Introduction to the WIDA English Development Framework for Florida Educators

September 17, 2015

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WIDA Consortium at WCER
University of Wisconsin-Madison
Meet Raul

Raul is a 6th Grade Student who immigrated from Mexico to the United States with his family when he was in 4th grade.

Raul is able to read more complex texts when he works with a partner to engage in pre-reading activities.

Raul is literate in his L1, which is Spanish.

ACCESS Scores
Listening: 3.2
Speaking: 4.0
Reading: 2.6
Writing: 2.1

Raul writes stories with simple sentences and general vocabulary. He prefers to write informational texts and is beginning to write more complex sentences.

Raul takes time to prepare his answers to questions in class and prefers time to practice with models of writing and graphic organizers.

He enjoys playing soccer and using tools. He is learning to repair bicycles.

Raul prefers to read graphic novels.

Raul is able to read more complex texts when he works with a partner to engage in pre-reading activities.

Raul is literate in his L1, which is Spanish.
The Cornerstone of WIDA’s Standards: Guiding Principles of Language Development

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

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

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

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

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

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

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

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

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

Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)
6. Students use language in functional and communicative ways that vary according to context.

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

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

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

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

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

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

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

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

Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)
The WIDA Can Do Philosophy

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.

<table>
<thead>
<tr>
<th>Assets</th>
<th>Contributions</th>
<th>Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>Knowledge of multiple languages, varying representation of ideas, metalinguistic and metacognitive awareness, diverse strategies for language learning</td>
<td>Bi- or multilingual practices, abilities which learners utilize to communicate effectively across multiple contexts, multiple ways of expressing their thinking</td>
</tr>
<tr>
<td><strong>Cultural</strong></td>
<td>Different perspectives, practices, beliefs, social norms, ways of thinking</td>
<td>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</td>
</tr>
<tr>
<td><strong>Experiential</strong></td>
<td>Varied life and educational experiences, exposure to unique topics, diverse approaches to learning and expressing content knowledge</td>
<td>Enrichment of the school curriculum, extracurricular, and community opportunities, success in school and beyond</td>
</tr>
<tr>
<td><strong>Social and Emotional</strong></td>
<td>Personal interests and needs, awareness of/empathy for diverse experiences, knowledge and enrichment of community resources</td>
<td>Ability to form and sustain positive relationships, and broker meaningful interactions among peers and others within and beyond school</td>
</tr>
</tbody>
</table>
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 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>Discourse Level</td>
<td></td>
</tr>
<tr>
<td>Linguistic Complexity</td>
<td>Amount of speech/written text</td>
</tr>
<tr>
<td>(Quantity and variety of oral and written text)</td>
<td>Structure of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Density of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Organization and cohesion of ideas</td>
</tr>
<tr>
<td></td>
<td>Variety of sentence types</td>
</tr>
<tr>
<td>Sentence Level</td>
<td></td>
</tr>
<tr>
<td>Language Forms and Conventions</td>
<td>Types and variety of grammatical structures</td>
</tr>
<tr>
<td>(Types, array, and use of language structures)</td>
<td>Conventions, mechanics, and fluency</td>
</tr>
<tr>
<td></td>
<td>Match of language forms to purpose/perspective</td>
</tr>
<tr>
<td>Word/Phrase Level</td>
<td></td>
</tr>
<tr>
<td>Vocabulary Usage</td>
<td>General, specific, and technical language</td>
</tr>
<tr>
<td>(Specificity of word or phrase choice)</td>
<td>Multiple meanings of words and phrases</td>
</tr>
<tr>
<td></td>
<td>Formulaic and idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>Nuances and shades of meaning</td>
</tr>
<tr>
<td></td>
<td>Collocations</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
Unpacking the Features of Academic Language

**Discourse Level**

Language Arts
- Narratives
- Expository
- Essays
- Blog
- Debates
- Poetry

Mathematics
- Word Problems
- Explanations
- Tables
- Graphs
- Proofs

Science
- Field Notes
- Lab Reports
- Arguments
- Research
- Observations
- Instructions

Social Studies
- Timelines
- Primary Sources
- Debates
- Newspapers
- Biographies

Can you think of other examples?

**Word/Phrase Level**

- **General**
  - Terms associated multiple content areas: combine, describe, therefore

- **Specific**
  - Terms associated with a content area: divisor, least common denominator

- **Technical**
  - Terms associated with a specific content area topic: ratio, integrals, Pythagorean theorem

Can you think of other examples?

**Sentence Level**

**Language Arts**
- Figurative Language and Idioms (e.g., break a leg)

**Mathematics**
- Logical connectors (e.g., consequently, then)
- Comparative structures (e.g., greater than)

**Science**
- Passive voice sentence frames (e.g., The polio vaccine was discovered by Salk.)

**Social Studies**
- Historical present (e.g., In his journal, Lewis writes...)

Can you think of other examples?

<table>
<thead>
<tr>
<th>Standard</th>
<th>Sample Grade Level Cluster</th>
<th>General Language</th>
<th>Specific Language</th>
<th>Technical Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Language of Mathematics</td>
<td>1-2</td>
<td>in all</td>
<td>total</td>
<td>sum</td>
</tr>
<tr>
<td>The Language of Language Arts</td>
<td>3-5</td>
<td>person</td>
<td>character</td>
<td>protagonist</td>
</tr>
<tr>
<td>The Language of Science</td>
<td>6-8</td>
<td>knee</td>
<td>kneecap</td>
<td>patella</td>
</tr>
<tr>
<td>The Language of Social Studies</td>
<td>9-12</td>
<td>people</td>
<td>population</td>
<td>demographics</td>
</tr>
</tbody>
</table>

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
- **Level 4 Expanding**
  - Connected discourse with a variety of sentences
  - Expanded related ideas
- **Level 3 Developing**
  - Discourse with a series of extended sentences
  - Related ideas
- **Level 2 Emerging**
  - Multiple related simple sentences
  - An idea with details
- **Level 1 Entering**
  - Single statements or questions
  - An idea within words, phrases, or chunks of language

...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 produce…

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
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<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<tr>
<td><strong>Level 6 – Reaching</strong></td>
<td>Language that meets all criteria through Level 5, Bridging</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 and nearly consistent use of conventions, including for effect
- A broad range of sentence patterns characteristic of particular content areas
- Technical and abstract content-area language
- Words and expressions with precise meaning related to content area topics

**Level 4 Expanding**
- Short, expanded, and some complex sentences
- Organized expression of ideas with emerging cohesion
- A variety of grammatical structures and generally consistent use of conventions
- Sentence patterns characteristic of particular content areas
- Specific and some technical content-area language
- Words and expressions with multiple meanings or common collocations and idioms across content areas

**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 and emerging use of conventions
- Sentence patterns across content areas
- Specific content words and expressions (including content-specific cognates)
- Words or expressions related to content areas

**Level 2 Emerging**
- Phrases or short sentences
- Emerging expression of ideas
- Formulaic grammatical structures and variable use of conventions
- Repetitive phrasal and sentence patterns across content areas
- General content words and expressions (including common cognates)
- Social and instructional words and expressions across content areas

**Level 1 Entering**
- Words, phrases, or chunks of language
- Single words used to represent ideas
- Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)
- Phrasal patterns associated with common social and instructional situations
- General content-related words
- Everyday social and instructional words and familiar expressions

…within sociocultural contexts for language use.
The Five English Language Development 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).

<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Development Standard 1</td>
<td>Social and Instructional language</td>
</tr>
<tr>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard 2</td>
<td>The language of Language Arts</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard 3</td>
<td>The language of Mathematics</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard 4</td>
<td>The language of Science</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard 5</td>
<td>The language of Social Studies</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
Model Performance Indicators

**Language Function**

**Level 4 Expanding**

- Compare narrative points of view in extended texts using graphic organizers with a partner.

**Content Stem**

**Support(s)**
Instructional Supports

Examples of Sensory, Graphic and Interactive Supports

<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>

Differentiating Supports

Look at the example supports below and discuss any differences. Keep in mind that topic related vocabulary can be added as additional labels.

www.field-studies-council.org

energy producer primary consumer secondary consumer tertiary consumer

sun → grass → grasshopper → shrew → owl

www.snh.org.uk

The sun is the source of all energy

Plants use the sun's energy to make food through the process of photosynthesis

Plant eaters (herbivores)

eat plants

Meat eaters (carnivores)

eat other animals

Scavengers (decomposers)

Solar Energy

Absorbing Solar Energy and transforming it to chemical energy

leaves are

natural

solar panels

Plant is eaten by grasshopper, is eaten by frog, is eaten by bird. Stored chemical energy is transferred from the plant to the grasshopper, to the frog, to the bird, enabling each in turn to function as a living organism.

www.dailyteachingtools.com

Story Map

Characters: Who?

Setting: When and Where?

Time:

Problem: What's Wrong?

Solution:

www.sciencelearn.org.nz

www.dailyteachingtools.com

thisreadingmama.com

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## Examples of Graphic Supports across the ELD Standards

<table>
<thead>
<tr>
<th>ELD standard</th>
<th>1- Social and Instructional Language</th>
<th>2- The language of Language Arts</th>
<th>3- The language of Mathematics</th>
<th>4- The language of Science</th>
<th>5- The language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Venn Diagrams</strong> - Comparing and Contrasting Two Entities</td>
<td>● Two friends or family members ● Two traditions</td>
<td>● Two characters ● Two settings ● Two genres</td>
<td>● Two operations ● Two geometric figures ● Two forms of proportion</td>
<td>● Two body systems or organs ● Two animals or plants</td>
<td>● Two conflicts ● Two forms of government ● Two forms of transportation</td>
</tr>
<tr>
<td><strong>T-Charts</strong> - Sorting or Categorizing Objects or Concepts</td>
<td>● Colors ● Classroom objects</td>
<td>● Facts/Opinions ● Points of view ● Pros/Cons</td>
<td>● Area/Perimeter ● Fractions/Decimals ● Addition/Subtraction</td>
<td>● Forms of matter ● Forms of energy ● Senses ● Vertebrates/Invertebrates</td>
<td>● Types of transportation ● Types of habitats</td>
</tr>
<tr>
<td><strong>Cycles</strong> - Producing a Series of Connected Events or a Process</td>
<td>● Conflict/Resolution ● School or classroom routines</td>
<td>● Plot lines</td>
<td>● Steps in problem-solving</td>
<td>● Scientific inquiry ● Life cycles ● Water cycle</td>
<td>● Elections in a democracy ● Passage of a law</td>
</tr>
<tr>
<td><strong>Cause and Effect</strong> - Illustrating a Relationship</td>
<td>● Classroom or school rules ● Health and safety at home or in school</td>
<td>● Responses of characters to events</td>
<td>● Variables in algebraic equations ● Geometric theorems</td>
<td>● Chemical reactions ● Adaptation ● Weather events</td>
<td>● Political movements ● Economic trends</td>
</tr>
<tr>
<td><strong>Semantic Webs</strong> - Connecting Categories to Themes or Topics</td>
<td>● Personal interests ● Idiomatic expressions ● Multiple meanings of words and phrases</td>
<td>● Root words and affixes ● Main idea/Details</td>
<td>● Types and features of polygons ● Types and characteristics of angles</td>
<td>● Foods and their nutritional ingredients ● Types and characteristics of rocks</td>
<td>● Types of human and civil rights ● Impact of economic policies</td>
</tr>
</tbody>
</table>


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Taken from the WIDA ELP Standards Resource Guide 2007, Page RG 23
This expanded strand showcases an opportunity for students to hone their writing skills within Standard 3, the Language of Mathematics. Students at all levels of language proficiency are asked to evaluate, a demanding cognitive function, and they must justify their decisions based on computation and reasoning. The example topic of ratio and rate can be made relevant for students using a variety of real-life applications, as shown in the example context for language use. Educators should be mindful of some of the specific and technical language that can be present in such specialized topics as taxes, cars, and sports, and make a point to teach it to students explicitly. ELLs can be more successful when provided linguistic supports.

**ELD STANDARD 3: The Language of Mathematics**

**CONNECTION:** *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems... b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency EVALUATE their options and make choices.

<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>List choices based on rate calculations in real-life situations using templates and word banks with a partner</td>
<td>Describe choices based on rate calculations in real-life situations using templates and word banks with a partner</td>
<td>Compare choices based on rate calculations in real-life situations using graphic organizers with a partner</td>
<td>Explain choices based on rate calculations in real-life situations using charts with partners</td>
<td>Elaborate on choices based on rate calculations in real-life situations with partners</td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion.
**Figure O: Guiding Questions for the Components of WIDA English Language Development Strands**

<table>
<thead>
<tr>
<th>ELD STANDARD: ________________________________</th>
<th>EXAMPLE TOPIC: What is one of the topics addressed in the selected content standard(s)?</th>
</tr>
</thead>
</table>

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

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

**COGNITIVE FUNCTION:** What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?

<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>A Strand of Model Performance Indicators:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What language are the students expected to process or produce at each level of proficiency?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which language functions reflect the cognitive function at each level of proficiency?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:** With which grade-level words and expressions will all students interact?
Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: ________

ELD STANDARD: ___________________________  EXAMPLE TOPIC: ___________________________

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
<th>LEVEL 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Emerging</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
<td>Reaching</td>
</tr>
</tbody>
</table>

COGNITIVE FUNCTION:

DOMAIN:

TOPIC-RELATED LANGUAGE:
## Example Language Features

<table>
<thead>
<tr>
<th>Linguistic Complexity Discourse Level</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection:</strong> We chose <strong>the computer</strong>.</td>
<td></td>
<td>There are many phones. We selected the <strong>smart phone</strong>. Some phones are cheaper, but the <strong>smart phone</strong> can do more. The price was $400 plus tax. It was on sale for 15% off.</td>
<td>We had a choice of buying a tablet or a <strong>smart phone</strong>. We looked for a good deal. We selected the <strong>tablet</strong> because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 20% discount and sales tax, was $495. The final price of the <strong>smart phone</strong> was $340 after taking 10% off.</td>
</tr>
<tr>
<td><strong>Price:</strong> It costs $750.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discount:</strong> Today it is 15%.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reason:</strong> The price is cheap.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Forms &amp; Conventions Sentence Level</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>choose</strong> ↔ <strong>chose</strong></td>
<td></td>
<td></td>
<td>The price of the tablet, including the <strong>20% discount and sales tax</strong>, was $495. after taking</td>
</tr>
<tr>
<td><strong>cost</strong> ↔ <strong>costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>cheap</strong> ↔ <strong>cheaper</strong></td>
<td></td>
<td><strong>more expensive</strong></td>
<td></td>
</tr>
<tr>
<td><strong>expensive</strong> ↔ <strong>more expensive</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some phones are cheaper, <strong>but...</strong></td>
<td></td>
<td>on sale</td>
<td></td>
</tr>
<tr>
<td><strong>on sale</strong></td>
<td></td>
<td>15% off</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Usage Word/Phrase Level</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>costs</strong></td>
<td></td>
<td></td>
<td>a good deal</td>
</tr>
<tr>
<td><strong>discount</strong></td>
<td></td>
<td></td>
<td>best value</td>
</tr>
<tr>
<td><strong>price</strong></td>
<td></td>
<td></td>
<td>discounted rate</td>
</tr>
<tr>
<td><strong>cheap/expensive</strong></td>
<td></td>
<td></td>
<td>percentage off</td>
</tr>
<tr>
<td><strong>plus tax</strong></td>
<td></td>
<td></td>
<td>final price</td>
</tr>
</tbody>
</table>
This integrated strand invites educators to consider how they might prepare units incorporating multiple language domains and subject areas so that students can make important learning connections across disciplines. For example, as students gain familiarity with ideas and concepts about weather, educators have a great opportunity to focus on instructing them in the unique features of language used to communicate about weather in each content area. In this integrated strand, the model performance indicators for receptive and productive domains are combined. Therefore, students can use their stronger domain skills (e.g., in speaking) to scaffold their development in the other productive domain (e.g., writing). Likewise, reading might act as a scaffold for students’ listening, or vice versa. Some possibilities for what this scaffolding might look like include taking turns listening to each other read a text, such as an Internet-based news article, and then listening to a recording of it to increase comprehension. For the productive domains, students might think aloud with their classmates orally then write, or even dictate to an adult to see what their ideas look like in writing. For students with stronger writing skills, they might take time to prepare their thoughts independently on paper, then use their writing as a support for a speaking activity. These activities would all require differentiated support depending on students’ language proficiency levels, and it is important to make sure throughout the unit that all students can engage in higher-order thinking to apply their background knowledge of weather to each of the content areas.

**KINDERGARTEN–GRADE 5**

**CONNECTIONS:** Common Core College and Career Readiness Anchor Standards for Reading #10, Writing #10, and Speaking and Listening #1 (Grades K–5): 10. Read and comprehend complex literary and informational texts independently and proficiently. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**History and Social Science Standards of Learning for Virginia Public Schools 1.6 (Grade 1), 1 (Virginia Studies):** The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

**Example Topic:** Weather

**ELD STANDARDS 1–5**

**Connections:**

Common Core State Standards for Mathematics, Measurement and Data.

Next Generation Science Standards, Earth and Space Sciences K-ESS2-1, 3-ESS2-1, 4-ESS3-2: Use and share observations of local weather conditions to describe patterns over time. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students investigate, collect data, and report on the impact of weather conditions on people in different communities, regions, and nations around the world.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency APPLY knowledge of weather conditions across the content areas.

<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><strong>LISTENING &amp; READING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match icons or numbers with photographs to denote weather conditions and their effects on people (e.g., people’s moods, ways of living) based on videos and text-based resources using calendars, maps, charts, and graphs</td>
<td>Select information related to weather conditions and their effects on people based on videos and text-based resources using calendars, maps, charts, and graphs</td>
<td>Relate weather conditions to their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs</td>
<td>Compare weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs</td>
<td>Draw conclusions about weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs</td>
</tr>
<tr>
<td><strong>SPEAKING &amp; WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name weather conditions and their effects on people using calendars, maps, charts, and graphs</td>
<td>Restate weather conditions and their effects on people using calendars, maps, charts, and graphs</td>
<td>Describe weather conditions and their effects on people using calendars, maps, charts, and graphs</td>
<td>Discuss weather conditions and their effects on people using calendars, maps, charts, and graphs</td>
<td>Explain weather conditions and their effects on people using calendars, maps, charts, and graphs</td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.
**COMPLEMENTARY STRAND: The Language of Technology & Engineering**

**EXAMPLE TOPIC:** Technology & ethics

**CONNECTION:** National Technology Standards #5, Digital Citizenship (Grades K–12): Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students investigate the social effects of new technologies through articles on contemporary topics (e.g., social media use in the teenage population) to advocate for safe and responsible use of information and technology.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE the effects of new technologies in today’s society.

<table>
<thead>
<tr>
<th>READING</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>
<th>Level 6 – Reaching</th>
</tr>
</thead>
</table>
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: cyber bullying, social media, ethical behavior

**TOPIC-RELATED LANGUAGE:**

- Classify statements from visually supported texts about effects of new technologies on behavior using L1 or L2 with a partner
- Organize information from visually supported texts about the effects of new technologies on behavior using graphic organizers (e.g., cause and effect maps) and L1 or L2 with a partner
- Find text evidence of the effects of new technologies on behavior using graphic organizers
- Draw conclusions about the effects of new technologies on behavior based on texts using graphic organizers
- Infer relationships between the effects of new technologies and behavior