IB CONFERENCE OF THE AMERICAS 2015
Chicago, IL • 23–26 July
Exploring How Language Development Standards Can Work with IB Content Statements for ELL Development

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What is WIDA?
The Language of Instruction: Increasing Academic Rigor and Comprehension
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.
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.
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)
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.
Representation of Academic Language

Socio-Cultural Context

Discourse Level

Academic Language

Sentence Level

Word/Phrase Level

Socio-Cultural Context
The Features of Academic Language in WIDA’s Standards

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

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discourse Level</strong></td>
<td>Linguistic Complexity&lt;br&gt; (<em>Quantity and variety of oral and written text</em>)</td>
</tr>
<tr>
<td><strong>Sentence Level</strong></td>
<td>Language Forms and Conventions&lt;br&gt; (<em>Types, array, and use of language structures</em>)</td>
</tr>
<tr>
<td><strong>Word/Phrase Level</strong></td>
<td>Vocabulary Usage&lt;br&gt; (<em>Specificity of word or phrase choice</em>)</td>
</tr>
</tbody>
</table>

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
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)
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
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
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
Discourse Level

Discourse Complexity

Quantity and variety or 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
Examples of Discourse Complexity

Voice
Mood
Cohesive forms (referential, repetition)
Coherence
Logical connectors
Parallelism
Organizational types (narration, exposition, description)
The WIDA Standards Framework
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.
ELP Standard 2

ELLs communicate information, ideas and concepts necessary for academic success in the content area of LANGUAGE ARTS.
ELP Standard 3

ELLs communicate information, ideas and concepts necessary for academic success in the content area of MATHEMATICS.
ELP Standard 4

ELLs communicate information, ideas and concepts for academic success in the content area of **SCIENCE**.
ELP Standard 5

**ELLs communicate information, ideas and concepts for academic success in the content area of **SOCIAL STUDIES**.
Every Teacher is a Language Teacher

Science

English

Social Studies

Mathematics

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

<table>
<thead>
<tr>
<th>Language Proficiency Level</th>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
<tr>
<td>Level 6 - Reaching</td>
<td>Language that meets all criteria through Level 5, Bridging</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Level 5 Bridging          | Multiple, complex sentences  
                           | Organized, cohesive, and coherent expression of ideas | A variety of grammatical structures matched to purpose  
                           | Sentence patterns characteristic of particular content areas | Technical and abstract content-area language, including content-specific collocations  
                           | Words and expressions with shades of meaning across content areas |
| Level 4 Expanding         | Short, expanded, and some complex sentences  
                           | Organized expression of ideas with emerging cohesion | A variety of grammatical structures  
                           | Sentence patterns characteristic of particular content areas | Specific and some technical content-area language  
                           | Words and expressions with expressive meaning through use of collocations and idioms |
| Level 3 Developing        | Short and some expanded sentences with emerging complexity  
                           | Expanded expression of one idea or emerging expression of multiple related ideas | Repetitive grammatical structures with occasional variation  
                           | Sentence patterns across content areas and social/instructional situations | Specific content language, including cognates and expressions  
                           | Words or expressions with multiple meanings used across content areas |
| Level 2 Emerging          | Phrases or short sentences  
                           | Emerging expression of ideas | Formulaic grammatical structures  
                           | Repetitive phrasal and sentence patterns | General content words and expressions  
                           | Social and instructional words and expressions across the content areas |
| Level 1 Entering          | Words, phrases, or chunks of language  
                           | Single words used to represent ideas | Phrase-level grammatical structures  
                           | Phrasal patterns associated with common social/instructional situations | General content-related words  
                           | Everyday social and instructional words and expressions |

...within sociocultural contexts for language use.
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
</tbody>
</table>

**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, including content-specific collocations
- Words and expressions with shades of meaning across content areas

**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 or expressions with multiple meanings across content areas

**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 language, including expressions
- Words and expressions 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 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.
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.

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 - Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer yes/no questions related to coordinate plane maps using teacher oral scaffolding and visual supports.</td>
<td>Ask and answer simple wh-questions related to coordinate plane maps using sentence frames and visual supports.</td>
<td>Describe the relationship between two points on coordinate plane maps using a word bank and visual support.</td>
<td>Describe the relationships among multiple points on coordinate plane maps using visual support.</td>
<td>Explain how to plot points and navigate distances between locations on coordinate plane maps.</td>
<td></td>
</tr>
</tbody>
</table>

**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.

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

**Example Topic:** Coordinate planes

**MPI:** Language proficiency interact with grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane.
**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using a word/phrase bank with a partner</td>
<td>Categorize passages based on narrative points of view from illustrated text using a word/phrase bank with a partner</td>
<td>Compare narrative points of view in extended texts with a partner</td>
<td>Compare and contrast narrative points of view in extended texts</td>
</tr>
</tbody>
</table>

**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
READING

Language Domain

Level 4
Expanding

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

Content Topic

Linguistic Support

Language Function

Example Topic: Narration

ELD STANDARD 2 - The Language of Language Arts

Grade 4

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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
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
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

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Example Use of Graphic Organizers

<table>
<thead>
<tr>
<th>ELP standard</th>
<th>1 - Social andInstructional language</th>
<th>2 - The languageof Language Arts</th>
<th>3 - The languageof Mathematics</th>
<th>4 - The languageof Science</th>
<th>5 - The language ofSocial Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Venn Diagrams</strong> - Comparing andContrasting Two Entities</td>
<td>Two friends orfamily membersTwo traditions</td>
<td>Two charactersTwo settingsTwo genres</td>
<td>Two operationsTwo geometricfiguresTwo forms of proportion</td>
<td>Two body systems ororgansTwo animals or plants</td>
<td>Two conflictsTwo forms of governmentTwo forms of transportation</td>
</tr>
<tr>
<td><strong>T-Charts</strong> - Sorting orCategorizing Objects or Concepts</td>
<td>ColorsClassroom objects</td>
<td>Facts/OpinionsPoints of viewPros/Cons</td>
<td>Area/PerimeterFractions/DecimalsAddition/Subtraction</td>
<td>Forms of matterForms of energySensesVertebrates/Invertebrates</td>
<td>Types of transportationTypes of habitats</td>
</tr>
<tr>
<td><strong>Cycles</strong> - Producing a Series ofConnected Events or a Process</td>
<td>Conflict/ResolutionSchool orclassroom routines</td>
<td>Plot lines</td>
<td>Steps in problem-solving</td>
<td>Scientific inquiryLife cyclesWater cycle</td>
<td>Elections in a democracyPassage of a law</td>
</tr>
<tr>
<td><strong>Cause and Effect</strong> - Illustrating aRelationship</td>
<td>Classroom orschool rulesHealth and safety at home or in school</td>
<td>Responses ofcharacters to events</td>
<td>Variables in algebraicequationsGeometric theorems</td>
<td>Chemical reactionsAdaptationWeather events</td>
<td>Political movementsEconomic trends</td>
</tr>
<tr>
<td><strong>Semantic Webs</strong> - ConnectingCategories to Themes or Topics</td>
<td>Personal interestsIdiomaticexpressionsMultiple meanings of words andphrases</td>
<td>Root words andaffixesMain idea/Details</td>
<td>Types andfeatures of polygonsTypes and characteristics of angles</td>
<td>Foods and theirnutritional ingredientsTypes and characteristics of rocks</td>
<td>Types of humanand civil rightsImpact ofeconomic policies</td>
</tr>
</tbody>
</table>

Amplified Strand

Grade: 7

**Standard:** The Language of Social Studies

<table>
<thead>
<tr>
<th>Connection</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example Topic</strong></td>
<td>Agriculture</td>
<td>Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)</td>
<td>Locate resources or agricultural products using visual or graphic support</td>
<td>Distinguish among resources or agricultural products using visual or graphic support</td>
<td>Find patterns associated with resources or agricultural products on maps or graphs from grade-level text</td>
</tr>
</tbody>
</table>

**Cognitive Function:** Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.
<table>
<thead>
<tr>
<th>Criteria from the Performance Definitions (Example expectations)</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Complexity</td>
<td>Corn and bananas grow in Brazil. Corn and bananas are agricultural products.</td>
<td>Rice, an agricultural product, is an important crop. It grows in the wet flat lands of China.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Language Forms &amp; Conventions</td>
<td>Coffee, corn, rice v. olives, bananas, oranges.</td>
<td>Rice grows... Bananas grow....</td>
<td>Corn grows... while olives grow...</td>
<td>...grown in the flatlands, or plains.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Usage</td>
<td>crop</td>
<td>important crop</td>
<td>near the equator or near warm seas</td>
<td>accounts for cultivated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rice</td>
<td>farming region</td>
<td>major</td>
<td>significant</td>
<td></td>
</tr>
<tr>
<td></td>
<td>corn</td>
<td>wet flat land</td>
<td>consequence</td>
<td>a variety of grains</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bananas</td>
<td>locate</td>
<td>Mediterranean region</td>
<td>plains</td>
<td></td>
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<tr>
<td></td>
<td>coffee</td>
<td>while</td>
<td></td>
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<td></td>
<td>olives</td>
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<td></td>
<td>wheat</td>
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<td></td>
<td>barley</td>
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<tr>
<td></td>
<td>orange trees</td>
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<td>point to show</td>
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</tbody>
</table>
Essential Actions

A Handbook for Implementing WIDA’s Framework for English Language Development Standards

A Companion to the 2012 Amplification of the ELD Standards

Margo Gottlieb

WIDA™
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

| 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. |
WIDA Website

Download Library

Resources/Bulletins

Focus Bulletins

- 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
For More Information …

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