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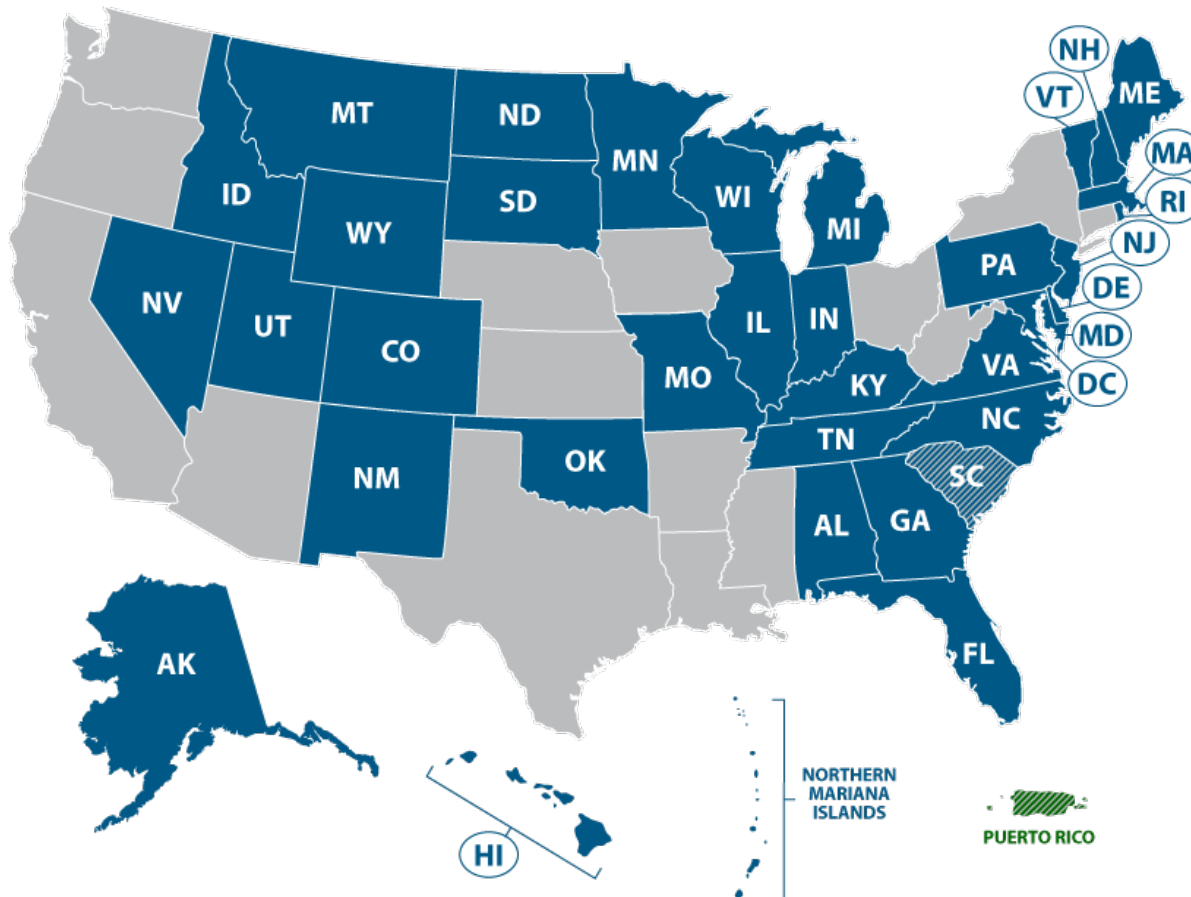
Exploring How Language Development Standards Can Work with IB Content Statements for ELL Development

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What is WIDA?





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The Language of Instruction: Increasing Academic Rigor and Comprehension



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What Undergirds WIDA's Language Development Standards?

- Its research-based Language Development Principles
- The construct of academic language
- Theoretical foundations
- Its CAN DO Philosophy



Guiding Principles of Language Development

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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.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
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.
5. Students learn language and culture through meaningful use and interaction.



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

6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.



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Academic Language

- The single most important determinant of academic success (Frances, et.al, 2006)
- The language of school used to acquire newer and deeper understanding of content subjects (Gottlieb, Katz, & Ernst-Slavit, 2009)
- Academic language is the hidden curriculum of school (Christie, 1985)



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CAN DO Philosophy

WIDA embraces inclusion and equity with its CAN DO philosophy.

We focus our attention on expanding students' academic language by building on the inherent resources of English language learners (ELLs) and accentuating the positive efforts of educators.

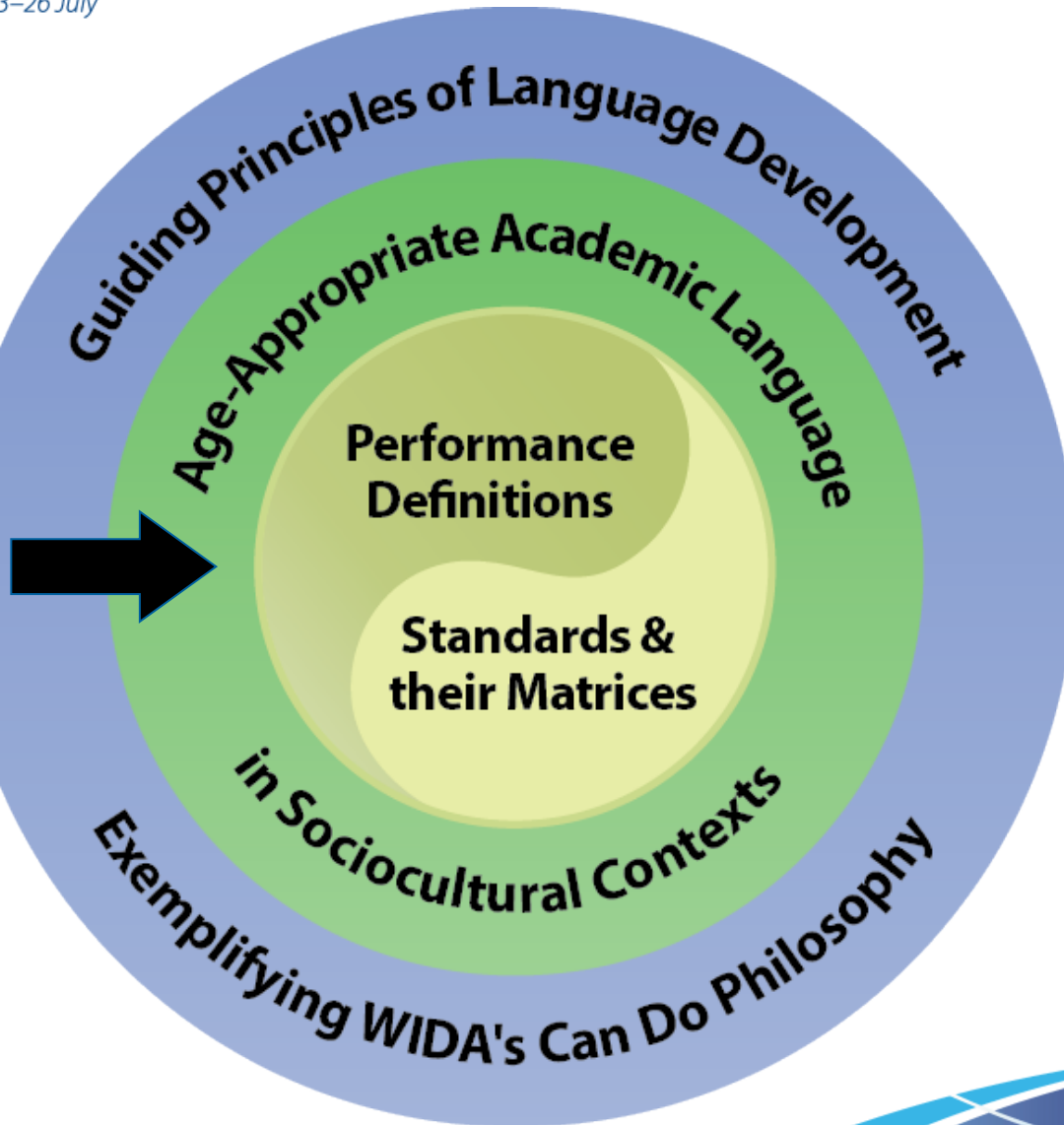


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WIDA English Language Development Standards

The WIDA Standards Framework

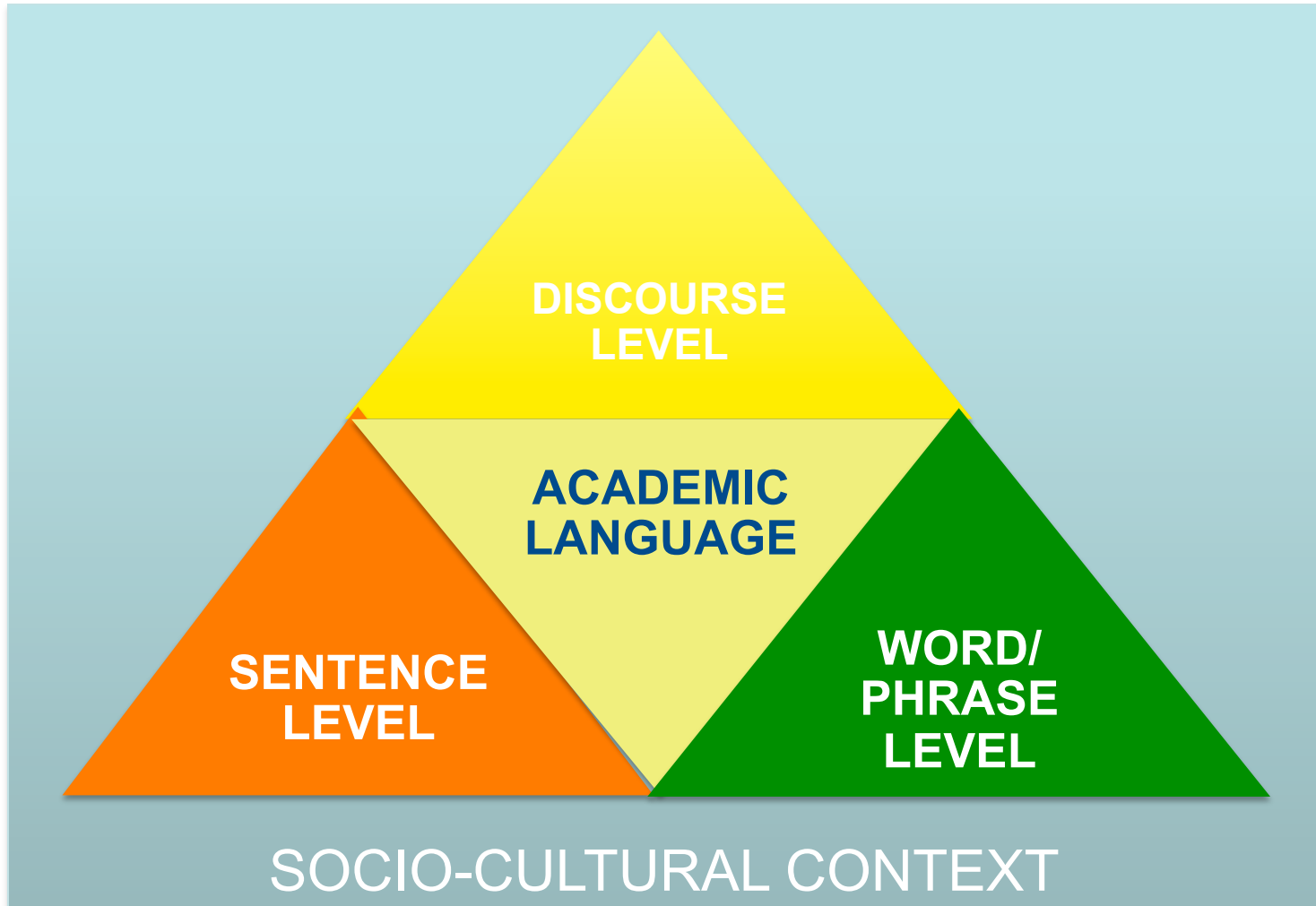
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Representation of Academic Language

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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



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Examples of Vocabulary Usage

- Sound-symbol-spelling correspondence*
- Word formations (e.g., affixes, compounding)*
- Count/non-count distinctions*
- Denotation and connotation*
- Possession (e.g. possessives)*



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Word/phrase Level

Specificity or word or phrase choice:

General, specific, and technical language

Multiple meanings of word and phrases

Formulaic and idiomatic expressions

Nuances and shades of meaning

Collocations



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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



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Examples of language forms and conventions

Tense

Aspect (progressive, perfect tenses)

Simple, compound, complex sentences

Word order

Parallelism

Denotation and connotation

Formulaic expressions

Interrogatives

Prosodic features (stress, intonation, rhythm)

Agreement



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Discourse Level

Discourse 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



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Examples of Discourse Complexity

Voice

Mood

Cohesive forms (referential, repetition)

Coherence

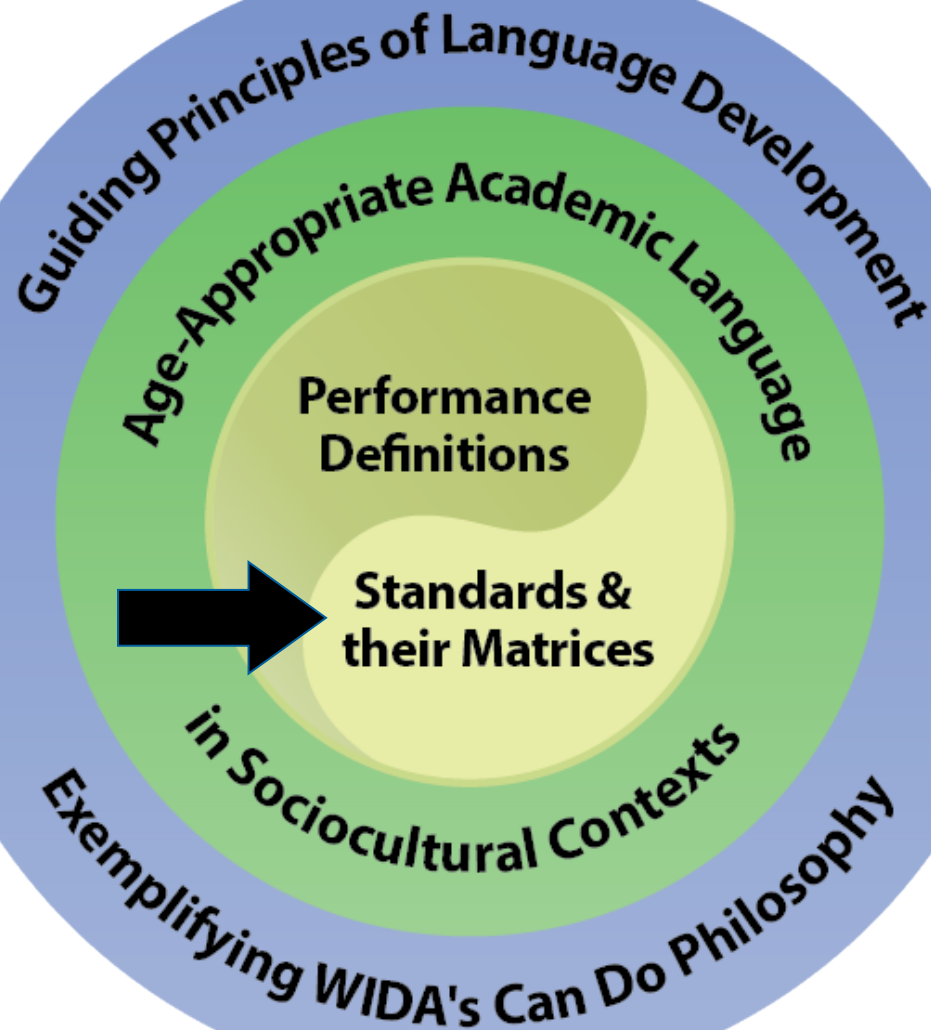
Logical connectors

Parallelism

Organizational types (narration, exposition, description)

The WIDA Standards Framework

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ELD Standard 1:

*ELLs communicate for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.*

- Offer opportunities to capture the students' experiences.
- Are a springboard for the other language development standards.
- Apply across language development standards.

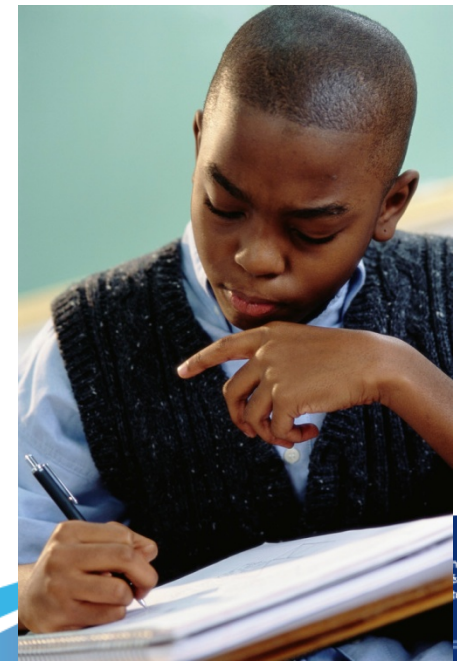




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ELP Standard 2

ELLs communicate information, ideas and concepts necessary for academic success in the content area of
LANGUAGE ARTS.





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ELP Standard 3

*ELLs communicate information, ideas and concepts necessary for academic success in the content area of **MATHEMATICS**.*





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ELP Standard 4

*ELLs communicate information, ideas and concepts for academic success in the content area of **SCIENCE**.*





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ELP Standard 5

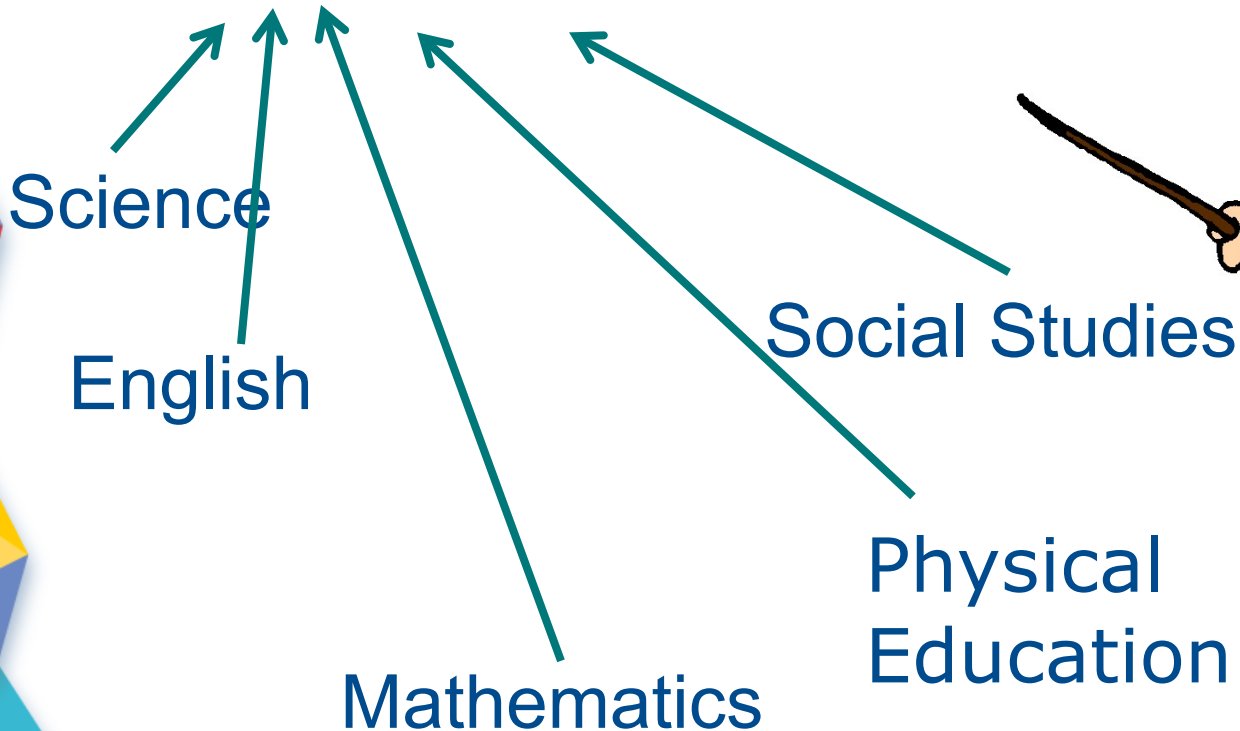
*ELLs communicate information, ideas and concepts for academic success in the content area of **SOCIAL STUDIES**.*





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EVERY TEACHER IS A LANGUAGE TEACHER



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
Language Proficiency Level	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
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
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 and social/instructional situations 	<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 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across the 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/ 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.

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	Language Forms and Conventions	Vocabulary Usage
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.

Example Topic

Connection

Common Core State Standards for Mathematics, Geometry #1-2 (Grade 5): Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

Example Topic:
Coordinate planes

Level 1
Entering

Level 2
Emerging

Level 3
Developing

Level 4
Expanding

Level 5
Bridging

Ask and answer yes/no questions related to coordinate plane maps using teacher oral scaffolding and visual supports

Ask and answer simple wh-questions related to coordinate plane maps using sentence frames and visual supports

Describe the relationship between two points on coordinate plane maps using a word bank and visual support

Describe the relationships among multiple points on coordinate plane maps using visual support

Explain how to plot points and navigate distances between locations on coordinate plane maps

MPI

language proficiency interact with grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane

STRAND

Cognitive Function: Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.

Example Context for Language Use: Students give directions for navigating to and from locations on the map with a partner to practice referring to axes and coordinates.

Level 6 - Reaching

SPEAKING

ELD STANDARD The Language of Language Arts

EXAMPLE TOPIC: Narration

Example Context for Language Use

CONNECTION: Common Core State Standards for Language Arts, Structure #6 (Grade 4): Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Cognitive Function

EXAMPLE CONTEXT FOR LANGUAGE USE: After a whole group discovery activity exploring narrative points of view, students review example narrative texts to discover how first- and third-person narrations convey different perspectives.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	Identify language that indicates narrative points of view (e.g., "I" v. "he/she") from illustrated text using a word/phrase bank with a partner	Identify language that indicates narrative points of view (e.g., "he felt scared") from illustrated text using a word/phrase bank with a partner	Categorize passages based on narrative points of view from illustrated text using a word/phrase bank with a partner	Compare narrative points of view in extended texts with a partner	Compare and contrast narrative points of view in extended texts	

Topic-related Language

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person

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Language
Function

Language Domain

Level 4
Expanding

Content Topic

READING

Compare and
contrast narrative
points of view in
extended texts
with a partnerLinguistic
Support

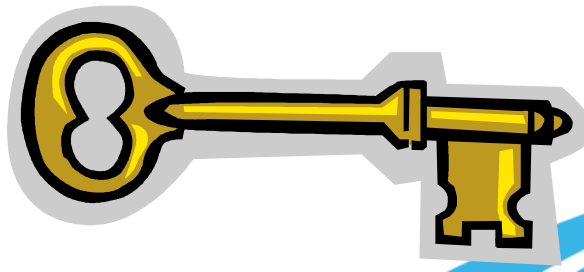


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Transformations

Changing elements of the Model Performance Indicators to more specifically address state content standards and classroom practice

The Key to Planning for Learning and Curriculum Development





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Substituting the

Language Function

Level 3 Developing

Distinguish

among resources
or agricultural
products using
visual or graphic
support



Level 3 Developing

Categorize

resources or
agricultural
products using
visual or graphic
support

Substituting the

Content Stem

Level 3 Developing

Distinguish among **resources or agricultural products** using visual or graphic support



Level 3 Developing

Distinguish among **types of energy** using visual or graphic support



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Substituting the

Support

Level 3 Developing

Distinguish among
resources or
agricultural products
**using visual or
graphic support**



Level 3 Developing

Distinguish
among resources
or agricultural
products **in small
groups**



Support Examples

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none">• Real-life objects (realia)• Manipulatives• Pictures & photographs• Illustrations, diagrams & drawings• Magazines & newspapers• Physical activities• Videos & Films• Broadcasts• Models & figures	<ul style="list-style-type: none">• Charts• Graphic organizers• Tables• Graphs• Timelines• Number lines	<ul style="list-style-type: none">• In pairs or partners• In triads or small groups• In a whole group• Using cooperative group structures• With the Internet (Web sites) or software programs• In the native language (L1)• With mentors



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Amplified Strand

Grade: 7

Standard: The Language of Social Studies

	Connection	<i>Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i>				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Agriculture	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.					



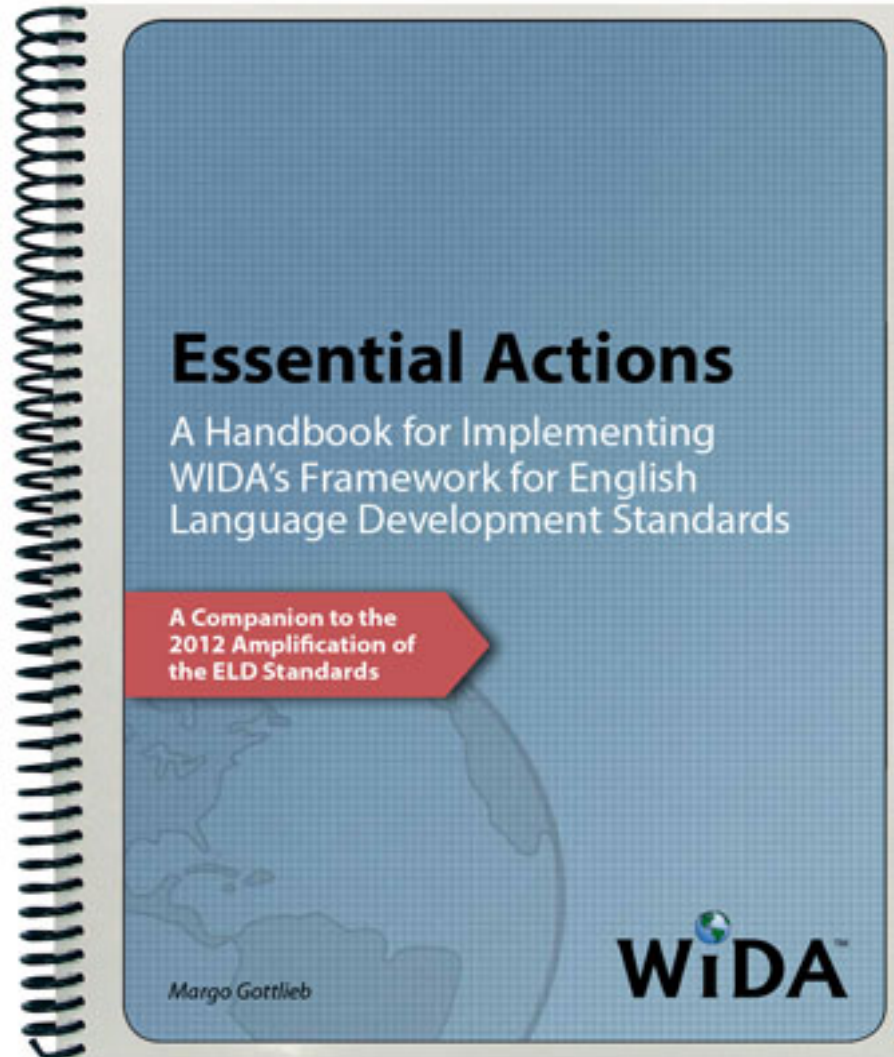
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	Corn and bananas grow in Brazil. Corn and bananas are agricultural products.	Rice, an agricultural product, is an important crop. It grows in the wet flat lands of China.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. As a consequence, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	Grains are significant agricultural products grown in the flatlands, or plains, of Russia. There are a variety of grains cultivated there. However, wheat accounts for over half of Russia's grain production while barley is Russia's second major grain.	Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.
	Language Forms & Conventions	Coffee, corn, rice v. olives <u>s</u> , bananas <u>s</u> , oranges <u>s</u>	Rice grows <u>s</u> Bananas <u>s</u> grow....	Corn grows... <u>while</u> olives grow...	...grown in the flatlands, <u>or plains</u> ,	One <u>requirement</u> of successful agricultural <u>production</u> is....
	Vocabulary Usage	crop rice corn bananas coffee olives wheat barley orange trees point to show	important crop farming region wet flat land locate	near the equator or near warm seas major consequence Mediterranean region while	accounts for cultivated significant a variety of grains plains	In contrast agricultural productivity/ production moist, tropical climates; cooler, arid climates well-suited

Level 6–Reaching



Essential Actions

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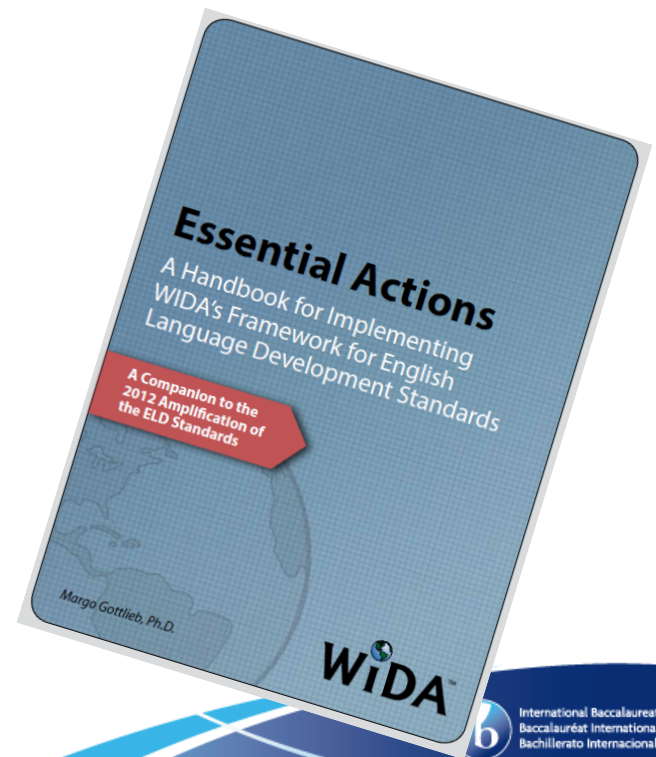




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Essential Actions Handbook

- 15 Actions
- Research-based Evidence for each Action
- A Representation of each Action in the WIDA Standards Framework
- Putting each Action into Practice
 - Educator Vignettes
 - Discussion Questions





The 15 Essential Actions

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ACTION 1

Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.

ACTION 2

Analyze the academic language demands involved in grade-level teaching and learning.

ACTION 3

Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.

ACTION 4

Connect language and content to make learning relevant and meaningful for ELLs.

ACTION 5

Focus on the developmental nature of language learning within grade-level curriculum.

ACTION 6

Reference content standards and language development standards in planning for language learning.

ACTION 7

Design language teaching and learning with attention to the sociocultural context.

ACTION 8

Provide opportunities for all ELLs to engage in higher-order thinking.

ACTION 9

Create language-rich classroom environments with ample time for language practice and use.

ACTION 10

Identify the language needed for functional use in teaching and learning.

ACTION 11

Plan for language teaching and learning around discipline-specific topics.

ACTION 12

Use instructional supports to help scaffold language learning.

ACTION 13

Integrate language domains to provide rich, authentic instruction.

ACTION 14

Coordinate and collaborate in planning for language and content teaching and learning.

ACTION 15

Share responsibility so that all teachers are language teachers and support one another within communities of practice.



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Resources/Bulletins

Focus Bulletins

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- Focus on Students with Limited or Interrupted Formal Education. [PDF](#)
- Focus on Technology in the Classroom [PDF](#)
- Focus on Early Years, Part 3 [PDF](#)
- Focus On Technology in the Classroom-Extended Interview with Constance Steinkuehler [PDF](#)
- Focus on English Language Arts [PDF](#)
- Focus on Language Growth (2013) [PDF](#)
- Focus on Group Work for Content Learning [PDF](#)



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- WIDA Website: www.wida.us
- Jesse Markow at markow.wisc.edu