2,3 (one or two groups may have more than one 3) 	<p>Grouping One</p> <ul style="list-style-type: none"> • Groups read the newly formed PI. You may ask a couple of groups to read the PI. Ask: Does your performance indicator make sense? <p>Grouping Two</p> <p>Ask: What domain does this address? Have a couple of groups read the PI and share the domain and why.</p> <p>Grouping Three</p> <p>Ask: What domain does this address? What level does this address? Why? What would need to change to make your PI a different level?</p>
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>CAN DO Descriptors</p> 	<ul style="list-style-type: none"> • Profile and Task cards by grade level cluster • CAN DOs by grade level cluster • Break participants into groups by grade level cluster- groups of 4 • ABCD- A reads the profile card, B the task card, C finds the corresponding CAN DO, D suggests a way to linguistically differentiate the task for the student 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Cognitive Connection</p> 	<ul style="list-style-type: none"> • Got Toast • Stand up if you can make toast • Divide into 3 groups: monolingual, some receptive or productive, bilingual • Who knows the most about making toast? How do you know? Who demonstrated the most knowledge? 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Strands</p> 	<ul style="list-style-type: none"> • Create a strand • Features of Academic language in an expanded strand • Focus on specific parts of the matrix 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p>Language Objectives</p> 	<ul style="list-style-type: none"> • Language objective sheet • Model starting from an MPI and tying to features of AL 	
<p>Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p data-bbox="184 253 411 285">Guiding Principles</p> 	<ul data-bbox="611 256 1419 431" style="list-style-type: none"> • Book mark exchange with 10 guiding principles • Read your principle. What resonates with you? What surprises you? • Exchange ideas as you exchange book marks. Exchange with 2-3 people. 	
<p data-bbox="184 553 354 586">Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p data-bbox="184 852 569 922">Inclusion/Welcome/Energizer/ Closing</p> 	<ul data-bbox="611 852 905 997" style="list-style-type: none"> • Adjective of the day • Find someone who... • I have, who has.... • Laugh in 	
<p data-bbox="184 1187 354 1219">Variations:</p>		

Concept	Facilitation IDEAS	Debrief
<p data-bbox="176 248 388 284">Student Profiles</p> 	<ul data-bbox="611 248 982 324" style="list-style-type: none">• Samples of profiles• Participants create profiles	<p data-bbox="1453 248 1906 389">How do you keep PD student centered? What needs to exist in a profile? How do profiles help instruction?</p>
<p data-bbox="176 516 357 560">Variations:</p>		

SECTION 1: Understanding the WIDA Standards Framework

WIDA's focus has always been on advancing academic language development and academic achievement for English language learners (ELLs). We continue to tirelessly promote our belief that ELLs enrich our school communities with their many contributions and strengths. However, the WIDA standards framework has evolved since its introduction in 2004. With the release of this publication in 2012, our goal is to make the framework more meaningful to those who work to support the success of this diverse group of students. This introduction will orient you to the components of the current framework.

The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Figure A: The English Language Development Standards

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

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a

Figure F: The Features of Academic Language in WIDA’s Standards

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

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

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

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



The three criteria used to define each level of language proficiency are displayed in two sets of **PERFORMANCE DEFINITIONS**. One set of Performance Definitions (see Figure G) is for receptive language and represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication. The other set of Performance Definitions (see Figure H) is for productive language and shows how students use language to express information, ideas, or concepts in either oral or written communication.



Figure G: WIDA Performance Definitions Listening and Reading, Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity		
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) 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 shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions 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
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
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 constructions 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
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 and instructional words and expressions

...within sociocultural contexts for language use.

Figure H: WIDA Performance Definitions Speaking and Writing, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity		
	Level 6 – Reaching Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of 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 shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of 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
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 	<ul style="list-style-type: none"> Repetitive 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
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
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 common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Figure 5K: Summary Chart of Speaking Performance Expectations

Speaking Rubric of the WIDA™ Consortium*			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Figure 5L: Summary Chart of Writing Performance Expectations

Writing Rubric of the WIDA™ Consortium Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GRADE 3

This expanded strand highlights how to support students in giving feedback to peers on their writing. In third grade, all students will be more comfortable in this role if their educator constructs specific awareness of the criteria on which they must evaluate their peers' writing, and the language they can use to do so. By providing sentence frames and models to students in levels 1–3, educators can explicitly demonstrate how to use topic-related vocabulary in more linguistically complex ways. Word banks and models help students at higher levels of language

proficiency apply their language skills more independently. The examples in the forms and conventions row draw attention to possible linguistic features that can be practiced, such as tenses, pluralization, pronouns, and others. Teachers should take care to introduce similar language structures across the language domains so that when the focus is on writing, as in this strand, it reinforces development of students' speaking skills for the next time they give oral feedback.

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

CONNECTION: *Common Core Standards for Writing #5 (Grade 3):* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

WRITING	Level 1 Entering	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Level 4 Expanding	Suggest ideas for revising using word banks	Level 5 Bridging	Provide detailed feedback for revising	
	Level 6 – Reaching								
	COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing.								
	TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve								

Example Language Features

		Level 6 – Reaching		
		Levels 1–3	Levels 2–4	Levels 3–5
Linguistic Complexity Discourse Level	<p><u>Model sentences</u> The best part of your story was... (the setting/ the characters) I liked... Your story needs... (information, humor, details) Tell me more about...</p>	<p>better, best your, my, his, hers is → was like → liked</p>	<p>“Life with Summer” because story → stories about</p>	<p>You were good at describing your dog Summer. I really liked reading about your dog’s size, color, and fur. The details helped me know what she looks like. One thing you can improve is to write more about the place where you and your dog like to play fetch.</p>
Language Forms & Conventions Sentence Level				<p>describe → describing, read → reading really dog’s</p>
Vocabulary Usage Word/Phrase Level		<p>setting, characters needs Tell me more</p>	<p>enjoyed more, less</p>	<p>good at looks like improve write more</p>

GRADES 9–10

The following expanded strand is focused on a productive domain (speaking). Five examples are given of how students will gain proficiency as they progress through the levels. The progression starts at level 1 where students will combine new vocabulary with set phrases such as “stayed the same” to describe their experiment. At level 2, they might use repetitive sentence frames to tell about the different outcomes of experimentation. At levels 3–5, teachers should gradually increase the complexity of

sentence frames provided and allow students ample time to practice with them prior to giving a final report to the class. Graphic support such as a process map will also support students’ ability to recount the experiment’s results orally. The passive voice, a hallmark of scientific language, can be rehearsed with all students, including ELLs at the upper levels of language proficiency. All students will benefit from enhanced awareness of the most common features of language pertaining to science.

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

CONNECTION: *National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9–12)**: The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING		Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	
	TOPIC-RELATED LANGUAGE:	Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data					

* As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

Example Language Features

Level 6 – Reaching			
	Levels 1–3	Levels 2–4	Levels 3–5
Linguistic Complexity Discourse Level	<p><u>Illustrated word bank:</u> independent variable dependent variable water CO₂ Carbon dioxide stayed the same changed</p>	<p>The independent variable was carbon dioxide. We changed the amount of CO₂ each time. We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.</p>	<p>In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO₂, our independent variable. We knew how much CO₂ to use in the experiment because we had the chemical equation for photosynthesis. Decreasing the amount of CO₂ in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction.</p>
Language Forms & Conventions Sentence Level	<p>stayed the same changed</p>	<p>We saw... with...and it...</p>	<p>varying... decreasing... removing...</p>
Vocabulary Usage Word/Phrase Level	<p>stayed the same/changed same/different slow/fast</p>	<p>changed reaction each time without</p>	<p>impacted dissolve release chemical equation photosynthesis resulted in</p>

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE: _____



ELD STANDARD: _____ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
Language Domain(s): How will learners process and use language?	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	<p>A Strand of Model Performance Indicators:</p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?						



Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: _____



ELD STANDARD: _____ EXAMPLE TOPIC: _____

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:						
DOMAIN:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
TOPIC-RELATED LANGUAGE:						

Example Language Features

	Level 1-3	Level 2-4	Level 3-5	Level 6 - Reaching
Linguistic Complexity Discourse Level				
Language Forms & Conventions Sentence Level				
Vocabulary Usage Word/Phrase Level				

Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: _____



ELD STANDARD: _____ EXAMPLE TOPIC: _____

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:						
DOMAIN:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
TOPIC-RELATED LANGUAGE:						

Example Language Features

	Level 1-3	Level 2-4	Level 3-5	
Linguistic Complexity Discourse Level				Level 6 - Reaching
Language Forms & Conventions Sentence Level				
Vocabulary Usage Word/Phrase Level				

Uriel

He is a 4th grader, has attended school in the U.S. and Mexico and has developed close friendships with other Latino boys.

He feels comfortable sharing ideas in small groups.

He is enthusiastic about hands-on science activities and is inquisitive during math. He often extends his science learning at home by trying experiments and shares before school with his classroom teacher.

In 2012, Uriel's ACCESS scores were...
Listening: 4 Speaking: 4.5
Reading: 2.1 Writing: 1.9



He was born in the U.S., his older siblings were born in Mexico; the family has moved between the two. Spanish is the primary language spoken at home.

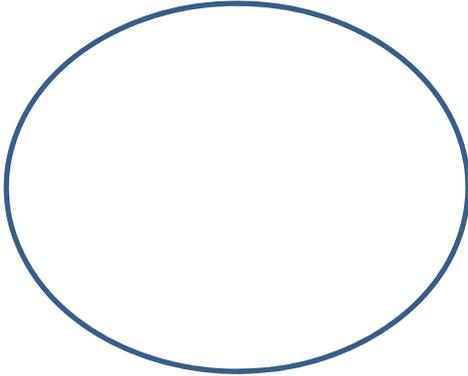
Parents and teachers use interpreters to communicate about Uriel's school progress.

Uriel can read simple texts in English but does not participate in whole class discussions

He enjoys crafting original stories during writing.

When solving story problems, he can show multiple resolutions on paper.

Uriel has strong oral language skills. Use his strengths in oral language to further develop the domains of reading and writing.



Grade(s):	Language(s) represented:	English Language Proficiency Levels:
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Content and Language Objectives

What <u>content</u> will students be learning during this lesson?	How will students use <u>language</u> to reinforce/access learning of content?
	Reading- Writing- Listening- Speaking-

How will I help students build background for the new learning?

Activating prior knowledge or building background knowledge	Language Functions What is the purpose for the communication/language?	Key Features Focus (Word level, sentence level, discourse level)

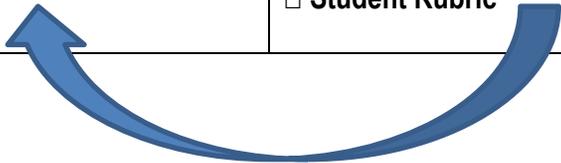
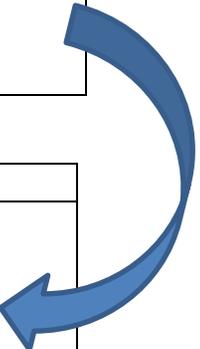
Language Supports for Differentiation and Scaffolding

Sensory Supports	Graphic Supports	Interactive Supports
<input type="checkbox"/> Real-life objects (realia) <input type="checkbox"/> Pictures & Photographs <input type="checkbox"/> Manipulatives <input type="checkbox"/> Physical activities <input type="checkbox"/> Models & figures <input type="checkbox"/> Illustrations & drawings <input type="checkbox"/> Other visuals 	<input type="checkbox"/> Charts <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Tables <input type="checkbox"/> Graphs <input type="checkbox"/> Timelines <input type="checkbox"/> Number lines 	<input type="checkbox"/> Whole class <input type="checkbox"/> In pairs or partners <input type="checkbox"/> In triads or small groups <input type="checkbox"/> Cooperative group structure <input type="checkbox"/> Use of native language (L1) 

How will I measure (formatively assess) language within the lesson?

Differentiation of language within the lesson (targets or objectives)	Tasks for the lesson... (What will I engage my students in?)
<p>Writing:</p> <p>Listening:</p> <p>Speaking:</p> <p>Reading:</p>	

Feedback: How will students and teachers receive feedback?	Tools (What measure will match the language task?)
<ul style="list-style-type: none"> <input type="checkbox"/> Individual conferences <input type="checkbox"/> Small group conference <input type="checkbox"/> Exit Slips <input type="checkbox"/> Line of Learning <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Checklist <input type="checkbox"/> Rating Scale <input type="checkbox"/> Rubric <input type="checkbox"/> Student Checklist <input type="checkbox"/> Student Rating Scale <input type="checkbox"/> Student Rubric <input type="checkbox"/> Speaking Rubric <input type="checkbox"/> Writing Rubric <input type="checkbox"/> CAN DO Descriptors





Design a Day

- Get into groups of 3-4
- Select a scenario that we created yesterday
- On a poster create these ideas that match the scenario
 - An agenda
 - What will you share?
 - What facilitation strategies will you use?



**WIDA English Language Development
Standards
Participant Guide**

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Using this Guide

Purpose of the Participant Guide

This guide is written for participants attending the WIDA English Language Development (ELD) Standards Facilitator Retreat. The purpose of this participant guide is to provide ELD facilitators a planning resource.

How to use this Participant Guide

This resource serves as a guide to plan for professional development around the WIDA ELD Standards. Facilitators are encouraged to use all the materials received during the retreat in conjunction with this document, as well as others provided by your state or district when planning for professional development. The WIDA Consortium encourages facilitators to include a balance of content and processes within their presentations in order for audience members to interact with content in authentic and meaningful ways.

ELD Standards Guide

Time	Content	Objective(s)
30-45 minutes	Socio-Cultural Context	<ol style="list-style-type: none">1.) To raise the awareness of the importance of sociocultural context in learning academic language.2.) To emphasize the learner-centered quality of the ELD standards.
30 minutes	Academic Language	<ol style="list-style-type: none">1.) To create awareness of the multiple languages embodied in the term academic language.2.) To make connections between specific content areas and the associated academic language.
1 hour	Organization and Structure of ELD Standards and elements	<ol style="list-style-type: none">1.) To understand how the ELD Standards are organized (includes: ELD standards, grade levels, language domains, English Language Proficiency levels, and Model Performance Indicators)2.) To know and explain the performance criteria for each ELP level

Time	Content	Objective(s)
1 hour and 30 minutes	Organization and elements of the Model Performance Indicators	1.) To know and identify the elements of an MPI. 2.) To understand the purpose of using MPIs.
45 minutes	Differentiation using WIDA CAN DO Descriptors	1.) To make connections to content application 2.) To understand the purpose and use of the CAN DO Descriptors
1 hour and 30 minutes	Transformations and how they help educators differentiate	1.) To apply, analyze and problem solve the differentiation of academic content language through the ELD standards framework.
1 hour and 30 minutes	Use the ELD Standards for language differentiation in the instruction of ELLs (working with the amplified strands)	1.) To apply, analyze and problem solve the differentiation of academic content language through the ELD standards framework at a deeper level.

- ❖ Although not included in the topics above, WIDA encourages facilitators to incorporate inclusion activities and closure activities within their presentations.
 - **Inclusion activities:** Audience members come to presentations from somewhere else- geographically, emotionally, and cognitively. Therefore, facilitators should provide experiences to help participants transition into the group and focus their attention on the content of the presentation.
 - **Closure activities:** Audience members should engage in an experience that helps them synthesize and process the learning from the day before leaving the presentation.

Sample Agendas

1/2 day Workshop

Getting to Know the WIDA ELD Standards

8:00-12:00

Time	Content	Purpose
8:00-8:30	Welcome, Introductions and Inclusion Activity	To ground participants in the work for the day
8:30-9:00	Socio-Cultural Context	To raise the awareness of the importance of sociocultural context in learning academic language
9:00-9:30	Organization and Structure of 2012 WIDA strands	To help participants understand the different components of the strands
9:30-9:45	Break	
9:45-10:15	2012 WIDA strands in action	To model for participants how to use the strands to create meaningful language tasks for ELLs at different proficiency levels
10:15-11:30	Application of strands to differentiation of tasks/activities	To provide structured time for participants to practice using the strands to create meaningful language tasks for ELLs at different proficiency levels
11:30-12:00	Debrief application of strands and closure activity	To provide participants an opportunity to learn from one another and ask any last questions about the ELD standards they may have.

Full Day Workshop

WIDA ELD Standards in Action

8:00-4:00

Time	Content	Purpose
8:00-8:30	Welcome, Introductions and Inclusion Activity	To ground participants in the work for the day
8:30-9:15	Socio-Cultural Context	To raise participant's awareness of the importance of sociocultural context in learning academic language
9:15-10:00	Academic language	To help participants create awareness of the multiple languages embodied in the term academic language.
10:00-10:15	Break	
10:15-10:45	Organization and Structure of WIDA ELD Standards	To provide participants time to understand how the ELD standards are organized.
10:45-11:30	Organization and Structure of 2012 WIDA strands	To help participants understand the different components of the strands
11:30-12:30	Lunch	
12:30-1:30	Understand the six levels of English language proficiency and their performance criteria	To provide participants an opportunity to know and explain the performance criteria for each ELP level and apply knowledge to differentiation of tasks
1:30-2:00	2012 WIDA strands in action	To model for participants how to use the strands to create meaningful language tasks for ELLs at

		different proficiency levels
2:00-2:15	Break	
2:15-3:30	Application of strands to differentiation of tasks/activities	To provide structured time for participants to practice using the strands to create meaningful language tasks for ELLs at different proficiency levels
3:30-4:00	Debrief application of strands and closure activity	To provide participants an opportunity to learn from one another and ask any last questions about the ELD standards they may have.

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The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

6. Students use language in functional and communicative ways that vary according to context.

Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)



The WIDA CAN DO Philosophy

The WIDA (World-Class Instructional Design and Assessment) Consortium has been built by educators who work with English language learners (ELLs) in their classrooms, schools, districts, and states. As a group of dedicated professionals from multiple disciplines (including, but not limited to, curriculum and instruction, language education, evaluation research, applied linguistics, and measurement), our team serves as a conduit for bridging language theory to research and research to practice as informed by assessment. We approach the development and dissemination of our tools and resources as a means for educators to gain a deeper and richer understanding of their own work with ELLs.

WIDA has a CAN DO philosophy, which accentuates the positive qualities and assets of our ELLs. Throughout the process of developing our products and services, WIDA envisions our students as contributors to the changing educational landscape as we serve as advocates on their behalf. In representing its member states, the goal of the Consortium is to promote the accomplishments and potential of ELL students throughout the greater educational community.

Our CAN DO philosophy is visible in our Principles of Language Development. As a cornerstone of our language standards, these principles, supported by a strong literature base, highlight how students develop and use language. We recognize the critical role of academic language as a vehicle for students to access grade-level content, actively engage in learning, and succeed in school and beyond.

Our CAN DO philosophy is visible in the WIDA English Language Proficiency (ELP) Standards, PreKindergarten through Grade 12. Since 2004, WIDA has designed standards around the language demands ELLs encounter in classrooms; that is, the language of school. In doing so, we recognize the importance of students' development of social and instructional language. However, to help guide the academic success of ELLs, our efforts have centered on representing the academic language requisite for students to access to grade-level content. The WIDA ELP Standards help

educators set reasonable expectations for students' language development and recognize the growth in their students' academic English language proficiency.

Our CAN DO philosophy is visible in the CAN DO Descriptors. Based on survey research across WIDA states, this resource was originally intended to support teachers' use of ACCESS for ELLs test results to inform their instructional practice and share language expectations with family members. Today, the Descriptors enjoy wide-spread use throughout the school year as language teachers and content teachers co-plan and co-construct lessons and units differentiated according to what ELLs at different proficiency levels CAN DO in each language domain.

Our CAN DO philosophy is visible in all our assessments. We built ACCESS for ELLs, our K-12 annual accountability measure, as a three-tiered test so that students encounter questions targeted at their current range of English language proficiency. Students are thus able to show what they can do now, rather than what they cannot yet do. Every year, we replace approximately one-third of all test items to ascertain an accurate measurement of students' linguistic abilities and ensure that the assessment reflects our most current understanding of how academic language can best be measured in each language domain. Our philosophy carries over to the WIDA MODEL, a screening or benchmark language proficiency measure that provides teachers a tool for making initial placement decisions and data for instructional planning. With the development of our FLARE products and services, Language Learning Targets will serve as the foundation for gaining formative data on our ELLs. Finally, the ONPAR Science and Mathematics assessments will show that even beginning ELLs can express content knowledge in mathematics and science on large-scale tests through innovative item types that significantly reduce the language load and engage students with interactive computer-based response modes.

Our CAN DO philosophy is visible in our professional development. We believe that ELLs are individuals who bring knowledge, skills, and strengths to their education. We also believe that educators possess the key to unleashing their students' potential. Our goal is to provide educators with supports, services, and resources to sustain long-term, ongoing, and onsite professional growth in their journey to educational excellence. For this, we have developed and implemented a variety of opportunities for schools and districts to incorporate into a comprehensive professional development system for their educators, ranging from one-hour webinars to semester-long courses. Through these diverse opportunities, we are able to provide more access to more educators. CLIMBS is a semester long course that brings school teams together to collaborate in the planning, instruction, and assessment of ELLs. Our Certification academies are another way we are trying to build capacity across our Consortium in the dissemination of our

products and services. Currently, through LADDER for ELLs, we are creating another professional development opportunity for educators to build capacity in their schools and districts in the appropriate use of data to inform systemic and systematic decisions in the education of ELLs.

Our CAN DO philosophy is visible in our research. WIDA's ongoing research focuses on five main areas of inquiry: alignment, the relationship between academic language proficiency and academic achievement, classroom implementation of standards, teacher development, and policy guidance. The research team seeks to provide timely, meaningful, and actionable results to stakeholders. Data from our research studies have served to verify the alignment of WIDA's standards and assessments to state content standards, validate the results of WIDA assessments, define academic language development, and determine the time needed to achieve academic language proficiency. The WIDA research team also provides states and districts with technical assistance on accountability, data management, and ACCESS for ELLs score interpretation. This assistance builds local capacity and encourages the development of policies that are in the best interests of ELLs. All our research is aimed at promoting awareness of the unique traits and abilities of ELLs and how educators and policy-makers alike can foster their achievement.

As educational partners, the efforts of all stakeholders, from paraprofessionals to superintendents, make a difference in the education of our ELL students. Together, by focusing on what our ELLs CAN DO, we can send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds enrich our schools and communities.

