

Introduction to the WIDA English Language Development Framework

Tennessee
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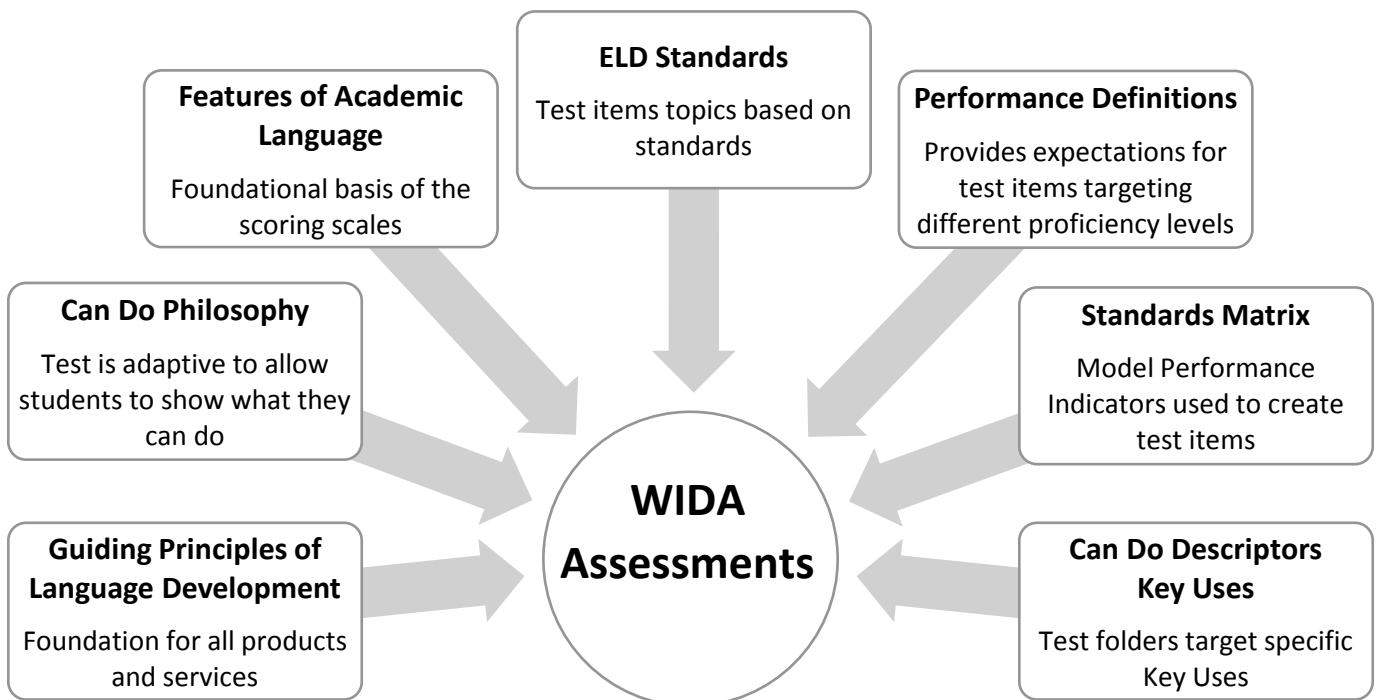
WIDA Consortium at WCER University of Wisconsin-Madison



Notes:

WIDA ELD Framework Standard and Assessment Systems

- The **Guiding Principles** represent WIDA’s core beliefs about language development. They were developed from a synthesis of literature and research related to language development and effective instructional practices for language learners.
- The **Can Do Philosophy** is based on the belief that everyone brings valuable resources to the education community. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. Educators can draw on these assets for the benefit of both the learners and the community.
- **Age-appropriate Academic Language** is viewed as a vehicle for communicating and learning within **sociocultural contexts**, the interactions between different people for specific purposes and across different learning environments, which influence how language is used.
- The **Performance Definitions** delineate what the various levels of language proficiency look like, informed by the **Features of Academic Language**.
- The **Can Do Descriptors** highlight what language learners can do at various stages of language development as they engage in teaching and learning in academic contexts.
- The **English Language Development Standards** represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The **Matrices** help educators envision what language development might look like in elementary and secondary classrooms scaffolded across language proficiency levels and standards.





Student Roster Report – 2018

STUDENT NAME STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
Alvarez, Rocio 123456789	B	2-3	332	4.0	312	3.5	318	2.8	356	4.2	322	3.8	337	3.7	322	3.2	333	3.8
de los Santos, Rizza 234567890	B	2-3	348	4.9	331	3.9	346	4.4	301	3.2	340	4.2	324	3.5	347	4.6	328	3.7
Gomez, Luis 345678901	A	2-3	286	2.6	210	1.7	290	1.9	246	1.9	248	2.0	268	1.9	289	2.0	262	1.9
Martinez, Juan 456789012	B	2-3	312	3.3	402	5.4	351	4.9	351	4.1	357	4.6	351	4.2	339	4.0	353	4.4
Mikhailov, Maryana 567890123	B	2-3	281	2.5	282	2.9	331	3.4	370	4.5	282	2.7	351	4.2	316	2.9	330	3.7
Wong, Kevin 678901234	C	2-3	349	5.0	425	6.0	352	5.0	385	4.8	387	5.5	369	4.8	351	5.0	374	5.1

Overall Scores are computed when all 4 domains have been completed
 NA – Not Available = Student Booklet is marked with a Non-Scoring Code of
 Absent, Invalidate, Declined or Deferred Special Education/504

A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Individual Student Report 2018

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening	4.0						332					
Speaking	3.5						312					
Reading	2.8						318					
Writing	4.2						356					
Oral Language 50% Listening + 50% Speaking	3.8						322					
Literacy 50% Reading + 50% Writing	3.7						337					
Comprehension 70% Reading + 30% Listening	3.2						322					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.8						333					

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	3	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons
Reading	2	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Identify main ideas in written information • Identify main actors and events in stories and simple texts with pictures or graphs • Sequence pictures, events or steps in processes • Distinguish between claim and evidence statements
Writing	4	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

The WIDA Can Do Philosophy

At WIDA, we believe that everyone brings valuable resources to the education community. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. As these young children and students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our early childhood programs and K–12 schools.

The efforts of every stakeholder in the school community, from home care providers to superintendents, can enhance the education of language learners. The more we know about their cultural backgrounds, home environments and formative experiences, and the positive contributions these experiences afford our school communities, the more effective standards-based instruction will be. We believe practitioners and educators have the power to recognize and unleash the potential that language learners bring to their learning communities.

Everything WIDA does is supported by the Can Do Philosophy. Our work begins with articulating examples of language learners’ assets, and continues with how we support education systems, how we design our products, and how we conduct our research.

WIDA Believes in Language Learners’ Assets, Contributions, and Potential		
Assets	Contributions	Potential
Linguistic	Knowledge of multiple languages, varying representation of ideas, metalinguistic and metacognitive awareness, diverse strategies for language learning	Bi- or multilingual practices, abilities which learners utilize to communicate effectively across multiple contexts, multiple ways of expressing their thinking
Cultural	Different perspectives, practices, beliefs, social norms, ways of thinking	Bi- or multicultural practices as well as unique and varied perspectives, ability to develop relationships in a global society, ability to navigate a variety of sociocultural contexts
Experiential	Varied life and educational experiences, exposure to unique topics, diverse approaches to learning and expressing content knowledge	Enrichment of the school curriculum, extracurricular, and community opportunities, success in school and beyond
Social and Emotional	Personal interests and needs, awareness of/empathy for diverse experiences, knowledge and enrichment of community resources	Ability to form and sustain positive relationships, and broker meaningful interactions among peers and others within and beyond school

The Can Do Philosophy in Action

WIDA's Can Do Philosophy is visible in our products and services, but also extends beyond our organization into the educational systems and organizations interacting with us and our work.

WIDA supports education systems where the Can Do Philosophy empowers...

- **Linguistically diverse students and their peers** to share their experiences, knowledge, cultures, skills, and interests, while supporting one another.
- **Families** to advocate on behalf of their children's beliefs and aspirations about education and success in life, to share their social, cultural and linguistic capital with their learning community, and to nurture growth and learning at home and in the community.
- **Communities** to shape perspectives of educators, practitioners, students, and families through diverse experiences and offer resources and supports to build upon the learning happening in school.
- **Educators** to unleash learners' potential and serve as their advocates in culturally responsive ways, to continue to grow their capacities by learning from their students, to inspire active engagement of students and families, and to collaborate to promote effective strategies and seek solutions together.
- **Administrators** to build systems uniting schools and communities with a vision, time, and space for meaningful collaboration in support of language development and academic achievement of language learners.
- **Researchers and Policymakers** to positively influence the focus and direction of programs, schools, and systems in serving the interests of language learners, highlighting students' unique characteristics and needs to advocate for positive change.

WIDA enacts the Can Do Philosophy through its...

- **Standards** that allow educators to recognize and support their students' academic language development and academic achievement, serving as a foundation for curriculum, instruction, and assessment.
- **Assessments** that build awareness of language learners' strengths and provide valuable information to educators, students, and families. WIDA's assessment design includes built-in supports that allow learners to show what they can do and serves as a model for classroom, school, and district language proficiency assessment.
- **Professional Learning** that is sustainable and transformative, focusing on teaching and learning that supports language learners and their families by building on their strengths. Further, it promotes dynamic collaboration among educators and meaningful student engagement.
- **Research** that provides timely, meaningful, and actionable results to educators, advancing awareness of the role of language learning in achievement along with the unique traits attributable to language learners. Our research design concentrates on supporting data-based decision-making and sound policy throughout education systems.



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); 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)

Meet Rocio

3rd Grade student who immigrated to the United States when she was in 1st grade. Rocio lives with her parents, older sister, and younger sister. Her parents work at one of the resorts.

Her favorite subject is math. She can solve problems with basic operations and enjoys working with fractions. Rocio is very quiet and reserved. She is reluctant to speak in front of her peers.



Rocio can identify elements of expository texts (e.g., *graphs*, *captions*) in illustrated texts that has multiple related simple sentences



She should be exposed to books at her grade level and interest through modeled reading, listening stations and shared reading

ACCESS Scores	
Listening	4.0
Speaking	3.5
Reading	2.8
Writing	4.2
Overall	3.8

Encourage Rocio to write. Give her connecting words to expand her sentences and opportunities to include academic language in her writing.

Build on her strong listening skills when building background knowledge.

She can relate details and illustrate stages of different cycles (e.g. frogs, plants) with short and some expanded sentences with emerging complexity.

Rocio can identify content-related ideas and details in oral discourse with expanded related ideas such as a read aloud or presentation.

She can express cause and effect of behaviors or events with expanded expression of one idea or emerging expression of multiple related ideas.

Give Rocio multiple opportunities to explain her comprehension with peers that she feels comfortable talking to.

Rocio Alvarez, Sample Student

Tim Boals Elementary School

3rd grade student

WIDA Consortium, 223 University Ave. WS 54673



Objective:

- ◆ I would like to write a book.
- ◆ I need to improve my math this year.

Assets, Contributions, and Potential:

- ◆ I speak Spanish at home. My mom and older sister are teaching me to read and write in Spanish. I like it when I can find books in Spanish.
- ◆ I love to write long stories and add lots of pictures. I have a very good imagination.
- ◆ I like to work alone because I need it quiet to think.
- ◆ I am always listening but I am shy about talking when all the kids are listening to me. I get nervous.
- ◆ I always do my homework and work hard because I want to get good grades.

Education:

3rd Grade

I am in Mrs. Miller's 3rd grade classroom at Sample Elementary School. I really want to get good grades this year. I also want to try choir.

2nd Grade

I was in Mr. Schumacher's classroom in 2nd grade. I got better at reading and writing in English. I didn't like to read and write in English but now I do. Mr. Schumacher made me laugh.

1st Grade

This was my first year in the United States. I went to the newcomer school for 3 months and then they said my English was good so I went to Tim Boals Elementary School. I learn a lot of English this year.

Kindergarten

I walked to school every day when I live in Mexico. My mother always said I had to try my best. There were many kids in my class.

Activity: What is Academic Language?

Read the quote about academic language listed below.

"One very important way we must come to use language is in order to access and engage with the school curriculum. While social uses of language are still important for interaction with peers and teachers in school (Hicks, 1994), often the language of the classroom and of textbooks is characterized by a more formal register; a specific way of talking (e.g., use of academic vocabulary and specific syntactic structures), for a particular language function, or in a particular context--in this case all for acquiring new knowledge in school." Bailey & Heritage (2008)

Then follow these directions:

- Circle three words that are key to understanding this quote
- Underline two phrases that clarify meaning
- Write one sentence to summarize the quote

Activity: Associating What?

- Think about the picture.
- Formulate a response to the question below.
- Think-Pair-Share

How does the picture relate to the connection between content knowledge and language development?

The Features of Academic Language in the WIDA Standards

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

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none"> • Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

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

ACTIVITY: *Drupe of Genus Plum*

<p>A prepubescent male situated himself near the intersection of two supporting structural planes at right angles to each other. The aforementioned subject was involved in the ingestion of a saccharine composition prepared in conjunction with the ritual observance of an annual fixed-day religious festival. Insertion into the syrupy constituent of the opposable digit of the forelimb was followed by removal of a drupe of genus plum. Subsequently, the subject made a declarative statement regarding the high quality of his character as a masculine human.</p>	Summary:
	1) _____
	2) _____
	3) _____
	4) _____
	5) _____
	6) _____
7) _____	

ACTIVITY: A Day in the Life

Element	Guiding Questions	Research Presentation	Home buyers and loan officer	Woman and car mechanic	Small group math problem	Presenting a book report	Explaining an experiment
Register	How formal or informal is the communication?						
Genre	What is the purpose of the communication?						
Text Type	How is communication for this purpose typically organized?						
Topic	What language is associated with this topic?						
Task	What language is essential to accomplishing the task?						
Situation	How does the environment influence the communication?						
Identities	How do identities influence the communication?						
Roles	How are roles communicated or understood?						

WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
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.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
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
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
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
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
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

WIDA Performance Definitions - Speaking and Writing Grades K–12

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching			
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.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
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
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
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
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 familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

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 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 more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

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

Matrix Note Taker for Matrices

<p style="text-align: center;">Integrated</p> <ul style="list-style-type: none"> * Pages * Purposes * Features 	<p style="text-align: center;">2012 WIDA Amplified Matrix Components</p> <p>Standards</p> <p>Grade Level</p> <p>Example Topic</p> <p>Connection</p>	<p style="text-align: center;">Grade Level</p> <ul style="list-style-type: none"> * Pages * Purposes * Features
<p style="text-align: center;">Expanded</p> <ul style="list-style-type: none"> * Pages * Purposes * Features 	<p>Example Context for Language Use</p> <p>Cognitive Function</p> <p>Domain and Levels</p> <p>Strand of MPI</p> <p>Topic-related Language</p>	<p style="text-align: center;">Complementary</p> <ul style="list-style-type: none"> * Pages * Purposes * Features

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Maps & globes/Locations

CONNECTION: *National Curriculum Standards for Social Studies, Standard 3: People, Places, and Environments #3a-d (Early Grades):* Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs; use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; estimate distances and calculate scale.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions to prepare for producing a historical travelogue from the point of view of an explorer, trader, or leader.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY understanding of map concepts and skills.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow routes on maps based on segmented simple oral commands using illustrated word banks and manipulatives (e.g., “Go north two, [pause] east one.”)	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g., “Freed slaves went north.”)	Follow routes on maps based on oral descriptions using illustrated word banks (e.g., “Florence Nightingale traveled southeast from London to Crimea.”)	Follow routes on maps based on detailed oral descriptions using visual supports (e.g., “Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.”)	Follow routes on maps based on detailed oral discourse (e.g., “The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?”)	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, map scale, equator, hemisphere, continent						

GRADE 4

When addressing a whole class, it may not always be possible to adjust language to each student's listening proficiency level. For example, students at all levels of language proficiency can learn from videos or other presentations when given adequate support, and this expanded strand models how a teacher might scaffold the use of such audiovisual materials. In this expanded strand, it is assumed that educators would select which level of language discourse to use based on the range of language proficiency profiles of students in the classroom. In other words, if the class has several beginning ELLs, the educator would follow the linguistic and

supporting features shown next to Linguistic Complexity for levels 1–3. On the other hand, if the class consists of primarily non-ELLs and some ELLs who are nearing exit from language support programs, the levels 3–5 example is the most logical model to follow. Many classes will fall somewhere in the middle or consist of a full range of proficiency levels. In such cases, the use of instructional assistants or co-teachers allows grouping of students so that they are given appropriate support. Note how the content presented does not vary from level to level, but the support and language input does.

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

CONNECTION: *Next Generation Science Standards, Earth and Space Sciences, Earth's Systems: Processes that Shape the Earth ESS1-1, ESS2-1 (Grade 4):* Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers	Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
Linguistic Complexity Discourse Level	<p>Look at this photo. It shows erosion. Did you see erosion in the video? (<i>teacher waits for students to respond</i>). Yes? What examples did you see in the video? (<i>students provide examples like tornados or rain and the teacher repeats each example while pointing at the corresponding pictures</i>). Erosion is when water—like rain (<i>teacher shows picture of a storm</i>)—or wind (<i>shows picture of a tornado</i>)—removes dirt and rock (<i>touches realia or photos including dirt and rock</i>). Weathering also breaks rocks (<i>breaks apart realia or shows broken rocks</i>). We talked about weathering yesterday (<i>points to an illustrated poster about weathering</i>). But it is different. See? Weathering does not move the rocks; erosion moves the rocks (<i>moves rocks</i>). Look at this (<i>indicates graphic organizer</i>). When I talk about a picture, decide with your partner if the picture shows erosion (<i>points to illustrated definition</i>) or weathering (<i>points to illustrated definition</i>). Tell me why. You can use English or your home language.</p>	<p>We watched a video about erosion. Erosion is when wind, even tornados, or water from storms or floods removes earth materials. How did you know it was erosion? (<i>teacher paraphrases responses</i>). Weathering is different. It breaks rocks (<i>shows broken rocks</i>), but it does not move earth materials. Now, I will describe more pictures. Decide with your partner if the picture is an example of erosion (<i>points to illustrated definition</i>) or weathering (<i>points to illustrated definition</i>) and if it is a fast or slow process. You need to tell me why.</p>	<p>Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena like wind and water. What are some ways that wind and water cause erosion? (<i>students provide examples like tornados, storms, etc., with prompting using pictures if necessary</i>). Good. Now remember, weathering is a bit different, isn't it? Weathering is like erosion because it breaks down rocks, but weathering doesn't move any materials. Now, I am going to describe a situation related to either weathering or erosion. Be ready to explain what has happened and why, okay? Remember to give reasons.</p>
Language Forms & Conventions Sentence Level	<p><u>Erosion</u> <u>removes</u> materials. <u>Weathering</u> does not <u>move</u> materials.</p>	<p>It breaks rocks, <u>but</u> it does not move earth materials.</p>	<p>Weathering is <u>like</u> erosion <u>because</u> it breaks up rocks, <u>but</u>...</p>
Vocabulary Usage Word/Phrase Level	<p>rocks move wind dirt remove rain</p>	<p>earth materials tornado storm flood</p>	<p>natural phenomena occurs cause (verb)</p>

Level 6 – Reaching

LANGUAGE FUNCTION:

the purpose for which oral or written communication is being used; language functions guide the choices in language use and structure as well as the social relationships being established; first element of model performance indicators that indicates how English language learners process or use language to demonstrate their language proficiency

COGNITIVE FUNCTION:

the mental process involved in learning

The Six Categories of the Cognitive Process Dimension

- **REMEMBER:** retrieve relevant knowledge from long-term memory
- **UNDERSTAND:** construct meaning from instructional messages, including oral, written, and graphic communication
- **APPLY:** carry out or use a procedure in a given situation
- **ANALYZE:** break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose
- **EVALUATE:** make judgments based on criteria and standards
- **CREATE:** put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure



Anderson, Lorin W. & Krathwohl, David R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman Publishing.

ACTIVITIES:

Part 1: Choosing the Domain/Level

Part 2: Coding the Components

Review the following classroom task with a partner or small group. Determine which domain this classroom task addresses: listening, speaking, reading, or writing. Use the corresponding WIDA Performance Definitions for Listening/Reading or Speaking/Writing to assist you in determining the proficiency level of the task.

Domain _____ Level _____
Follow simple oral directions to draw and label lines and angles using illustrated word bank and a partner

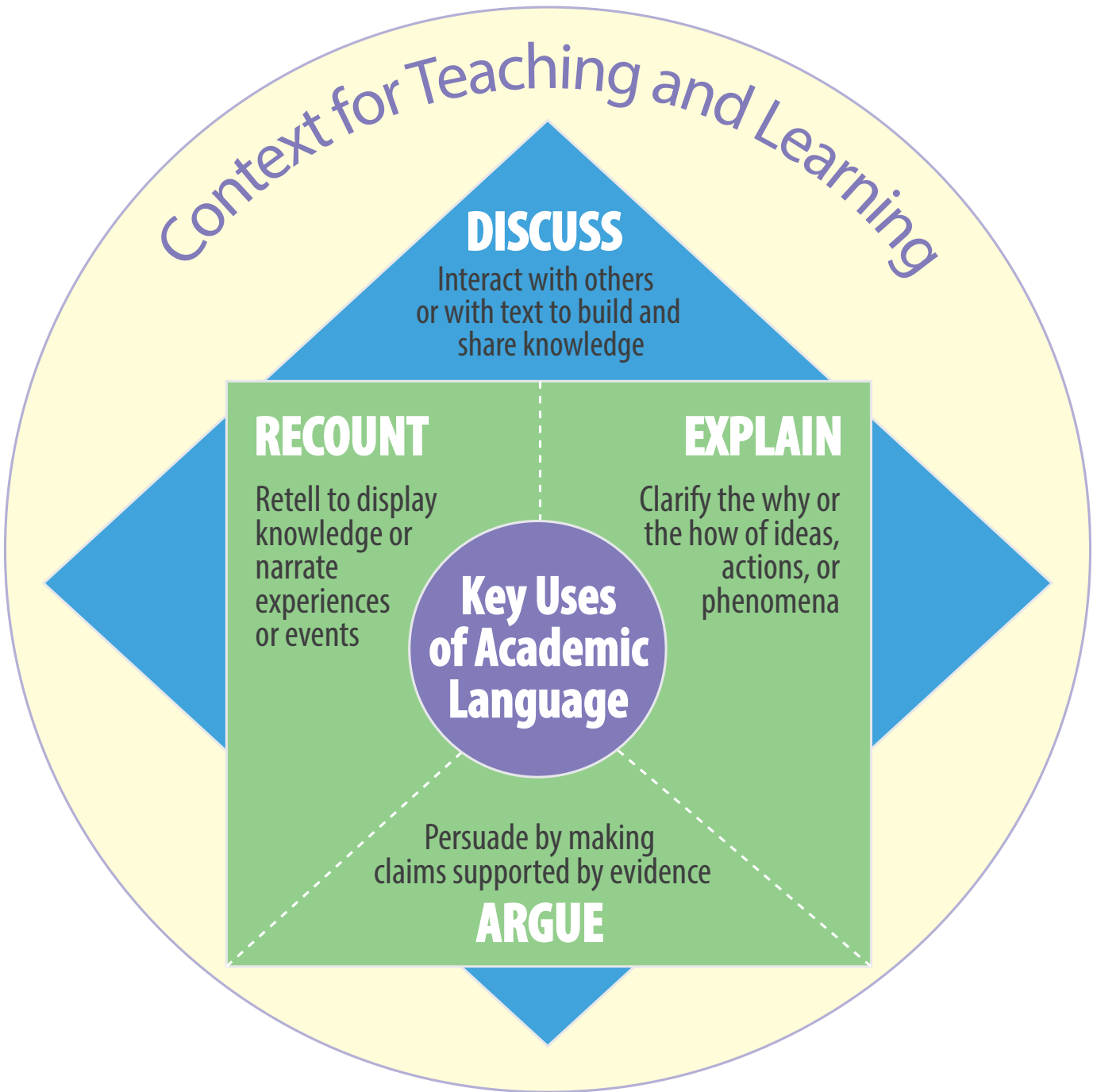
Domain _____ Level _____
State facts and examples in a persuasive letter using a paragraph frame

Domain _____ Level _____
Draw conclusions about what governments do in extended text

Domain _____ Level _____
Chart and label the rate of erosion from downhill water movement on a timeline while watching the video with a partner

Domain _____ Level _____
Explain how to solve an addition and subtraction of fractions story problem using sentence frames

Domain _____ Level _____
List statements showing the importance of the United States Constitution using illustrated word cards and L1 partner



	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Pointing to visual characteristics of models or real-life objects from oral clues Pairing objects, pictures, or equations as directed by a partner 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching oral descriptions to photos, pictures, or icons Following simple sequences presented orally to create patterns or sequences 	<p>Process explanations by</p> <ul style="list-style-type: none"> Carrying out steps described orally to solve problems Completing graphic organizers or representations from oral comparisons 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying connectors in speech or text read aloud Identifying content-related ideas and details in oral discourse 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying the purpose of language/ the message in each content area Following a series of short oral directions to create models of content-area phenomena/processes 	<p>Process explanations by</p> <ul style="list-style-type: none"> Distinguishing shades of meaning among closely related words in oral discourse (e.g., <i>jump/leap, huge/enormous</i>) Comparing strategies from extended oral discourse
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Describing the outcomes of experiments or stories with guidance and visual support Naming or answering Wh- questions related to classroom routines (e.g., “What do we do now?”) 	<p>Explain by</p> <ul style="list-style-type: none"> Naming steps in processes or procedures Describing familiar phenomena in words or phrases 	<p>Explain by</p> <ul style="list-style-type: none"> Describe relationships between objects or uses for tools Expressing cause and effect of behaviors or events 	<p>Explain by</p> <ul style="list-style-type: none"> Stating details of processes or procedures Describing consequences of behaviors or occurrences 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting ideas in content-related presentations Elaborating on the cause of various phenomena (e.g., <i>shooting stars, sunsets</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Elaborating on ideas in light of conversations among students Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media
READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying words and phrases in titles and highlighted texts Matching pictures with graphic information from illustrated texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Interpreting images, illustrations, and graphics Identifying elements of expository texts (e.g., <i>graphs, captions</i>) in illustrated texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sequencing sentences descriptive of processes or procedures in informational texts Locating details in content area texts or media 	<p>Process explanations by</p> <ul style="list-style-type: none"> Illustrating cause/ effect relationships in content area texts Classifying main ideas and details in informational or explanatory texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying relevant information from texts on the same content area topic (e.g., in open sorts) Identifying the main purpose of texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts Connecting ideas with details in extended content area texts
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Listing and illustrating ideas Stating facts associated with images or illustrations 	<p>Explain by</p> <ul style="list-style-type: none"> Describing elements of processes or procedures Stating how something happens using illustrations and sequential language (e.g., <i>eruption of volcanoes</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Comparing causes of different phenomena Stating ideas about content-related topics 	<p>Explain by</p> <ul style="list-style-type: none"> Relating details and illustrating stages of different cycles (e.g. <i>frogs, plants</i>) Describing strategies to solve problems 	<p>Explain by</p> <ul style="list-style-type: none"> Describing details of processes, procedures, and events Producing “how to” manuals based on personal experiences or scientific experiments 	<p>Explain by</p> <ul style="list-style-type: none"> Elaborating topics with facts, definitions, and details Comparing different strategies related to procedures or problem-solving

* Modified from the *WIDA Can Do Descriptors, Key Uses Edition* Grades 2-3 Key Use of Explain

Notes: