Introduction to the English Language Development (ELD) Framework

Webinar Resource Packet

Maine Department of Education
Project Reach, University of Maine

WIDA Consortium at WCER
University of Wisconsin-Madison

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The WIDA Can Do Philosophy

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

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

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

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

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

WIDA supports education systems where the Can Do Philosophy empowers…

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

WIDA enacts the Can Do Philosophy through its…

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

Student Portrait Considerations:
- Selecting a format that supports collaborative conversations
- Using the Can Do approach to selecting and presenting student information

Does the information in your Student Portrait:
- Describe what a student can do in various contexts?
  - (Instead of “student is a slow processor of oral language” say “Given time and graphic support, student can process two step directions”)
- Describe academic language use in the four language domains?
- Provide examples of instructional approaches?
  - (Instead of just stating “student produces simple sentences” add “With sentence frames student is working towards making compound and complex sentences”)
- Reflect the strengths and interests of the student?
- Capture current descriptions of student assets and language development?
- Reflect more than a single source of data and include student work?
  - (i.e., observations, parent/student interviews, writing and speaking samples, etc.)

English language learners are a heterogeneous population. ELLs differ in many ways. Here are a few aspects to consider.

- Language background
- Prior school experiences
- Home language literacy skills
- Age of arrival to U.S.
- History of mobility
- Cultural identification
- Religious beliefs and practices
- English language and literacy development
- Aspirations and expectations
- Community support
- Family responsibilities
The Five English Language Development Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

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

Sociocultural Context: The association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both curriculum and those involved in teaching and learning.
The Features of Academic Language in WIDA’s Standards

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

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

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants’ identities and social roles
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Complexity</td>
<td>Language Forms and Conventions</td>
<td>Vocabulary Usage</td>
</tr>
</tbody>
</table>

**Level 6 – Reaching**  
Language that meets all criteria through Level 5, Bridging

**Level 5 Bridging**
- Rich descriptive discourse with complex sentences
- Cohesive and organized related ideas
- 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.
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 6 – Reaching</strong></td>
<td>Language that meets all criteria through Level 5, Bridging</td>
<td></td>
</tr>
</tbody>
</table>
| Level 5 Bridging | • Multiple, complex sentences  
               • Organized, cohesive, and coherent expression of ideas  
               • A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect  
               • A broad range of sentence patterns characteristic of particular content areas  
               • Technical and abstract content-area language  
               • Words and expressions with precise meaning related to content area topics |
| Level 4 Expanding | • Short, expanded, and some complex sentences  
                    • Organized expression of ideas with emerging cohesion  
                    • A variety of grammatical structures and generally consistent use of conventions  
                    • Sentence patterns characteristic of particular content areas  
                    • Specific and some technical content-area language  
                    • Words and expressions with multiple meanings or common collocations and idioms across content areas |
| Level 3 Developing | • Short and some expanded sentences with emerging complexity  
                     • Expanded expression of one idea or emerging expression of multiple related ideas  
                     • Repetitive grammatical structures with occasional variation and emerging use of conventions  
                     • Sentence patterns across content areas  
                     • Specific content words and expressions (including content-specific cognates)  
                     • Words or expressions related to content areas |
| Level 2 Emerging | • Phrases or short sentences  
                   • Emerging expression of ideas  
                   • Formulaic grammatical structures and variable use of conventions  
                   • Repetitive phrasal and sentence patterns across content areas  
                   • General content words and expressions (including common cognates)  
                   • Social and instructional words and expressions across content areas |
| Level 1 Entering | • Words, phrases, or chunks of language  
                    • Single words used to represent ideas  
                    • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)  
                    • Phrasal patterns associated with common social and instructional situations  
                    • General content-related words  
                    • Everyday social and instructional words and familiar expressions |

…within sociocultural contexts for language use.
EXPANDED STRANDS

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

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

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

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

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 – Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>List choices based on rate calculations in real-life situations using templates and word banks with a partner</td>
<td>Describe choices based on rate calculations in real-life situations using templates and word banks with a partner</td>
<td>Compare choices based on rate calculations in real-life situations using graphic organizers with a partner</td>
<td>Explain choices based on rate calculations in real-life situations using charts with partners</td>
<td>Elaborate on choices based on rate calculations in real-life situations with partners</td>
<td></td>
</tr>
</tbody>
</table>

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion.
## Example Language Features

<table>
<thead>
<tr>
<th>Linguistic Complexity</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td>Selection: We chose the computer.</td>
<td>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.</td>
<td>We had a choice of buying a tablet or a smartphone. 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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Vocabulary Usage</th>
<th>Levels 1–3</th>
<th>Levels 2–4</th>
<th>Levels 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word/Phrase Level</td>
<td>costs</td>
<td>plus tax</td>
<td>a good deal</td>
</tr>
<tr>
<td></td>
<td>discount</td>
<td>on sale</td>
<td>best value</td>
</tr>
<tr>
<td></td>
<td>price</td>
<td></td>
<td>discounted rate</td>
</tr>
<tr>
<td>cheap/expensive</td>
<td></td>
<td></td>
<td>percentage off</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>final price</td>
</tr>
</tbody>
</table>
Taking Action with the English Language Development Standards

*Essential Actions Associated with Learning Environments*

**Action 1: Capitalize on the resources and experiences that English language learners bring to school to build and enrich their academic language.**
- What might you do to learn more about students’ resources and experiences?
- What are some examples of how you might incorporate students’ resources and experiences into lesson planning?

**Action 7: Design language teaching and learning with attention to the sociocultural context.**
- How can educators help students be aware of the context for communication and how it impacts language use in various instructional settings?
- What are some ways in which you integrate the contexts in which you teach with those of the community, home, and other spaces in which students interact?

**Action 6: Reference content standards and language development standards in planning for language learning.**
- How do you analyze content standards to gain insight about language demands and ideas for possible instructional supports for English Learners?

**Action 4: Connect language and content to make learning relevant and meaningful for English language learners.**
- What are some resources at your state or district to guide educators in integrating language and content instruction within the general education curriculum?
- What are some unique features of language within your content area?

**Action 5: Focus on the developmental nature of language learning within grade-level curriculum.**
- What policies exist in your school or district to ensure English learners receive access to grade-level language and content instruction?
Essential Actions Associated with Differentiated Language Teaching

Action 3: Apply the background knowledge of English learners, including their language proficiency profiles, in planning differentiated language teaching.

- How might you use the Performance Definitions to help understand the continuum of English Language Development knowing the background of your students?

Action 2: Analyze the academic language demands involved in grade-level teaching and learning.

- How can educators communicate language expectations to students and provide them with feedback on their language development?

Action 8: Provide opportunities for all English learners to engage in higher order thinking.

- How can educators provide opportunities for English learners at all levels of language proficiency to engage in higher-order thinking?


- How can you help students become aware of language functions and how to use them to make meaning?

Action 14: Coordinate and collaborate in planning for language and content teaching and learning.

- How could the expanded strands be used to promote collaboration between content teachers and language specialists?
Essential Actions Associated with Instructional Supports

Action 11: Plan for language teaching and learning around discipline-specific topics
  • How can educators approach topics in culturally and linguistically relevant ways that will maximize learning opportunities for students?

Action 9: Create language-rich classroom environments with ample time for language practice and use.
  • What specific strategies do you use to create language-rich environments in your classroom or school?

Action 12: Use instructional supports to help scaffold language learning.
  • What should educators consider when determining and using supports for English learners?

Action 13: Integrate language domains to provide rich, authentic instruction.
  • How do you balance instruction to ensure students practice language use in various domains?

Action 15: Share responsibility so that all teachers are language teachers and support one another within communities of practice.
  • Which one of the 15 Essential Actions is a priority for your grade, department, school or district?