



Differentiation using the WIDA English Language Development Standards

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- Describe essential actions for supporting ELLs' language development and content learning (with a particular focus on middle school Math and ELA)
- Explain how to keep an instructional task and cognitive demand the same for students of all levels of English language proficiency through the use of differentiated supports
- Discuss ways to share materials and strategies with colleagues

- A “Can-Do” attitude”
- Differentiation in Action
- Academic Language within the SOLs
- *Essential Actions: Guiding ELLs toward Academic Success*
- *ELP Levels: What does it all mean?*
- *Keeping Cognitive Demand the Same for All with Differentiated Supports*
- *Integrating and Isolating Language Domains with Engaging Activities*
- Identifying Language Targets and Objectives

Enduring Understandings

- Supports for ELLs benefit all students practicing academic English.
- Scaffolding and differentiation of language is at the core of understanding content performance.
- An inclusionary and equitable classroom environment means that ELLs can engage in the **same content** learning as all other students, but at their domain- specific proficiency levels.

Differentiation Do's

- Consider students' language proficiency levels (see Performance Definitions)
- Create groups/clusters
- Identify appropriate supports for each group/cluster

When it comes to language development...



there are multiple paths.

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 Five WIDA English Language Development (ELD) Standards

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

Differentiate Language, NOT content or task

Everyone ANALYZES

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify Causes and Effects					

Everyone needs Academic Language Instruction

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

ACTIVITY: Differentiation in Action

1. Turn to Packet pg. 5
2. Directions are at the top.

	<ul style="list-style-type: none">• _____• _____• _____
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Taking Action: Guiding Language Learners Toward Academic Success

- Action 1.** Capitalize on the resources and experiences that English language learners 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 English language learners, including their language proficiency profiles, in planning differentiated language teaching.
- Action 4.** Connect language and content to make learning relevant and meaningful for English language learners.
- 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 socio-cultural context.
- Action 8.** Provide opportunities for all English language learners 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.** Coordinate and collaborate in planning for language and content teaching and learning.
- Action 14.** Integrate language domains to provide rich, authentic instruction.
- Action 15.** Share responsibility so that all teachers are language teachers and support one another within communities of practice.

No Literacy without Academic Language

- To achieve higher levels of learning, **students must be able to understand academic language**—the formalized language of instruction found in classrooms, textbooks, and standardized tests. **Teachers need to provide explicit academic language instruction for all students**, especially English language learners or those struggling with reading (Johnson, 2009)
- Research allows us to state with a fair degree of confidence that **English learners best acquire English** when language forms are explicitly taught and **when they have many opportunities to use the language in meaningful contexts** (Goldenberg, 2008).

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

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

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

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

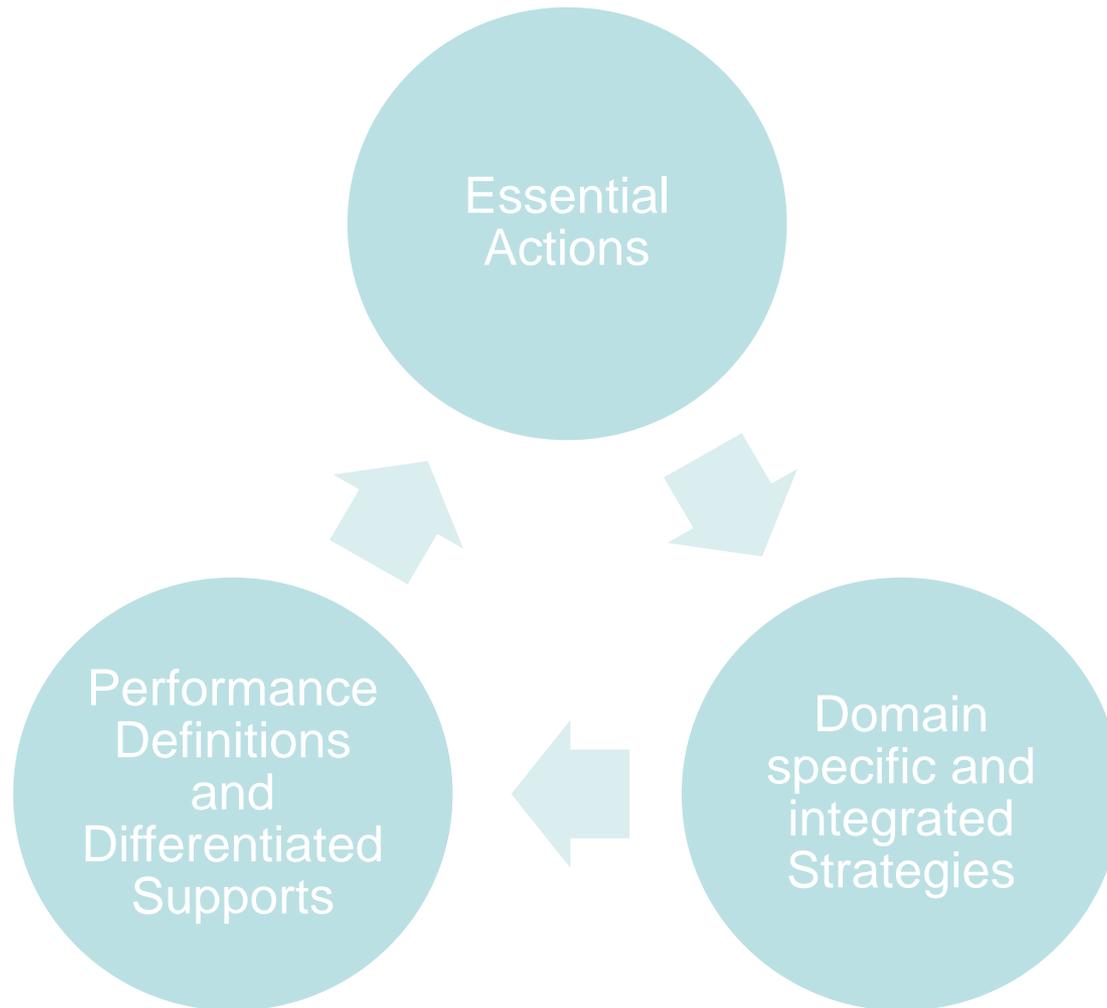
...within sociocultural contexts for language use.

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	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Station Rotations



Measuring and Monitoring Language Development

Implementing language objectives can be a powerful first step in ensuring that English learners have equal access to the curriculum even though they may not be fully proficient in the language. This is because the second language acquisition process requires opportunities for the language learner to be exposed to, practice with, and then be assessed on their language skills (Echevarria, Short, & Vogt, 2008).

Taken from Language Objectives: The Key to Effective Content Area Instruction for English Learners J. Himmel (2012); <http://www.colorincolorado.org/article/49646/>

Measuring and Monitoring Language Development

Language objectives:

- articulate for learners the **academic language functions and skills** that they need to master to fully participate in the lesson and meet the grade-level content standards (Echevarria, Short, & Vogt, 2008).
- **are beneficial** not only for language learners but **for all students in a class**, as everyone can benefit from the clarity that comes with a teacher outlining the requisite academic language to be learned and mastered in each lesson.

Taken from Language Objectives: The Key to Effective Content Area Instruction for English Learners J. Himmel (2012); <http://www.colorincolorado.org/article/49646/>

THANK YOU

Köszönöm

감사합니다

Dziękuję

Děkuji

Muliyumma

Craciago

Merc

Danke

ありがとう

Kiitos

Merci

Gracias

Obrigado



Questions?

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THANK YOU!!!