Introduction to the WIDA English Development Framework for Florida Educators

September 17, 2015

Amy Faust Fraser
Professional Development Specialist

WIDA Consortium at WCER
University of Wisconsin-Madison

Meet Raul

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

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

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

Raul is literate in his L1, which is Spanish.

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

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 prefers to read graphic novels.

WiDA™

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

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

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

6. Students use language in functional and communicative ways that vary according to context.

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

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

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

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

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

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

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

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

    Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

WIDA

The WIDA Can Do Philosophy

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

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

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

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

The Can Do Philosophy in Action

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

WIDA supports education systems where the Can Do Philosophy empowers…

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

WIDA enacts the Can Do Philosophy through its…

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

The Features of Academic Language in WIDA's Standards

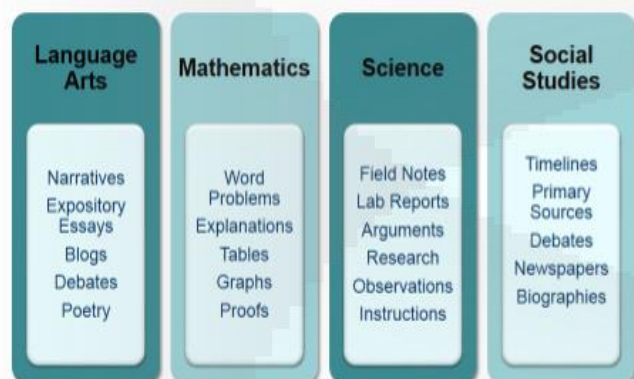The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	**Features**
Discourse Level	**Linguistic Complexity** *(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
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
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	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
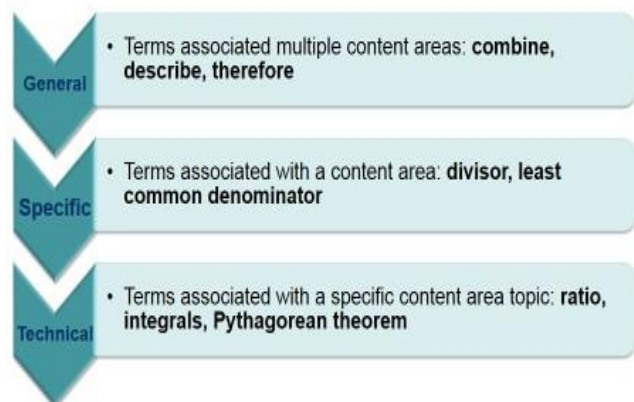- Task/Situation
- Participants' identities and social roles

WiDA®
C O N S O R T I U M

Unpacking the Features of Academic Language

Discourse Level

Language Arts	Mathematics	Science	Social Studies
Narratives Expository Essays Blogs Debates Poetry	Word Problems Explanations Tables Graphs Proofs	Field Notes Lab Reports Arguments Research Observations Instructions	Timelines Primary Sources Debates Newspapers Biographies

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?

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?

Standard	Sample Grade Level Cluster	General Language	Specific Language	Technical Language
The **language** of Mathematics	1-2	in all	total	sum
The **language** of Language Arts	3-5	person	character	protagonist
The **language** of Science	6-8	knee	kneecap	patella
The **language** of Social Studies	9-12	people	population	demographics

2007 WIDA Resource Guide, p. 46

WIDA Performance Definitions Listening and Reading, Grades K–12

WiDA™

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	• 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 • Words and expressions with shades of meaning for each content area
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 and expressions with multiple meanings or collocations and idioms for each content area
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 words and expressions • Words or expressions related to content area 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 and some specific 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.

WIDA Performance Definitions Speaking and Writing, Grades K–12

WiDA™

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
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
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).

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Model Performance Indicators

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

Language Function

Content Stem

Support(s)

Level 4 Expanding

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

Instructional Supports

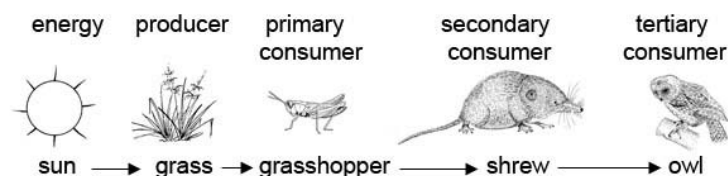## Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• 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

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
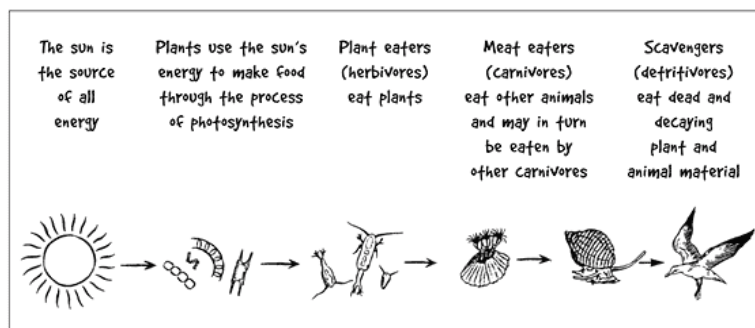
www.sciencelearn.org.nz

www.snh.org.uk

www.dailyteachingtools.com
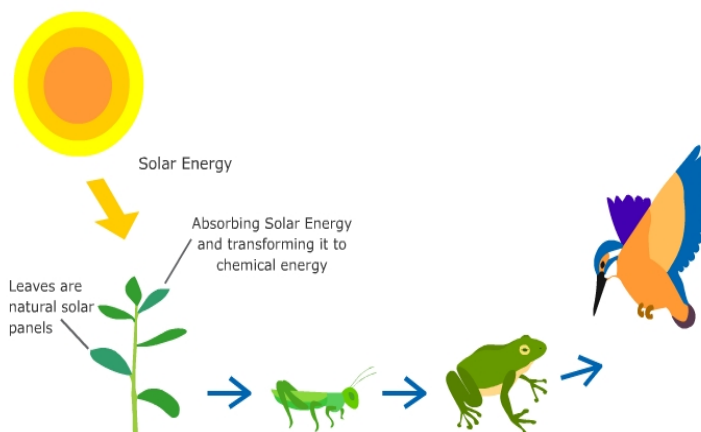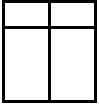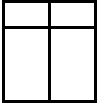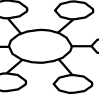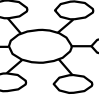
thisreadingmama.com

Examples of Sensory Supports across the ELD Standards

Supports related to the **language of Language Arts**	Supports related to the **language of Mathematics**	Supports related to the **language of Science**	Supports related to the **language of Social Studies**
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Arial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Examples of Graphic Supports across the ELD Standards

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

Taken from the WIDA ELP Standards Resource Guide 2007, Page RG 23

GRADE 6

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. In levels 1 and 2 of this strand, students are supported by the use of a template. In the row for Linguistic Complexity, students' writing is underlined to show that they have filled in blanks with words, phrases, and simple sentences, while the template provided by their teacher is shown in italicized text. At the higher levels of language proficiency, students can draft all text independently using the support of graphic organizers that remind them of comparative and explanatory language.

ELD STANDARD 3: The Language of Mathematics · EXAMPLE TOPIC: Ratio & rate

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.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	

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

GRADE:_____

WIDA™

ELD STANDARD: _____

EXAMPLE TOPIC:
What is one of the topics addressed in the selected content standard(s)?

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?

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Language Domain(s): How will learners process and use language?	*A Strand of Model Performance Indicators:* What language are the students expected to process or produce at each level of proficiency? Which language functions reflect the cognitive function at each level of proficiency? Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?					**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?

8

OVERVIEW

Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: _____

ELD STANDARD: _____   **EXAMPLE TOPIC:** _____

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:					
DOMAIN: ___	**Level 1** **Entering**	**Level 2** **Emerging**	**Level 3** **Developing**	**Level 4** **Expanding**	**Level 5** **Bridging**

Level 6 – Reaching

TOPIC-RELATED LANGUAGE:

En el encabezado

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	*Selection: We chose* the computer. *Price:* It costs $750. *Discount: Today it is* 15%. *Reason:* The price is cheap.	There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was $400 plus tax. It was on sale for 15% off.	We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet 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 smart phone was $340 after taking 10% off.	Level 6 – Reaching
Language Forms & Conventions Sentence Level	choose ➜ chose cost ➜ costs	cheap ➜ cheaper expensive ➜ more expensive Some phones are cheaper, but… on sale 15% off	The price of the tablet, including the 20% discount and sales tax, was $495. after taking	
Vocabulary Usage Word/Phrase Level	costs discount price cheap/expensive	plus tax on sale	a good deal best value discounted rate percentage off final price	

SECTION 2: Integrated Strands

KINDERGARTEN–GRADE 5

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.

ELD STANDARDS 1–5   EXAMPLE TOPIC: Weather

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.

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.

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 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.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING & READING	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	Select information related to weather conditions and their effects on people based on videos and text-based resources using calendars, maps, charts, and graphs	Relate weather conditions to their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Compare weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Draw conclusions about weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	**Level 6 – Reaching**
SPEAKING & WRITING	Name weather conditions and their effects on people using calendars, maps, charts, and graphs	Restate weather conditions and their effects on people using calendars, maps, charts, and graphs	Describe weather conditions and their effects on people using calendars, maps, charts, and graphs	Discuss weather conditions and their effects on people using calendars, maps, charts, and graphs	Explain weather conditions and their effects on people using calendars, maps, charts, and graphs	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.

WiDA™

INTEGRATED STRANDS

WiDA™

<table>
<tr><td colspan="2">**COMPLEMENTARY STRAND: The Language of Technology & Engineering**</td><td>**EXAMPLE TOPIC:**
Technology & ethics</td></tr>
</table>

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.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	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	**Level 6 – Reaching**

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

GRADES 9–10