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UNIVERSITY OF WISCONSIN-MADISON

WIDA ELD Standards Framework Implementation

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UNIVERSITY OF WISCONSIN-MADISON


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WIDA ELD Standards Framework Implementation

Session Description

This session is intended to support you to further your implementation of the WIDA English Language Development (ELD) Standards Framework, 2020 Edition.

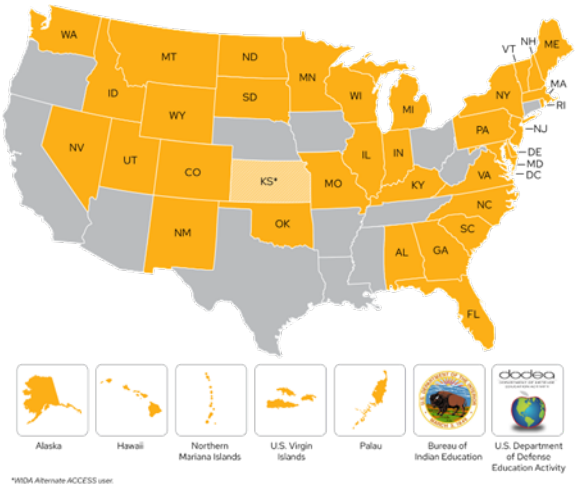
Objectives

Participants will be able to

- Describe the different components of the WIDA English Language Development Standards Framework, 2020 Edition.
- Explain how those components are used when planning for language development in units and lessons.
- Identify additional tools and resources for implementation.

What is WIDA?

WIDA provides a trusted, comprehensive approach to supporting, teaching, and assessing multilingual learners.



The WIDA Consortium is made up of 42 U.S. states, territories, and educational agencies.

Watch the intro video on this page. https://wida.wisc.edu/about

Concepts and Approaches in the WIDA ELD Standards Framework

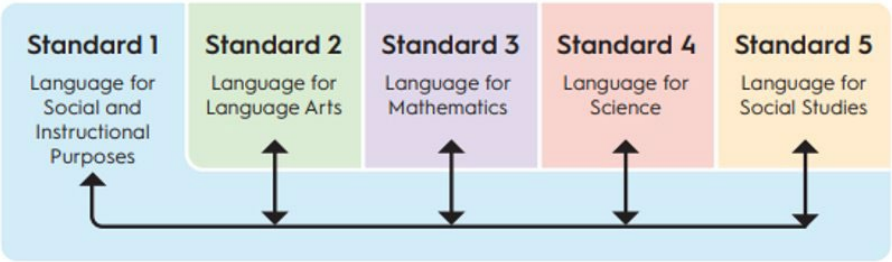
The Implementation Guide: WIDA ELD Standards Framework offers practical ways to apply the ELD Standards Framework into curriculum and instruction at the classroom level. Its primary audiences are content and language teachers, specialists, coaches and instructional leaders. This guide is accompanied by the Administrator Supplement that focuses on programmatic aspects of standards implementation.

The 2020 Edition is available as a free PDF on the WIDA website, and a print edition can be purchased from the WIDA Store.

Big Ideas in the 2020 Edition

The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity of opportunity and access for multilingual learners by providing common and visible language expectations in relation to grade-level academic content. By content–language integration, we mean that multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content. The Framework uses a functional, genre-based approach to identify high-leverage ways language is used in school. Collaboration among stakeholders is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

WIDA ELD Standards Statements



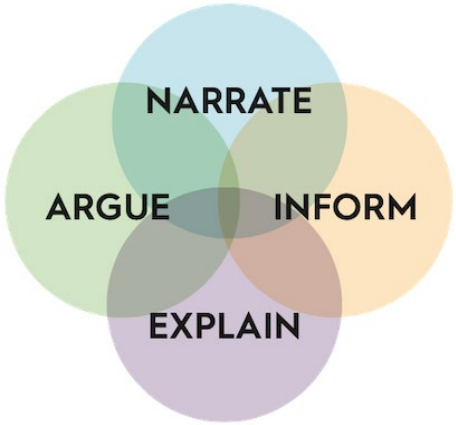
The five standards statements, represent the language of schooling and provide the broadest conceptual framing of content and language integration.

Key Language Uses

WIDA researchers analyzed academic content standards, research literature, and disciplinary practices. From this research, WIDA has identified four Key Language Uses—Narrate, Inform, Explain, and Argue—that can be used to prioritize and organize the integration of content and language.

Narrate highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.

Inform highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.



Explain highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.

Argue highlights language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

Dimensions of Language in the Proficiency Level Descriptors

The three language dimensions operate within sociocultural contexts for language use.

Dimension	Criteria	Focus on . . .	Sample Language Features
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre	Whole text organizational patterns, such as introduction, body, conclusion; claim, evidence, reasoning
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices	Cohesive devices, such as repeated words, synonyms, pronoun substitution, connectors
	Density of language	How information in noun groups is expanded or consolidated	Noun groups expanded with resources, such as adjectives or other modifiers added before nouns, prepositional phrases following nouns, nominalization
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences	Simple, compound, complex sentences; coordinating, subordinating conjunctions; dependent and independent clauses
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning	A variety of words and phrases, such as adverbials of time, manner, and place; verb types; abstract nouns

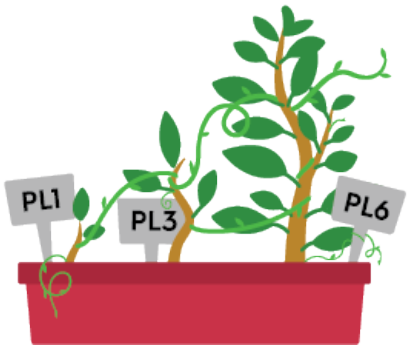
The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).

Language Proficiency Levels

English language proficiency is a measure of the language students use in their interactions with peers and teachers in both instructional and social settings. Proficiency levels (PL) are the designations that describe where multilingual learners are positioned on a language development continuum from End of Level 1 (the lowest) to Level 6 (the highest). Each PL includes and builds on previous levels. PL6 is open-ended. It indicates that for all of us, language development continues throughout life.

Level 6 (Encompasses Level 1 + 2 + 3 + 4 + 5 + 6)
End of Level 5 (Encompasses Level 1 + 2 + 3 + 4 + 5)
End of Level 4 (Encompasses Level 1 + 2 + 3 + 4)
End of Level 3 (Encompasses Level 1 + 2 + 3)
End of Level 2 (Encompasses Level 1 + 2)
End of Level 1 (Encompasses Level 1 from Previous Grade-Level Cluster except Kindergarten)

Proficiency Level Descriptors



Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase. PLDs help us see how students are growing in their language development as they move toward meeting Language Expectations. However, language development is not a linear process – like garden vines reaching for the sun, students may take various paths to develop language.

Planning for Language Development in Units and Lessons

Take an Asset-Based Approach and Apply the Can Do Philosophy

Resources to read, annotate, reflect, and discuss

- WIDA Can Do Philosophy
- WIDA Focus Bulletin: Embedding the Can Do Cycle Throughout the School Year
- WIDA Guiding Principles of Language Development
- WIDA Resource: Gathering and Reflecting on Families' Language and Cultural Goals

Sample Grade 3 Unit Plan

Unit Overview

Topic: Cleaning up oil spills and magnetism

Unit Goal: Students will conduct investigations simulating oils spill cleanup and various properties magnetic forces while using their understanding of experimental design to probe the research questions and ideas being posed.

Essential Question(s)

- Why are oil spills in the ocean a problem?
- How do I create additional research question to solve a problem?
- How can the magnet move an object without touching it?
- What happens in an investigation when you change something?

Description of Summative Assessment (Embedded Performance Assessment)

Connections to MO LEAP Blocks: Oil Spills (3.PS2.B.1)

Students will watch an excerpt from the video How to clean up an oil spill –magnetize the oil first (11:22-11:34) Dr. Warner (the scientist in the video) is conducting an experiment to see if he can use a magnet to collect oil together in water so that it can easily be removed from the water. Dr. Warner puts oil in a tub of water, then he put a powder (magnetite or iron filings) on top of the oil. Dr. Warner then used a magnet to pull the powder and oil together moved to the side of the tub. Student will then work with a partner to answer questions about the experiment. Students will also write an additional research question.

This example follow the Collaborative Planning Process on page 237 of the 2020 Edition .

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards.

Collaboration Questions

- What content (e.g., disciplinary practices, concepts, topics) standards are students expected to learn?
- How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit?
- Which WIDA ELD Standard(s) correspond with the content standards?

Start with unit content standards.

MO 3.PS2.B.1: Plan and conduct investigations to determine the cause and effect relationship of electric or magnetic interactions between two objects not in contact with one another.

MO 3.R.1.A.b: Develop and demonstrate reading skills in response to text by drawing conclusions and support with textual evidence.

MO 3.W.2.B.b Write informative/ explanatory texts that develop the topic with simple facts, definitions, details, and explanations

Ask questions to tap into student assets for the unit.

- Where have you heard about this topic?
- Who do you know who is affected by this topic?
- What questions do you have about this topic?
- How does/did this topic influence your community?

Find the relevant ELD Standards.

ELD-SI: English language learners communicate for Social and Instructional purposes within the school setting.

ELD-SC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Step 2: Identify the most prominent Key Language Uses by analyzing the unit's content standards, summative assessments, essential questions, and main learning events.

Collaboration Questions

- How are students being asked to use language in the unit?
- What is our summative assessment?
- What Key Language Uses best reflect how students will interact with language?

Identify language learning opportunities in the content standards and practices.

Students will

- Read text, view video and images to draws conclusions with supporting evidence to explain cause and effect in oil spills and magnetism.
- Participate in investigations to determine the cause and effect relationships in oil spills and magnetism.
- Apply the research process to generate questions to define a simple design problem.
- Write explanatory texts that describe cause and effect relationships in oil spills and magnetism investigations.

Identify language learning opportunities in the summative assessment.

Students will

- Write an explanation of how the magnet can move an object without touching it.
- Write a question that can be used to refine an investigation into magnets and uses knowledge of magnets to explain how the question will help to refine the investigation.
- Write an explanation describing a change in the design of an investigation using reasoning about how changing the distance or property of a magnet affects the magnetic forces between objects.

Choose a unit level Key Language Use to prioritize.

Explain

Step 3: Use Language Expectations to create unit language goals.

Collaboration Questions

- Which Language Expectations best reflect the language focus of the unit?
- Which embedded Language Function is essential for success criteria for the end-of-unit assessment?
- What is our language goal for the unit?

Identify Language Expectations within the relevant ELD Standards and highlight targeted Language Functions.

ELD-SI.2-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SC.2-3.Explain.Interpretive: Multilingual learners will interpret scientific explanations that

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive: Multilingual learners will construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Set unit level language goal.

Students will describe cause and effect observations with a logical sequence between the evidence and their claim.

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Abstract nouns and to introduce concepts *(habitat)*
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes *(have, be, belong to)*

Develop a logical sequence between data or evidence and claim through...

- Timeless verbs to state on-going facts about phenomenon *(Rain forests create oxygen.)*
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details *(where, when, how)*
- Clauses to express sequences in time *(after digestion, when the air cools)*
- Comparatives to show similarities and differences

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Technical terminology *(food chain, biome)* to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time *(after digestion, when the air cools)*

Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit.

Collaboration Questions

- What Language Functions and associated Language Features are essential for meeting content and language goals on the end-of-unit assessment?
- What mentor texts will be used to demonstrate and practice the Language Functions and associated Language Features?
- What support will students need to detect and use the specific Language Function and Feature we have selected as a specific language focus during this unit?

Analyze Language Functions to prioritize associated Language Features related to unit language goal.

ELD-SC.2-3.Explain.Expressive: Multilingual learners will construct scientific explanations that

- **Describe observations and/or data about a phenomenon through…**
  - Abstract nouns and to introduce concepts *(habitat)*
  - Declarative statements to present facts
  - Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
  - Relating verbs to state relationships or attributes *(have, be, belong to)*
- **Develop a logical sequence between data or evidence and claim through…**
  - Timeless verbs to state on-going facts about phenomenon *(Rain forests create oxygen.)*
  - Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
  - Causal connectors to link events *(because, so that, when)*
  - Prepositional phrases to provide details *(where, when, how)*
  - Clauses to express sequences in time *(after digestion, when the air cools)*
  - Comparatives to show similarities and differences

Identify mentor text to demonstrate the associated Language Feature.

- Declarative statements to present facts
- Causal connectors to link events (because, so that, when)

Teacher developed mentor text.

> **When** there is crude oil spilling from a tanker in the ocean, oil floats on top **because** oil and water do not mix. These spills can cause severe damage to plants and animals **since** they can take many years to clean up.
>
> The oil gets into the feathers of birds and the fur of mammals. As a result, it is harder for them to stay warm and float. Birds may die from the cold since their oil-soaked feathers cannot keep them warm anymore. Sea otters and seals can also be poisoned **when** oil gets into their lungs or liver.
>
> Cleaning up is hard, so scientists use special tools. A barrier called a boom can stop the oil from spreading **so that** it stays in one area. They also use skimmers to collect the oil. Additionally, they use dispersants to break the oil apart. Sometimes scientists add bacteria to eat the oil and change it to something harmless.
>
> Recently, scientists found a new way to help clean up oil. Water molecules have a positive and negative poles, so they act like tiny magnets. Oil molecules do not, which is why the two liquids repel each other. To clean up oil spills, scientists add magnetic dust. **Because** the dust sticks to the oil and not the water, they can use a powerful magnet to scoop the mess out with a net.

Create a common classroom supports list.

- Connect familiar experiences and knowledge to new ones.
- Use home discussion questions to involve families in discussions of the concepts covered in school.
- Allow multiple options for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives.
- List visually supported key words and cross-disciplinary or technical language and include their meanings.
- Present sketches, charts, and other visual supports for students to point to or refer to as needed.
- Prompt students to generate lists of terms and ideas in English and other relevant languages.
- Continuously revise conceptual webs, including sketches, graphic supports, and labels, in relevant languages.
- Create visual displays/portrayals of student learning.
- Model language to communicate ideas more precisely.
- Use a chart of language cues to point to various ways to respond to an idea (elaborate, support, challenge, revise, clarify).
- Offer sentence frames that model use of Language Features needed to accomplish a task.
- Cue students to stretch language use as they share their thinking.
- Provide sufficient wait time to allow students to formulate ideas in English.
- Purposefully group students for low-pressure language formulation and peer assistance.

Sequencing and Scaffolding Daily Lessons

Plan ways for students to notice how language works.

- **Day 1:** Introduce unit by creating an anchor chart from class discussion about oil spills. Lead students in the Oil in Water investigation where students will work in triads to record their predictions and observations. Read aloud Oil Spill (Berger & Mirocha). Complete anchor chart with any additional information students identify through book or investigation.
- **Day 2:** Introduce/review anchor chart for drawing conclusions. Lead students in a discussion to draw a conclusion sample text. Introduce language feature (declarative statement to present facts) and vocabulary words with Frayer model activity. Students partner read Oil Spill (Berger & Mirocha)
- **Day 3:** Introduce the first three paragraphs of mentor text. Identify vocabulary words in text. Students illustrate each paragraph and label vocabulary words. Students partner read aloud: Oil Spill (Berger & Mirocha) and answer comprehension questions.
- **Day 4:** The class will choral read mentor text. Lead students in an Oil Spill Challenge Investigation with students working in self-selected groups to formulate a hypothesis using and "if-then" format for their inquiry question. Students will record their observations.
- **Day 5:** Review anchor chart for drawing conclusions. Introduce language feature (causal connectors to link events) and have students highlight them in the mentor text. Students will write explanations of the observations from the Oil Spill Challenge investigation with causal connectors.
- **Day 6:** Introduce unit by creating an anchor chart from class discussion about magnets. Lead students in the Magnetic Attraction investigation.
- **Day 7:** Show video Poles of a Magnet Teacher Read Aloud: *Magnet Max* (Monica Lozano Hughes) and ask the comprehension questions. Review the drawing conclusion anchor chart. Lead students in a discussion to draw a conclusion about the text from book. Introduce vocabulary words.
- **Day 8:** Review anchor chat for Language Feature: Declarative statements to present facts. Students practice vocabulary words with Frayer model activity. Review anchor chat for Language Feature: Explain that causal connectors. Students partner read Magnet Max then answer comprehension questions.

- **Day 9 and 10:** Teacher leads a class discussion about scientific investigation and creating questions. Students then complete the Magnetic Investigation Stations
- **Day 11:** Teacher Read Aloud: *Magnets Push Magnets Pull* (David A Adler) pausing and use think aloud to remind students of Magnetic Stations Investigation. Review the drawing conclusion anchor chart and reads text samples from book and models a think aloud about text clues. Students work with partner to draw a conclusion from the text. Teacher leads class in a discussion about what happens in an investigation when you change something?
- **Day 12** Teacher Read Aloud: *Magnets Push Magnets Pull* and leads a class discussion about what they observed in the story. Review anchor chat for Language Feature: Explain that causal connectors. Students will work in small groups to use their observations from their Magnetic Stations Investigation Recoding to create an explanation with a causal connector for each station.
- **Day 13** Introduce final paragraph of the mentor text. Lead students in a discussion to identify vocabulary and draw a conclusion about the text. Watch video Magnetic Oil Experiment! with pausing to discuss what investigation questions. Students will draw illustrations of the paragraph and label the vocabulary words in their illustrations.
- **Day 14** Review anchor chat for Language Feature: Explain that causal connectors. Students partner read the mentor text and then identify and highlight the causal connectors in the last paragraph. Class discussion on investigation questions and what happens when there are changes to materials or procedures in an investigation.
- **Day 15** Students work with a partner to complete the performance assessment (Connections to MO LEAP Blocks: Oil Spills) Students will watch an excerpt from the video How to clean up an oil spill –magnetize the oil first (11:22-11:34) and answer questions about the experiment. Students will also write an additional research question.

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 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 general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	repetitive chunks of meaning across text *(red crayon, yellow crayon, blue crayon)*	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis *(There isn't any. [milk])*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used multi-word noun groups *(green frogs)*	multi-word noun groups with connectors *(green **and** slimy frogs)*	expanded noun groups with classifiers *(tree frogs and poison frogs)*	expanded noun groups with prepositional phrases *(three little green tree frogs on the log)*	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*	expanded noun groups with a variety of embedded clauses *(three little green tree frogs with long legs that swam away and didn't come back)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	frequently used words and phrases in familiar contexts and topics *(time to clean up)*	situation-specific words and phrases *(How do we spell that word?)*	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins…)

Grades 2-3 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 and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	Simple elaboration (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: *the* or *these clouds*)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun *(those storm clouds that we saw yesterday)*
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	few frequently used words and phrases with emerging precision *(Time to eat?)*	some frequently used words and phrases with some precision *(three groups of four equals…)*	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 *(hard as a rock)*	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(rounding off and finding the mean)*

Additional Tools and Resources for Implementation

Implementation Guide: WIDA ELD Standards Framework

- **Sample Unit Template** a modification of a widely used model, Understanding by Design (UbD) (Wiggins & McTighe, 2005). This streamlined sample focuses on sharpening the language development lens of a content-driven unit. (page 16)
- **Proficiency Level Descriptor (PLD) Graphic Organizer** to analyze and make notes about student work. (page 19)

Administrator Supplement: WIDA ELD Standards Framework Implementation Guide The Administrator Supplement is a companion piece to the Implementation Guide.

WIDA ELD Standards Framework, 2020 Digital Explorer This website serves as a digital database of the WIDA English Language Development (ELD) Standards Framework. It categorizes Language Expectations in two ways: by ELD standard statement and grade-level cluster, and by Key Language Use and communication mode. Proficiency Level Descriptors (PLDs) can be explored by grade-level cluster and communication mode.

Self-paced, online workshops are available to WIDA Consortium members

- WIDA ELD Standards Framework: A Collaborative Approach
- Making Language Visible in the Classroom

What Can Collaboration Look Like? This two-page "comic" strip shows the story of how a science teacher and an ESL teacher work together on their multilingual learners' language development and ways of meaningfully engaging with the content of a science unit. This step-by-step example can be used in tandem with Section 4 of the WIDA ELD Standards Framework, 2020 Edition, that has a more detailed look at the collaborative planning process.

Collaboration: Working Together to Serve Multilingual Learners This WIDA Focus Bulletin emphasizes the many benefits of collaboration. The collaborative approach is presented as a cyclical process with shared responsibility by educators assessing, reflecting upon, planning for and teaching multilingual learners.

Supporting Multilingual Learners' Language Growth Through Language Development Portfolios This Focus Bulletin illustrates how teachers and students can use language development portfolios to interpret and document language growth.

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