Warm-Up

1. Take one Guiding Principle of Language Development.

2. Read and think about the implications of the principle in relation to your own beliefs and educational practice.

3. Share your thoughts with a shoulder partner.

4. Paraphrase your partner's thoughts for the group.

10 Guiding Principles of Language Development serve as the cornerstone for the WIDA Standards Framework

The Principles of Language Development were drafted by WIDA staff and enhanced by the WIDA standards expert panel, they are available both on the DCPS ESOL WIDA page and at WIDA.us

Guiding Principles of Language Development

Language is organized around its communicative purpose, is used within a communicative context, occurs over time, and depends upon a variety of factors.

ELLS bring linguistic, cultural, experiential, social, and emotional assets to the school community that benefit all learners.

"Language is a powerful force that helps shape our individual and collective identity. WIDA views language as a resource and ELLs as valued contributors to learning communities. The Principles of Language Development acknowledge the diverse linguistic resources our students draw from and the unique pathways they follow throughout the process of learning English." – wida.us

Core beliefs and philosophy of language development which serve as the foundation for WIDA ELD Standards.

Delineate what the various levels of language proficiency look like across academic content areas and grade level bands for productive and receptive language domains.
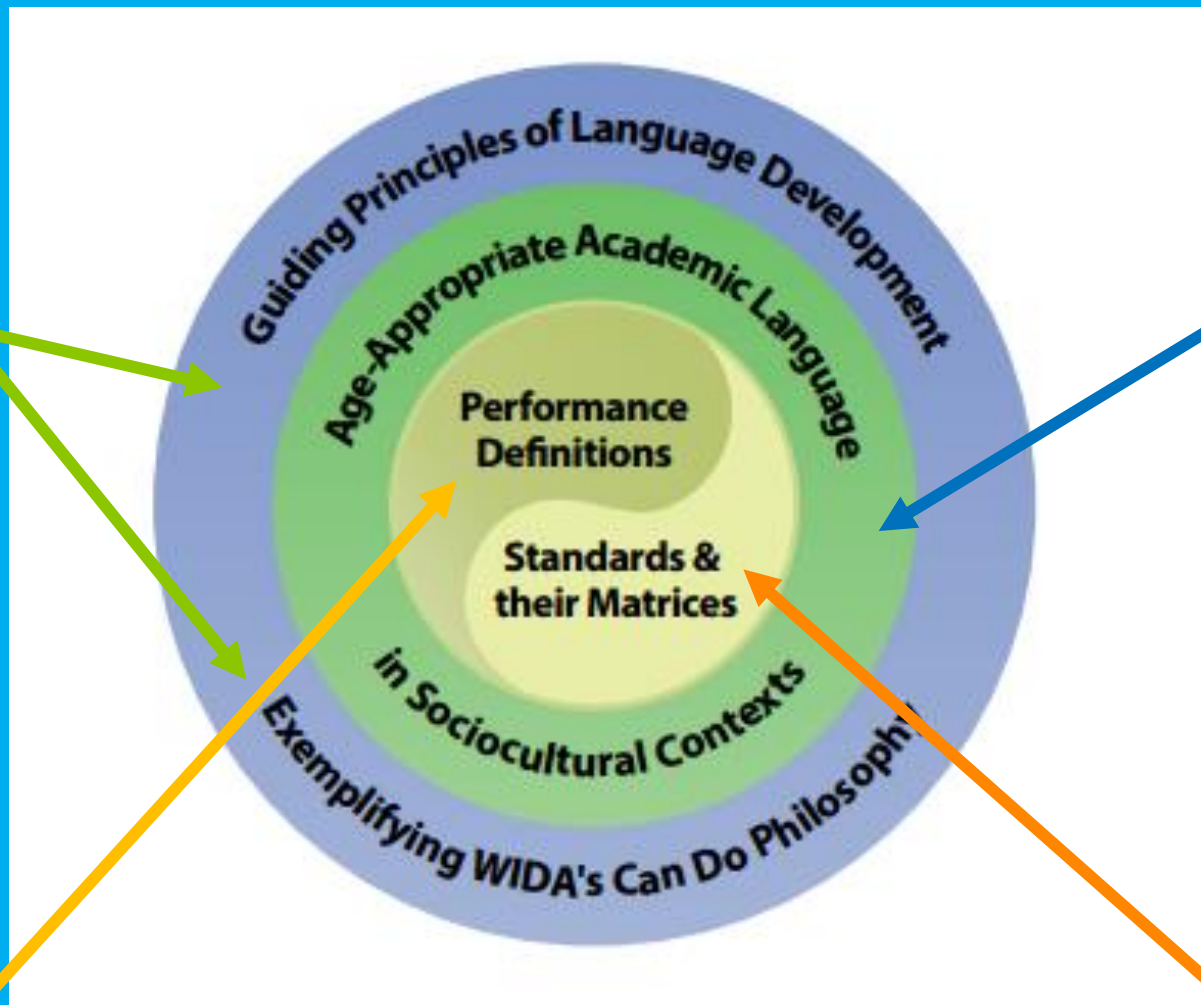
Identified prominent features of academic language within sociocultural contexts.

Work with Performance Definitions to describe students' academic language development in K-12 classrooms with language scaffolds.

Guiding Principles of Language Development

Age-Appropriate Academic Language

Performance Definitions

Standards & their Matrices

in Sociocultural Contexts

Exemplifying WIDA's Can Do Philosophy

WIDA Standards Framework

ACADEMIC LANGUAGE AND WIDA ELD STANDARDS

"Academic language refers to the abilities to construct meaning from oral and written languages, relate complex ideas and information, recognize features of different genres and use various linguistic strategies to communicate."

Dutro & Moran, 2003

The WIDA ELD Standards guide the teaching and learning **of academic language** for English Language Learners.

How do you say A=πr² ?

- The area of circle <u>is equivalent to</u> pi times the radius squared.
- Area <u>equals</u> pi <u>times</u> the radius squared.
- Area <u>is</u> pi <u>multiplied by</u> the radius squared.
- You can find the area of a circle by <u>multiplying</u> pi and the radius squared.
- You get the area of a circle when you <u>times</u> pi <u>by</u> the radius squared.

Why integrate language and content?

1) instructional approaches that integrate content and language are more effective than approaches in which language is taught in isolation;

2) activity-centered approaches that create opportunities for extended student discourse are beneficial for second language learning; and

3) systematically targeted language objectives connected with academic content objectives maximize language learning.

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.

	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

WIDA's standards framework addresses **four language domains: listening, speaking, reading, and writing.**

Figure E: Domain and Levels

READING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching

WIDA's standards framework distinguishes **five levels of language proficiency,** defined by specific criteria. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.

LANGUAGE DOMAINS AND PROFICIENCY LEVELS

FEATURES OF ACADEMIC LANGUAGE

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

	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	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** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	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

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WIDA PERFORMANCE DEFINITIONS FOR LISTENING/READING

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	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

Organization of the Standards

English Language Development (ELD) Standards (5)

Language Domains (4)

Language Proficiency Levels (6)

Criteria for Performance Definition (3)

	Standard	Abbreviation
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Figure E: Domain and Levels

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING						

The Features of Academic Language operate within sociocultural contexts for language use.
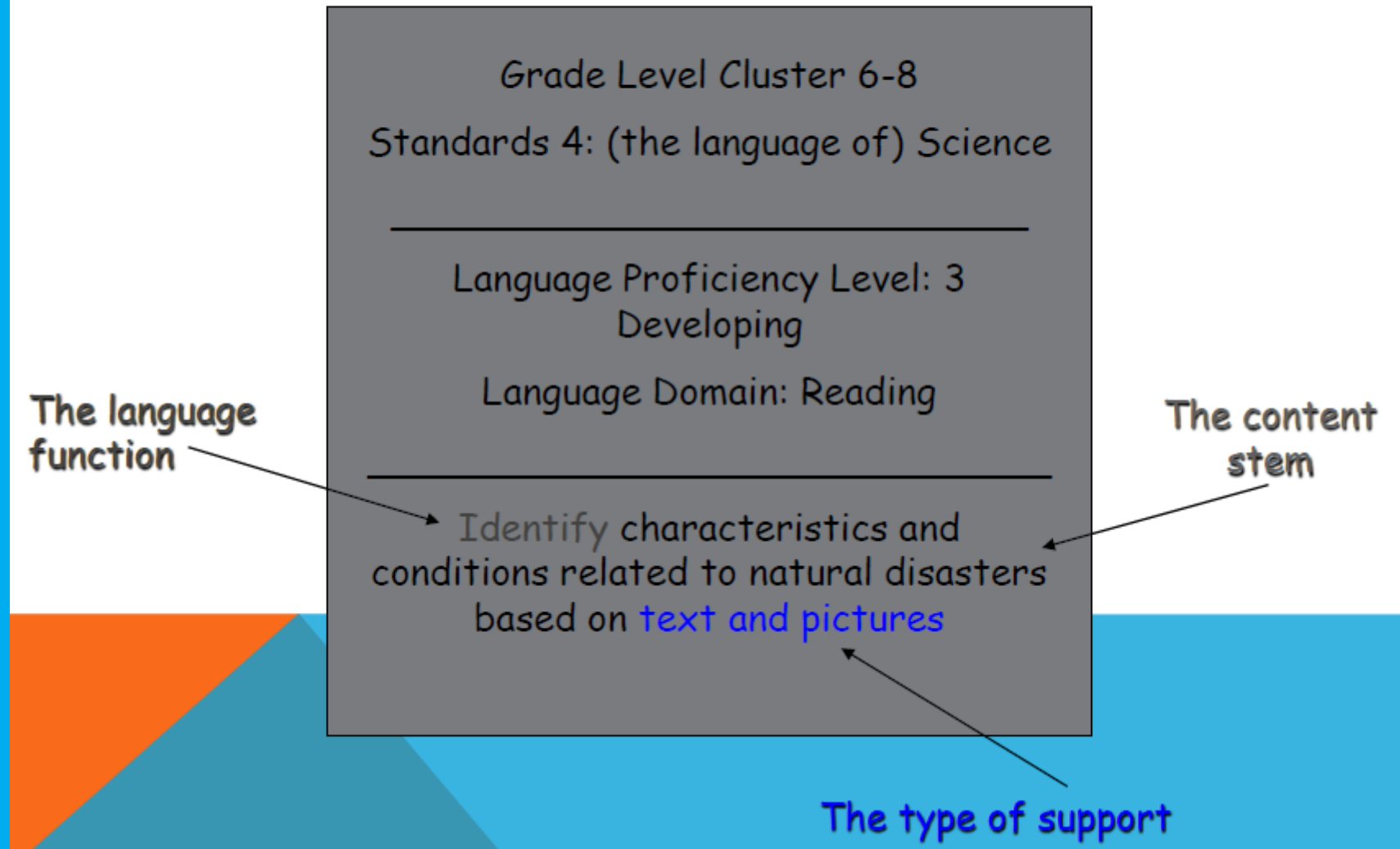
	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text
Structure of speech/written text
Density of speech/written text
Organization and cohesion of ideas
Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures
Conventions, mechanics, and fluency
Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	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...

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- Participants' identities and social roles

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Example of a Model Performance Indicator (MPI)

Model Performance Indicators

Grade Level Cluster 6-8

Standards 4: (the language of) Science

_____

Language Proficiency Level: 3
Developing

Language Domain: Reading

_____

Identify characteristics and conditions related to natural disasters based on text and pictures

The language function

The content stem

The type of support

Expanded Strands of MPIs are available in the WIDA 2012 Amplified Standards

Examples of language functions that integrate with content stems.

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

The point is not to teach the names of the language forms, but to consider the forms the students will need in order to engage in academic discourse.

Three types of support included in Model Performance Indicators

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		Technology

Can Do Descriptors for English Language Proficiency; PreK-12

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6 Reaching**
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

Activity: Can Do Building

In small groups by grade band (PreK-K, 1-2, 3-5,6-8 or 9-12)

- Organize the descriptors on the matrix by domain and proficiency level

- Discuss why each descriptor belongs to that language domain and proficiency level

- Check your work and rationalize any changes that you need to make

Expanded Strands

The next few slides provide example expanded strands of MPIs with possible examples of supports.

Grade 1 ELD STANDARD 3: The Language of Mathematics

CONNECTION: *Common Core Standards for Mathematics, measurement and Data #1 (Grade 1)*: Order three objects by length; compare the lengths of two objects indirectly by using a third object.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g. paper clips, popsicle sticks, string, rulers, yard/meter sticks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner.	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	**LEVEL 6 - REACHING**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length chart, standard, non-standard

The popsicle stick is **longer** than the paper clip.	The paper clip is **shorter** than the popsicle stick.	The ruler is the **longest**.
The _____ is **longer** than the ___.	The _____ is **shorter** than the ___.	The ___ is the **longest**.

How could these sentence frames be differentiated?

Grade 1 ELD STANDARD 3: The Language of Mathematics   EXAMPLE TOPIC: Measurement of objects

	Levels 1-3	Levels 2-4	Levels 3-5	
Linguistic Complexity Discourse Level	Let's measure our books! I'm going to use a ruler to measure my book (*teacher shows ruler and book*). My book is 14 inches long. Take out your ruler. Now *you* measure *your* book! Show me how to measure your book. Let's measure our desks! I'm going to use a popsicle stick… Let's measure our bookshelf!	Look at your measurement tools. The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest. The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.	Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (*teacher models measuring his/her desk with a popsicle stick, then a ruler*). Then measure other things using the same tool. Don't forget to write down your measurements!	Level 6 - Reaching
Language Forms & Conventions Sentence Level	one inch two inch<u>es</u>	short, short<u>er</u>, short<u>est</u> long, long<u>er</u>, long<u>est</u> eas<u>ier</u>	first,… then, … <u>as</u> long <u>as</u>	
Vocabulary Usage Word/Phrase Level	desk, book yard/meter stick paper clip short popsicle stick long string ruler	shorter than longer than Put them in order measure with	find the length of Remember Don't forget measurements	

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.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING/WRITING	Supply words for sentences about revising from models.	Compose phrases and simple sentences about revising from models.	Compose sentences about revising from models.	Suggest ideas for revising using word banks.	Provide detailed feedback for revising.	LEVEL 6 - REACHING

TOPIC-RELATED LANGUAGE: Student at all levels of English language proficiency interact with grade-level words and expression, such as: revise, redo, improve

	Levels 1-3	Levels 2-4	Levels 3-5	Level 6 - Reaching
Linguistic Complexity Discourse Level	Model sentences The best part of your story was… (the setting/the characters) I liked… Your story needs… (information, humor, details) Tell me more about…	Nice job. I liked you title, "Life with Summer." I enjoyed it because dogs are cute. Your dog Summer is big. Please write more stories about Summer.	You 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.	
Language Forms & Conventions Sentence Level	better, best your, my, his, hers is ⟶ was like ⟶ liked	"Life with Summer" because story ⟶ stories about	describe ⟶ describing read ⟶ reading really dog's	
Vocabulary Usage Word/Phrase Level	setting, characters Needs Tell me more	enjoyed more, less	good at looks like improve write more	

9-12 ELD STANDARD 4: The Language of Science   EXAMPLE TOPIC: Dependent & independent variables

CONNECTION: *Next Generation Science Standards, Physical Sciences, Chemical Reactions PS1-5 (High School):* Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

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 observation on the impact of the specific variable. Finally, they will give a formal presentation on the results.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
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 variable in small groups.	**LEVEL 6 - REACHING**

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.

	Levels 1-3	Levels 2-4	Levels 3-5	
Linguistic Complexity Discourse Level	Illustrated Word Bank: independent variable dependent variable water CO2 Carbon dioxide stayed the same changed	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.	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 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	Level 6 - Reaching
Language Forms & Conventions Sentence Level	stay<u>ed</u> the same chang<u>ed</u>	We saw… with … and it …	vary<u>ing</u>, decreas<u>ing</u>, remov<u>ing</u>	
Vocabulary Usage Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impacted dissolve release chemical equation photosynthesis resulted in	

EXAMPLE Sentence Frames

We saw the _____ slow down with less _____, and it stayed the same without_____.

How could these sentence frames be differentiated?

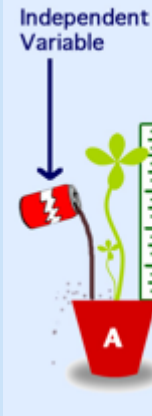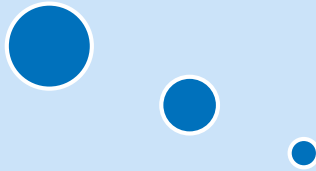In our experiment, varying the amounts of _____ impacted the reaction.

Decreasing the amount of _____ in the experimental groups _____ the reaction rate.

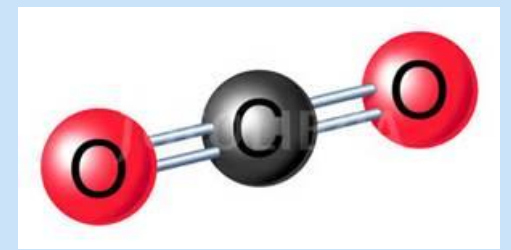Removing the _____ resulted in no reaction.

EXAMPLE Illustrated Word Bank:

independent variable		CO2 Carbon dioxide	
dependent variable		stayed the same	
water		changed	
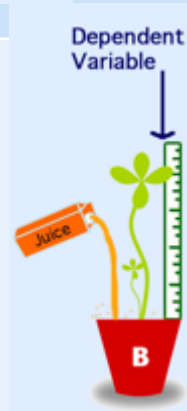
How will these images be contextualized with students to be meaningful for the content topic?
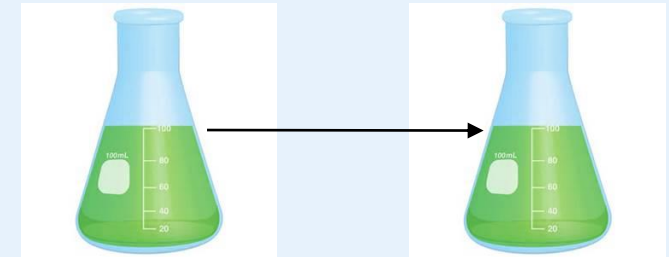
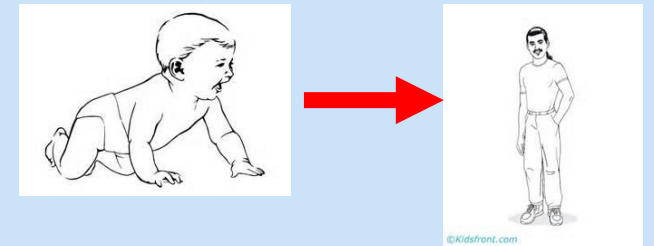This example offers some ideas for creating language objectives using the Common Core and WIDA ELP standards.

CCCSO Math Standard: Solve equations and inequalities in one variable
Math task: Solve multi-step inequalities that involve multiplying or dividing by variables
Content objective: Students will be able to solve inequalities

WIDA ELP Standard, Language of Math: Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner; Explain to peers, with details, strategies for solving problem
Possible language objectives:

- Students will **record** ideas in a graphic organizer showing the steps in the process.
- Students will **write** a summary of the process followed to solve the problem.
- Students will **define and use** key math vocabulary (list key vocabulary).
- Students will **read** a story problem, identify key information, and solve the problem.
- Students will **create** their own story problems.

What language scaffolds do you observe in the video?
What examples of comprehensible input?
What opportunities for students to engage in academic discourse?

For more information, please visit www.wida.us

Download library: Amplified Standards, Guiding Principles, Can Do Descriptors, and much more

Educator Resources: Videos, Lesson Plan Share Space, Focus Bulletins