

English Learner (EL) 101 Part VI: WIDA Standards Framework

WORKSHOP OVERVIEW

WIDA Framework Components

Features of Academic Language



WIDA™

CAN-DO PHILOSOPHY

WIDA believes in English Learners' (ELs') assets. These assets can be linguistic, cultural, experiential, or social.

WIDA believes in ELs' contributions. ELs contribute different perspectives and diverse approaches to learning.

WIDA believes in ELs' potential. ELs have potential to become bilingual, develop relationships in a global society, and form and sustain positive relationships.



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ELS' ASSETS, CONTRIBUTIONS, AND POTENTIAL

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

2020 STANDARDS OVERVIEW

- WIDA's Can-Do Philosophy and Five Standards
- Domains include interpretive and expressive modes of communication
- Multimodal communication infused throughout
- Functional view with key language uses
- Grade-level cluster Proficiency Level Descriptors
- Language expectations
- Connections to Indiana Academic Standards



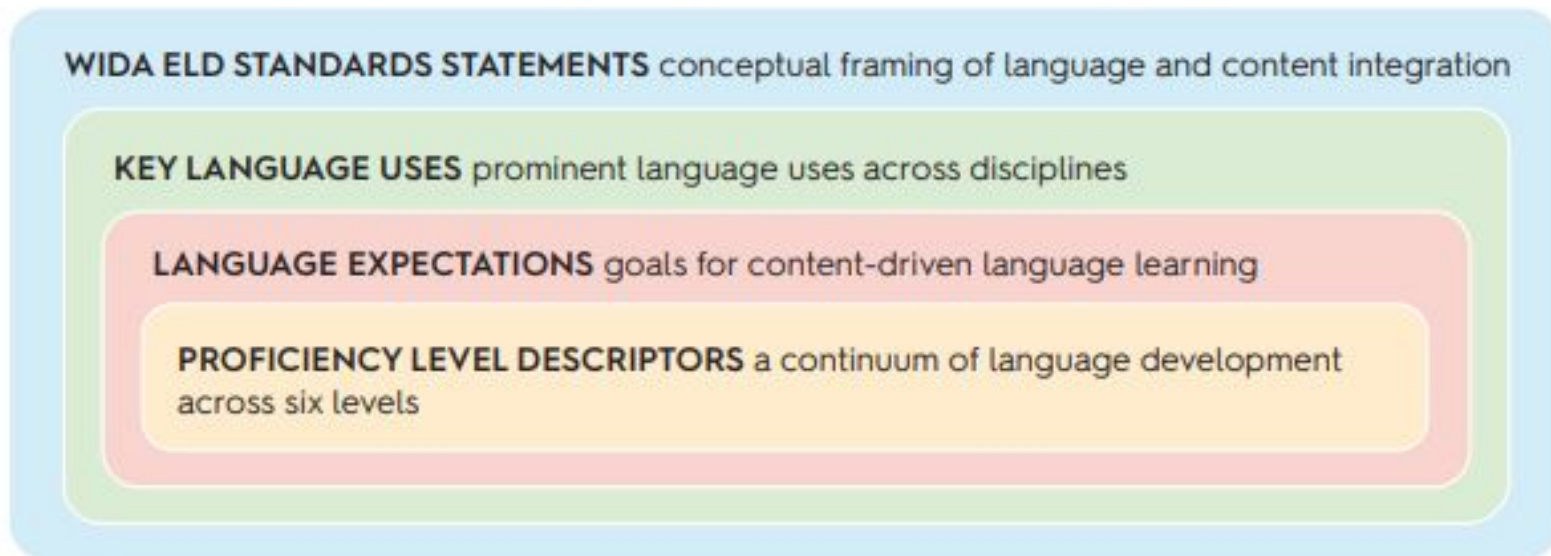
WIDA: BIG IDEAS



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WIDA ELD STANDARDS FRAMEWORK

Figure 2-1: The Components of the WIDA ELD Standards Framework



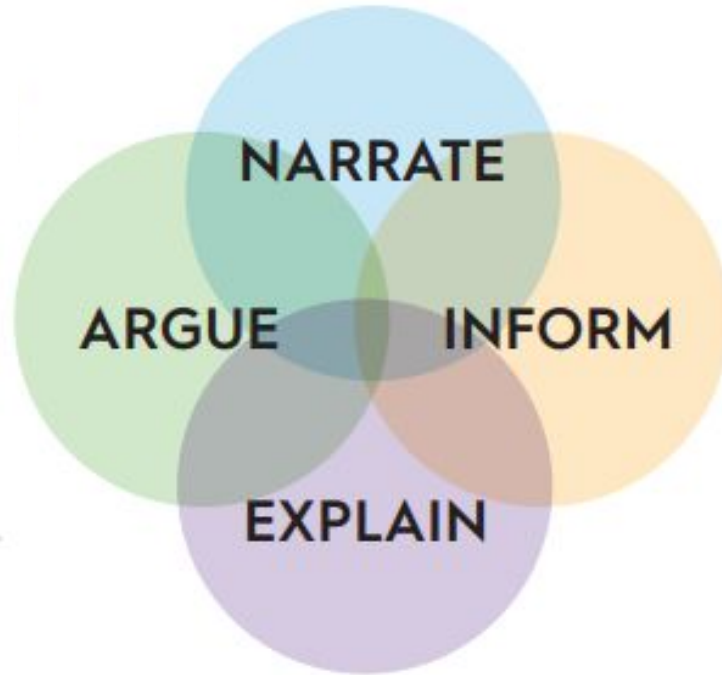
WIDA STANDARDS STATEMENTS

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area 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
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area 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

KEY LANGUAGE USES

Argue highlights language to justify claims using evidence and reasoning.

Explain highlights language to give an account for how things work or why things happen.

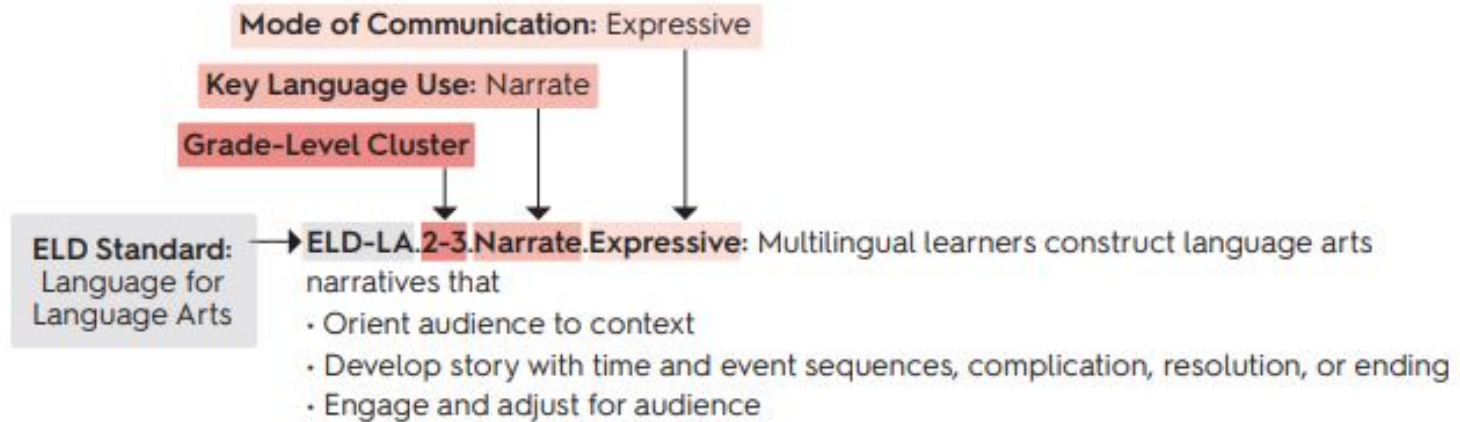


Narrate highlights language to convey real or imaginary experiences through stories and histories.

Inform highlights language to provide factual information.

LANGUAGE EXPECTATIONS

Figure 2-4: Example Reference Code for a Language Expectation

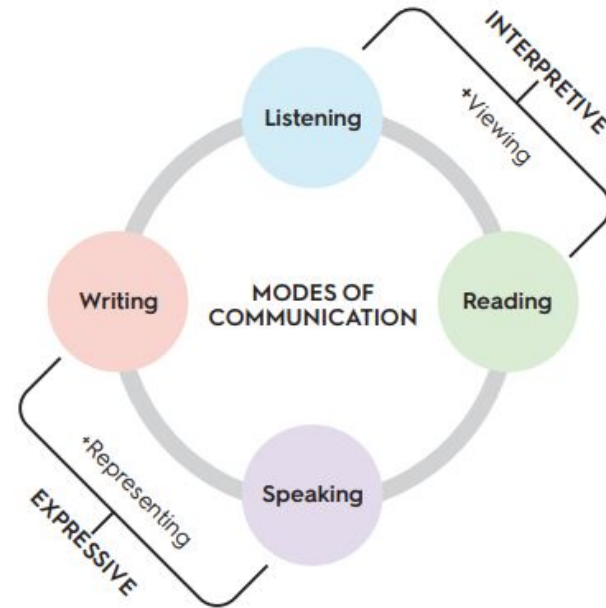


MODES OF COMMUNICATION

The **interpretive** communication mode encompasses listening, reading, and viewing.

The **expressive** communication mode encompasses speaking, writing, and representing.

Figure 2-5: Modes of Communication



PROFICIENCY LEVEL DESCRIPTORS (PLD)

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

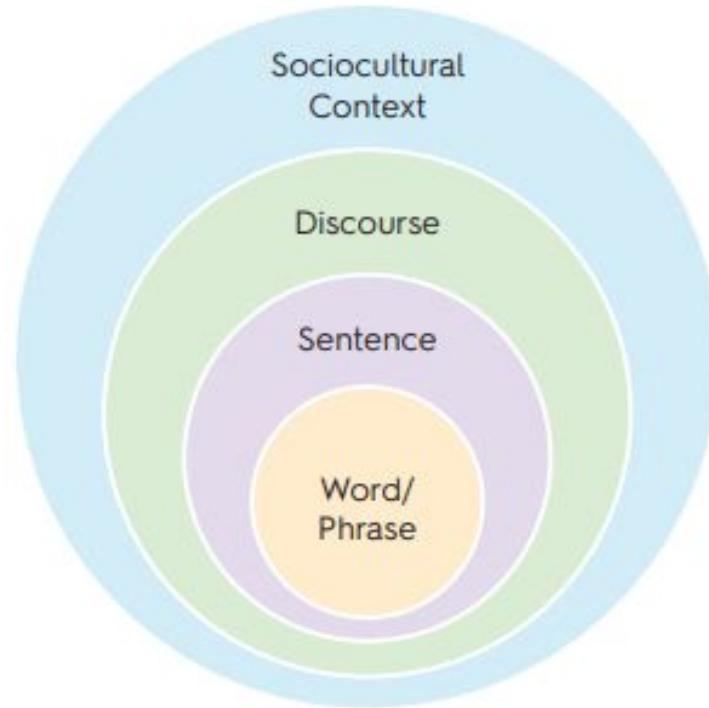
Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (all about pandas) with repetition, rhyming, and common language patterns	around topics (all about pandas) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text (Brown bear, brown bear, what do you see?)	some frequently used cohesive devices (demonstratives: these, those, that, this)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, (We are all alike. We are all different.)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: animals like dogs, cats, tigers)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used single word noun groups (dinosaurs)	frequently used multi-word noun groups (big tall dinosaurs)	multi-word noun groups with connectors (a big and hungry dinosaur)	expanded noun groups with classifiers (the biggest meat-eating dinosaurs)	expanded noun groups with prepositional phrases (the meat-eating dinosaurs in the jungle)	expanded noun groups with embedded clauses (the biggest meat-eating dinosaurs, who lived at that time)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, phrases, and chunks of language (turtle eggs)	chunks of language (turtles swimming)	simple sentences (Turtles swim in the ocean.)	related simple sentences (Turtles are reptiles. They like warm water.)	multiple related simple sentences (There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	repeated words and phrases in familiar contexts and topics (classroom helpers)	frequently used words and phrases in familiar contexts and topics (Would you like to share...?)	situation-specific words and phrases (Plant the seeds in this pot.)	an increasing number of words and phrases (Tell me about your picture on the left.)	a growing number of words and phrases in a variety of contexts (How many red triangles are there?)	an expanding number of words and phrases, including idioms and collocations (plus and minus)

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (one day, first, last, I think, etc.)	short texts that convey an intended purpose using basic connectors (first, and then, next)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences (The big, hungry bear...)	few frequently used cohesive devices (repetition: The tiger... The tiger...)	some frequently used cohesive devices (simple pronouns: it, they, she, he)	some formulaic cohesive devices (pronoun referencing: my ball, her brother, they gave it to us, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/omission: that one, so did I)	an expanding number of cohesive devices to connect larger bundles of meaning (class/subclass: wild animals like lions, bears, tigers)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: those big fluffy white clouds)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (flowers and trees)	sentence fragments (grow taller)	sentence fragments and emerging use of simple sentences (had no water so died)	simple sentences (Plants need water. They need sun.)	sentences with emerging use of clauses (Plants need water but... They need sun. Those ones died.)	simple and compound sentences (with some coordinating conjunctions: Our plants died and those ones did too.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...					
	emerging use of words and phrases with attempted precision (over there, line up in a row)	few frequently used words and phrases with emerging precision (lunch time, clean up my desk)	some frequently used words and phrases with some precision (have a nice day, I'm finished)	a small repertoire of words and phrases with developing precision (best friend, the red ball)	a growing repertoire of words and phrases with growing precision (preschool friends, math time, after lunch)	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision (do homework, saving time)

ACADEMIC LANGUAGE



WORD/PHRASE LEVEL



SENTENCE LEVEL



DISCOURSE LEVEL



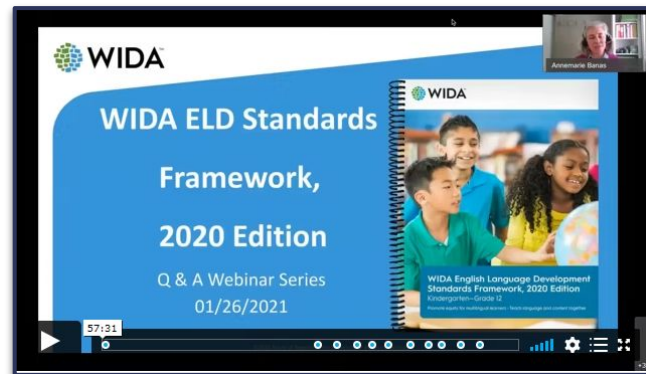
PUTTING IT ALL TOGETHER

The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be
<ul style="list-style-type: none">• A description of clear and measurable goals for language learning represented by<ul style="list-style-type: none">• Language Expectations for interpretive and expressive modes of communication• Grade-level cluster PLDs of what multilingual learners can do at consecutive language proficiency levels• A resource for state, district, and school accountability• A guide for informing the design of linguistically and culturally sustaining curriculum, instruction, and assessment• A central component of the comprehensive WIDA research-based system of language standards, assessment, and professional learning	<ul style="list-style-type: none">• Statements of grade-level knowledge and skills• A prescriptive document to be enacted without consideration for the local setting• A de facto curriculum or course of study• Specific lessons associated with units of learning with a series of language objectives• A step-by-step process for teaching and learning• An endorsement for any particular language pedagogy• A form of evaluation or a basis for grading• A compendium of academic content standards and disciplinary practices• Used in isolation, independent of grade-level content

WANT MORE?

For a more in-depth look at the WIDA 2020 ELD Standards, visit:

- WIDA Resource Library
- IDOE's Indiana EL Community in Moodle





THANK YOU