Hello!

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Presentation Overview

1. Organization of the 2020 Framework Edition
2. Components of the WIDA ELD Standards Framework
3. Standards in Action
• **Blue** – Where were you born? Answer must include the words *United States*.

• **Green** – What is your favorite leisure activity? Answer must include the word *rigorous*.

• **Orange** – What is your favorite food? Answer must include the word *disgusting*.

• **Red** – How many people are in your family? Answer must include the word *older*.

• **Yellow** – What subject do you dislike teaching the most? Answer must include the word *sunshine*.

• **Purple** – Which language, other than your native language, do you think would be the easiest to learn? Answer must include the word *terrible*.
**Organization of the 2020 Edition (page 10)**

<table>
<thead>
<tr>
<th>Section 1: Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Equity of access and opportunity are essential for multilingual learners’ preparation for college, careers, and civic participation</td>
</tr>
<tr>
<td>- Integration of language and content is critical in the planning and delivery of instruction</td>
</tr>
<tr>
<td>- Collaboration among stakeholders is a shared responsibility for educating multilingual learners</td>
</tr>
<tr>
<td>- A functional approach to language development focuses on the purposeful use of language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2: Understanding the WIDA ELD Standards Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The five WIDA ELD Standards Statements: conceptual framing of language and content integration</td>
</tr>
<tr>
<td>- Key Language Use: prominent language uses across disciplines</td>
</tr>
<tr>
<td>- Language Expectations: goals for content-driven language learning</td>
</tr>
<tr>
<td>- Proficiency Level Descriptors: a continuum of language development</td>
</tr>
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<tr>
<th>Section 3: Grade-Level Cluster Materials</th>
</tr>
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<tbody>
<tr>
<td>- Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials</td>
</tr>
<tr>
<td>- Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level tests</td>
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<th>Section 4: Resources</th>
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<tr>
<td>- Key Language Use: A Closer Look: extended definitions and examples for each Key Language Use</td>
</tr>
<tr>
<td>- Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations</td>
</tr>
<tr>
<td>- Glossary</td>
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</tbody>
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<tr>
<th>Appendices</th>
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<tbody>
<tr>
<td>A. Meeting ESSA Requirements</td>
</tr>
<tr>
<td>B. Correspondence Tables for Content and Language Standards</td>
</tr>
<tr>
<td>C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations</td>
</tr>
<tr>
<td>D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes</td>
</tr>
<tr>
<td>E. High Level Comparison of WIDA ELD Standards Editions</td>
</tr>
<tr>
<td>F. Theoretical Foundations</td>
</tr>
<tr>
<td>G. References</td>
</tr>
<tr>
<td>H. Acknowledgements</td>
</tr>
</tbody>
</table>
What is staying the same?

- The Can-Do Philosophy, emphasizing the assets and potential of multilingual learners
- WIDA ELD Standards Statements
- Six levels of language proficiency
- Six grade-level clusters
What are the Big Ideas for 2020?

EQUITY of Opportunity and Access

INTEGRATION of Content and Language

COLLABORATION among Stakeholders

FUNCTIONAL APPROACH to Language Development
Activity
What are the Big Ideas for 2020?

EQUITY of Opportunity and Access

INTEGRATION of Content and Language

COLLABORATION among Stakeholders

FUNCTIONAL APPROACH to Language Development
COMPONENTS OF THE WIDA ELD STANDARDS FRAMEWORK
The WIDA ELD Standards Framework

The components of the framework range from broad to narrow in scope.
WIDA ELD STANDARDS STATEMENTS

Conceptual framing of language and content integration
<table>
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</tr>
<tr>
<td><strong>English Language Development Standard 5</strong>: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <strong>Social Studies</strong>.</td>
</tr>
</tbody>
</table>
The dynamic nature of language

Communicative purposes of the discipline or content area

The use of language to communicate and make meaning

Language use in the service of learning - in other words, language for thinking and doing

<table>
<thead>
<tr>
<th>Abbreviated forms of the Five English Language Development Standards Statements</th>
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</thead>
<tbody>
<tr>
<td><strong>ELD Standard 1:</strong> Language for Social and Instructional Purposes (ELD-SI)</td>
</tr>
<tr>
<td><strong>ELD Standard 2:</strong> Language for Language Arts (ELD-LA)</td>
</tr>
<tr>
<td><strong>ELD Standard 3:</strong> Language for Mathematics (ELD-MA)</td>
</tr>
<tr>
<td><strong>ELD Standard 4:</strong> Language for Science (ELD-SC)</td>
</tr>
<tr>
<td><strong>ELD Standard 5:</strong> Language for Social Studies (ELD-SS)</td>
</tr>
</tbody>
</table>

Reference Code
• As they expand their linguistic repertoire from English language proficiency level 1 to level 6.
• Across all disciplines and school settings.
• Across numerous topics, tasks, and situations.
• While interacting with others.
KEY LANGUAGE USES

Prominent language uses across disciplines
Updated – KEY Language Uses

“Reflect the most high-leverage genre families across academic content standards.”

• Intersect, blend, and build on each other

• Overlap and build on each other

• Help us identify and teach the ways language works in academic contexts

• Are found in all subject areas, in varying degrees

• Develop and look different across the grade levels.
Narrate
Conveying real or imaginary experiences through stories and histories.

Examples:
* Short stories
* Biographies
* Recounting events

Inform
Providing facts & information on a topic (defining, describing, comparing, contrasting, categorizing, classifying, investigating, reporting)

Examples:
* Research reports
* Note-taking
* Presenting/discussing information

Explain
Telling why or how things work

Examples:
* Sequential order or cycles
* Cause and effect
* Establishing connections & relationships

Argue
Justifying claims using evidence and reasoning.

Examples:
* Cons & pros about issues
* Debating different topics
* Sharing opinions
All **Key Language Uses** are present across all grade levels and disciplines.

### Table 3-3: Distribution of Key Language Uses in Kindergarten

<table>
<thead>
<tr>
<th>WIDA ELD Standard</th>
<th>Narrate</th>
<th>Inform</th>
<th>Explain</th>
<th>Argue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language for Social and Instructional Purposes</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>2. Language for Language Arts</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>3. Language for Mathematics</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>●</td>
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<tr>
<td>4. Language for Science</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>5. Language for Social Studies</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

Legend:
- ● Most Prominent
- ○ Prominent
- ○ Present

### Table 3-7: Distribution of Key Language Uses in Grades 2-3

<table>
<thead>
<tr>
<th>WIDA ELD Standard</th>
<th>Narrate</th>
<th>Inform</th>
<th>Explain</th>
<th>Argue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language for Social and Instructional Purposes</td>
<td>●</td>
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<td>●</td>
</tr>
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<td>2. Language for Language Arts</td>
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<tr>
<td>5. Language for Social Studies</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

### Table 3-13: Distribution of Key Language Uses in Grades 9-12

<table>
<thead>
<tr>
<th>WIDA ELD Standard</th>
<th>Narrate</th>
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<th>Explain</th>
<th>Argue</th>
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</thead>
<tbody>
<tr>
<td>1. Language for Social and Instructional Purposes</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>2. Language for Language Arts</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>3. Language for Mathematics</td>
<td>●</td>
<td>○</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>4. Language for Science</td>
<td>○</td>
<td>○</td>
<td>●</td>
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</tr>
<tr>
<td>5. Language for Social Studies</td>
<td>○</td>
<td>○</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>
KAHOOT!
ACTIVITY
**Kahoot Activity**

**Question 1:** Students create a model volcano & explain how a volcano is formed and what causes volcanic eruptions.

**Question 2:** Students write 2 persuasive essays: one supporting students using cell phones in their classes and one opposing it.

**Question 3:** After the teacher reads the book, *Owl Babies*, students retell the events in the story.

**Question 4:** While making fraction kits, students share their strategies for figuring out the equivalent fractions with peers.

**Question 5:** Students write a story about their favorite holiday.
**Kahoot Activity**

**Question 6:** As part of a Civil War Unit, students write a paragraph explaining the reasons why the North and South declared war.

**Explain**

**Question 7:** Students describe the stages a plant goes through from the beginning of its life until the end with a partner.

**Explain**

**Question 8:** Students write down their observations and make predictions about what happens when balloons are placed over a flame.

**Explain and/or Argue**

**Question 9:** Students compare and contrast fiction and non-fiction books about frogs.

**Inform**

**Question 10:** Students classify different types of clouds using a graphic organizer.

**Inform**
LANGUAGE EXPECTATIONS

Goals for content-driven language learning
Language Expectations are **goals** for content-driven language learning.

**Mode of Communication:** Expressive

**Key Language Use:** Argue

**Grade-Level Cluster:**

**ELD Standard:** Language for Social Studies

**ELD-SS 9-12 Argue Expressive**

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning.
Activity

- Number 1-6
- 1: K
- 2: 1
- 3: 2-3
- 4: 4-5
- 5: 6-8
- 6: 9-12
Language Expectations: Multilingual learners will...

**Language functions**

**Language function**

**Language features**

(pages 200-201 in WIDA Framework)
Language Expectations: Multilingual learners will...

**Language Functions**

- Highlight common patterns of language use associated with the content areas and the key language uses.
- What the student needs to be taught in order to meet the expectations.

*pages 200-201 in WIDA Framework*
Language Functions and Sample Language Features

(pages 200-201 in WIDA Framework)

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic (occupation, reunification, The Allied and Axis forces)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (Germany’s growing domination, which expanded into...)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Language Features

What the student needs to be taught within the language function (e.g., types of sentences, clauses, phrases, key vocabulary, and words)
### Annotated Language Sample

**Context:** This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

**Language Expectations**
- ELD-LA-4-5-Argue Expressive
  - Multilingual learners use language to construct language arts arguments that:
    - Introduce and develop a topic clearly state an opinion.
    - Support opinions with reasons and information.
    - Use a formal style.
    - Logically connect opinions to appropriate evidence, facts, and details, offer a concluding statement or section.

<table>
<thead>
<tr>
<th>Language Expectation</th>
<th>Language Function</th>
<th>Language Feature</th>
</tr>
</thead>
</table>
| **Introduce and develop a topic clearly state an opinion through...** | **Although there are many great things support recreation students and teachers should go to school over the summer.** | **First person to state an opinion:**
  - "Although there are many great things support recreation students and teachers should go to school over the summer,..."
  - First person to state an opinion
  - "Although there are many great things support recreation students and teachers should go to school over the summer,..."
  - First person to state an opinion

**Functions & Features**
- Declarative statement to frame the topic:
  - "Although there are many great things support recreation students and teachers should go to school over the summer,..."
  - Declarative statement to frame the topic
- Noun groups to introduce topic:
  - "Although there are many great things support recreation students and teachers should go to school over the summer,..."
  - Noun groups to introduce topic

**Support opinions with reasons and information through...**
- Support opinions with reasons and information through...
  - First group of reasons:
    - Students and teachers should go to school over the summer because...
    - Students and teachers should go to school over the summer because...
  - Second group of reasons:
    - Students and teachers should not go to school over the summer because...
    - Students and teachers should not go to school over the summer because...
  - Therefore: Students and teachers should go to school over the summer because...
  - Therefore: Students and teachers should go to school over the summer because...
  - Therefore: Students and teachers should go to school over the summer because...
  - Therefore: Students and teachers should go to school over the summer because...
  - Therefore: Students and teachers should go to school over the summer because...
  - Therefore: Students and teachers should go to school over the summer because...

**Logically connect opinions to appropriate evidence, facts, and details, offer a concluding statement or section**
- Logically connect opinions to appropriate evidence, facts, and details, offer a concluding statement or section
  - Conclusions to sequence points in the argument:
    - First
    - Also
Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class in argumentation. The teacher read, deconstructed, and analyzed the mentor text with her students, visible how the text is structured, as well as the way certain language features are employed in the purpose of the argument. Then, the teacher and students jointly constructed another argument making use of similar structures and language features.

Language Expectation: ELD-LA.4-5. Argue: Expressive

Multilingual learners use language to construct language arts arguments that...

- Introduce and develop a topic clearly, state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically present opinions to appropriate evidence, facts, and details; offer a conclusive statement or section
A LANGUAGE EXPECTATION

Use the handout to create your own language expectation

Add sentence stems to choose from
PROFICIENCY LEVEL DESCRIPTORS

A continuum of language development across six levels
New:
Grade-Level Cluster Proficiency Level Descriptors

PLDs:
Describe student language development for activities that target WIDA Language Expectations.

pp. 31-34
The relationship between Language Expectations and Proficiency Level Descriptors

• **Language Expectations** are goals for how all students may use language to meet the academic content standards.

• **Proficiency Level Descriptors** describe how multilingual learners might develop language as they move toward meeting Language Expectations.
The **discourse dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions.

The **sentence dimension** contributes to the grammatical complexity of a text.

The **word/phrase dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language.

- **Everyday language**: language for representing ideas in nontechnical ways (e.g., dogs instead of canines)
- **Cross-disciplinary language**: common academic language used across content area contexts (e.g., analyze, evaluate, summarize)
- **Technical language**: specialized language associated with a content area such as science and history (e.g., mitosis, imperialism)
Proficiency Level Descriptors (PLDs)

• a continuum of language development across six proficiency levels discourse, sentence, and word/phrase level

• PL6 is open-ended. It indicates that language development continues throughout life.

• Language development is not a straightforward linear process

• Designed to be used in coordination with Language Expectations, Language Functions, and Language Features.

• “Text” includes oral, visual, and written forms.

• Appropriate scaffolding supports students in moving through the language proficiency levels.
Proficiency Level Descriptors (PLDs)

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<th>Word/Phrase</th>
<th>Sentence</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are _____ incorporated that can represent key words in your lessons?</td>
<td>Have the suffixes been formally taught to show how this changes the _____ of a sentence?</td>
<td>Have the students been taught about _____ in and between paragraphs?</td>
</tr>
<tr>
<td>Are the new words taught in isolation or put into _____ for deeper understanding?</td>
<td>Can the student _____ what you are asking him or her to do in the objective?</td>
<td>Have students been shown how the text is _____?</td>
</tr>
<tr>
<td>Do the students understand the _____ between past, present, and future tenses of the verbs?</td>
<td>Are there any words with multiple _____?</td>
<td>Is the student able to understand the big _____ of the text?</td>
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**Word Bank**
- understand
- organized
- transitions
- picture
- meanings
- difference
- pictures
- context
- meaning
- complex
<table>
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<td>Is the student able to understand the big <strong>picture</strong> of the text?</td>
</tr>
</tbody>
</table>
4 STEPS

The Destination: Setting Unit-Level Goals

Steps

1. Locate relevant WIDA ELD Standards by examining the unit's content standards
   - What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?

2. Identify the most prominent Key Language Uses by analyzing the unit's content standards, summative assessments, essential questions, and main learning events
   - How are students being asked to use language in the unit?
   - What Key Language Uses best reflect how students will interact with language?

3. Use Language Expectations to create unit language goals
   - What Language Expectations best reflect the language focus of the unit?

4. Unpack the Language Expectations, Functions, and Features in the context of your unit
   - What Language Functions and Features are essential for meeting content and language goals and the end-of-unit assessment?

Getting There: Sequencing and Scaffolding Daily Lessons

Considering the Language Expectations, Functions, and Features, sequence and adapt lesson plans for continuous language development and active scaffolding of student learning.
WIDA ELD STANDARDS STATEMENTS

Conceptual framing of language and content integration
**WIDA ELD Standards Statements**

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</tr>
<tr>
<td>ELD Standard</td>
<td>Language for</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Social and Instructional Purposes</td>
</tr>
<tr>
<td>2</td>
<td>Language Arts</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
</tr>
<tr>
<td>5</td>
<td>Social Studies</td>
</tr>
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As they expand their linguistic repertoire from English language proficiency level 1 to level 6.
Across all disciplines and school settings.
Across numerous topics, tasks, and situations.
While interacting with others.
Supporting Your ELs in Math
Esteban compra palas para vender. Compró cuatro azules, ocho amarillas y catorce grises. ¿Cuántas palas compró en total?

4 + 8 + 14 = ________

Compra = buys
Vender = to sell
Many ELs struggle with math because...
CHALLENGES

- **Synonyms**
  plus, sum, combine, total, whole, add

- **Multi-meaning words**
  Expressions (6(4-2)=/look on someone’s face) **table** (chart/furniture) **operations** (math symbol-add, subtract, multiply, divide/act of surgery), **odd** (strange/not even)

- **Homophones**
  sum/some  whole/hole  plane/plain

- **Content Specific Vocabulary**
  addition, multiplication, equal, data, number line, fractions

- **Academic Language**
  objects, pictures, propose, justify, approximate
Getting Started with Standards

• Integrate both ACOS and WIDA ELD standards into units and lessons to plan curriculum, instruction and assessment of English learners.
### 2019 ACOS: Alabama Course of Study – Mathematics Standard 26 Grade 3 Geometry

Student will recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.

a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.

### Content/Learning Objective
- Student will be able to describe, analyze, and compare properties of two-dimensional shapes.

### WIDA ELD Standards
- **ELD Standard 1:** English language learners communicate for **Social** and **Instructional** purposes within the school setting
- **ELD Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Mathematics**

<table>
<thead>
<tr>
<th>End of Level 1</th>
<th>End of Level 2</th>
<th>End of Level 3</th>
<th>End of Level 4</th>
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<th>End of Level 6</th>
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</tbody>
</table>
2019 ACOS: Mathematics 3.G.26

Grade 3 Geometry

Student will recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.

**Content/Learning Objective**

- Student will be able to describe, analyze, and compare properties of two-dimensional shapes.

**WIDA ELD Standards**

- ELD Standard 1: English language learners communicate for social and instructional purposes within the school setting.
- ELD Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

**Language Objective(s)**

- Student will be able to construct a Venn Diagram to contrast and compare one geometric figure with another.
- Student will be able to use mathematical vocabulary to explain orally or in writing the attributes of geometric shapes.

**Key Language Uses:** Explain

---

### Key Vocabulary

- Mathematics

---

### End of Level 1

- End of Level 2

- End of Level 3

- End of Level 4

- End of Level 5

- End of Level 6
In mathematics, students process and produce **narratives to**
- Illustrate mathematical concepts
- Contextualize and build stronger connections to applications of math, bringing them to life in story forms

In mathematics, students process and produce **information to**
- Ask and answer questions, explore, model, conjecture, test and prove
- Define and represent concepts
- Engage in problem-solving

In mathematics, students process and produce **explanations to**
- Account for how something was done (how students determined a solution or came to a conclusion)
- Convey flaws in the chain of mathematical reasoning

In mathematics, students process and produce **arguments to**
- Test out claims about the world
- Design solutions
- Engage in a process of reasoning that is grounded in evidence
- Reach agreements
2019 ACOS: Alabama Course of Study – Mathematics Standard 26
Grade 3 Geometry
Student will recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.

a. Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.

Content/Learning Objective
• Student will be able to describe, analyze, and compare properties of two-dimensional shapes.

WIDA ELD Standards
❑ ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
❑ ELD Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

Language Objective(s)
• Student will be able to construct a Venn Diagram to contrast and compare one geometric figure with another.
• Student will be able to use mathematical vocabulary to explain orally or in writing the attributes of geometric shapes.

Key Language Uses: Explain

ELD-MA.2-3.Explain.Expressive ELs construct mathematical explanations that
• Describe solution and steps used to solve problem with others
• State reasoning used to generate solution

End of Level 1 | End of Level 2 | End of Level 3 | End of Level 4 | End of Level 5 | End of Level 6
2019 ACOS: Alabama Course of Study – Mathematics Standard 26
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Language Objective(s)
- Student will be able to construct a Venn Diagram to contrast and compare one geometric figure with another.
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Key Language Uses: Explain

ELD-MA.2-3.Explain.Expressive
ELs construct mathematical explanations that
- Describe solution and steps used to solve problem with others through
  1. Visual (charts-Venn Diagram, diagrams, manipulatives, drawings) to support approach and/or solution
  2. Compare/contrast signal words to differentiate results, approaches, objects

- State reasoning used to generate solution through
  1. If/then clause structures to show reasoning (if a shape only has 3 sides, then it is a triangle)

Key Vocabulary
It’s Your Turn to Build a Brick and Mortar Wall!
# 2019 ACOS: Mathematics 3.G.26

## Sequencing and Scaffolding Daily Lessons

### Key Vocabulary

<table>
<thead>
<tr>
<th>properties</th>
<th>square characteristic</th>
<th>triangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>rhombus</td>
<td>similar</td>
<td></td>
</tr>
<tr>
<td>trapezoid</td>
<td>different</td>
<td></td>
</tr>
<tr>
<td>hexagon</td>
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<td></td>
</tr>
</tbody>
</table>

### Sensory Support

- **Videos**
- **Models and figures**
- **Manipulatives**

### Graphic Support

- **Videos**
- **Sentence Frames**

### Interactive Support

- **Whole class, small group**
- **Pairs, L1**

### Expressive Language Development

<table>
<thead>
<tr>
<th>End of Level 1</th>
<th>End of Level 2</th>
<th>End of Level 3</th>
<th>End of Level 4</th>
<th>End of Level 5</th>
<th>End of Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expressive</strong></td>
<td><strong>Expressive</strong></td>
<td><strong>Expressive</strong></td>
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<td><strong>Expressive</strong></td>
</tr>
<tr>
<td>Extend or enhances meanings through...</td>
<td>Sentence fragments and emerging use of simple sentences</td>
<td>Simple sentences</td>
<td>Sentence with emerging use of clauses</td>
<td>Simple or compound sentences with familiar ways of combining clauses (with a broad range of coordinating conjunctions)</td>
<td>Compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions):</td>
</tr>
<tr>
<td>E.g., triangles and rectangles</td>
<td>E.g., triangle has three sides</td>
<td>E.g., A square has 4 right angles</td>
<td>E.g., We put triangles, then rectangles</td>
<td>E.g., We put blue triangles, then red triangles, but there was no pattern</td>
<td></td>
</tr>
<tr>
<td>Illustration</td>
<td>Sentence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="triangle.png" alt="Triangle" /></td>
<td>A triangle is a geometric shape.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition</th>
<th>Vocabulary Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>A triangle is three-sided figure: a two-dimensional geometric figure formed of three sides and three angles.</td>
<td>Triangle</td>
</tr>
</tbody>
</table>
General Frames

They are similar/different because...
Something that is the same is...
Something that is different is...

Specific Frames

One characteristic of a _____ is _____.
I used a _____; it has _____ sides.
I used a _____; it has _____ angles.
I used a _____ and a _____ because they both have ____.
### 2019 ACOS: Mathematics 3.G.26

**Geometry**

Student will recognize and describe polygons (up to 8 sides), triangles, and quadrilaterals (rhombuses, rectangles, and squares) based on the number of sides and the presence or absence of square corners.

- Draw examples of quadrilaterals that are and are not rhombuses, rectangles, and squares.

**Content/Learning Objective**

- Student will be able to describe, analyze, and compare properties of two-dimensional shapes.

**WIDA ELD Standards**

- **ELD Standard 1**: English language learners communicate for Social and Instructional purposes within the school setting
- **ELD Standard 3**: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics

**Language Objective(s)**

- Student will be able to construct a Venn Diagram to contrast and compare one geometric figure with another.
- Student will be able to use mathematical vocabulary to explain orally or in writing the attributes of geometric shapes.

**Key Language Uses**: Explain

**ELD-MA.2.3.Explain, Expressive**

- Describe solution and steps used to solve problem with others through
  1. Visual (charts—Venn Diagram, diagrams, manipulatives, drawings) to support approach and/or solution
  2. Compare/contrast **signal words** to differentiate results, approaches, objects

- State reasoning used to generate solution through
  1. **If/then clause structures** to show reasoning (if a shape only has 3 sides, then it is a triangle)

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**Sensory Support**

- Videos
- Models and figures
- Manipulatives

**Graphic Supports**

- Sentence frames
- They are similar/different because...

**Interactive Supports**

- Whole class
- Small groups
- Pairs
- Using L1

---

**Expressive**

- **End of Level 1**: Sentence fragments and emerging use of simple sentences (triangle has three sides)
- **End of Level 2**: Sentence fragments and emerging use of simple sentences (triangle has three sides)
- **End of Level 3**: Simple sentences (A square has 4 right angles)
- **End of Level 4**: Sentence with emerging use of clauses (We put triangles, then rectangles)
- **End of Level 5**: Simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: We put blue triangles, then we put red triangles)
- **End of Level 6**: 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)
Language Support- YES!

Language Support- NO
Step 1: Plan content instruction
• Choose Subject Area, WIDA Standards, Unit/Lesson Topic & Time Frame.
• Identify ELs proficiency levels

Step 2: Choose ALCOS Content Standards
• Create content objective(s), performance assessment task, & Key vocabulary

Step 3: Analyze the unit/lesson content standards & identify the most prominent key language uses.
• Determine if the language needed for success is interpretive (listening, reading) or expressive (speaking, writing)

Step 4: Navigate the ELD standards and select a Language Expectation (goal/objective) that connects best to your lesson/unit/assessment.
• Select a language feature. Choose a feature that might be helpful for your ELs to master the content objective.
• Write a student-friendly “Final Language Expectation.”

Step 5: Use the Proficiency Level Descriptors to:
Determine scaffolds needed-instructional materials or assessments, scaffold expectations for what ELs will be able to understand and or produce
Unit/Lesson Overview: Point of View; Compare and Contrast

Grade: 4th  Subject Area: ELA  EL Proficiency Level(s): 1.0-2.0

Unit/Lesson Topic: Point of View; Compare and Contrast

Time Frame: One week

WIDA Standards:

• English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

• English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

• ALCOS Content Standard(s): Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator. Compare & contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus & the information provided.

• Content Objective: I can compare and contrast the point of view from two different versions of the story, “The Three Little Pigs”.

• Performance Assessment Task(s): Digital Graphic organizer and observation checklist

• Key Vocabulary: compare, contrast, point of view, 1st person, 2nd person, 3rd person, similarities, differences

(The Three Little Pigs” by James Marshall and “The True Story of the Three Little Pigs” by Jon Scieszka.)
Unit/Lesson Overview: Point of View; Compare and Contrast

Grade: 4th  Subject Area: ELA  EL Proficiency Level(s): 1.0-2.0
Unit/Lesson Topic:  Point of View; Compare and Contrast

Time Frame: One week

WIDA Standards:

• ELD Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
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• ALCOS Content Standard(s): Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator. Compare & contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus & the information provided.
• Content Objective: I can compare and contrast the point of view from two different versions of the story, “The Three Little Pigs”.
• Performance Assessment Task(s): Digital Graphic organizer and observation checklist
• Key Vocabulary: compare, contrast, point of view, 1st person, 2nd person, 3rd person, similarities, differences

The 2020 Edition | WIDA (wisc.edu)  (*The Three Little Pigs* by James Marshall  and *The True Story of the Three Little Pigs* by Jon Scieszka.)
Step 3

• Analyze the unit/lesson content standards & identify the most prominent key language uses.
• Determine if the language needed for success is interpretive (listening, reading) or expressive (speaking, writing)

Step 4

• Navigate the ELD standards and select a Language Expectation (goal/objective) that connects best to your lesson/unit/assessment.
• Select a language feature. Choose a feature that might be helpful for your ELs to master the content objective.
• Write a student-friendly “Final Language Expectation”.

Key Language Use: NARRATE  INFORM  EXPLAIN  ARGUE

Essential Mode of Communication: Interpretive (Listening, Reading); Expressive (Speaking, Writing)

Language Expectation: Construct informational texts in language arts that add precision and details to define, describe, compare, and classify topic and/or entity

Language Feature(s): comparing/contrasting connectors to differentiate between entities or components (unlike/like, similarities/ differences, both, however, likewise)

Final Language Expectation: I can compare and contrast the point of view of two different versions of “The Three Little Pigs” using a graphic organizer. I will use connector words to discuss the similarities and differences with a partner.
Considerations for ELs, based on Proficiency Level Descriptors: 1 Newcomer w/ grade-level literacy skills in native language

Accommodations & Scaffolds that will support ELs in the Performance Tasks:
• Graphic organizer using pictures
• Word Bank for discussion
• Speaking frames: (___ and _____ both have______) (_____ and ___ are different because______)
• Partner or group work

Teacher’s Actions
• Build Background knowledge- Short video with w/closed caption
• Pre-teach vocabulary w/pictures
• Model completing a compare/contrast graphic organizer
• Teacher-led small groups
• Repetition

Step 5
Use the Proficiency Level Descriptors to:
• Determine scaffolds needed: instructional materials or assessments, scaffold expectations for what ELs will be able to understand/produce.
• List Teacher’s Actions

Reference: Go To Strategies
**Unit/Lesson Overview: Theme**

**Grade:** 9th  
**Subject Area:** ELA  
**EL Proficiency Level(s):** 1 2 3

**Unit/Lesson Topic:** Theme

**Time Frame:** One week

**WIDA Standards:**
- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
- English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

**ALCOS Content Standard(s):** Analyze the impact of context and organizational structures on the theme, tone, and meaning of the work as a whole.

**Content Objective:** I can determine the theme, tone, and meaning of a text by analyzing the context and organizational structures of the text.

**Performance Assessment Task(s):** Short written responses

**Key Vocabulary:** theme, tone, central idea, text structure, stanza, repetition
Step 3

- Analyze the unit/lesson content standards & identify the most prominent key language uses.
- Determine if the language needed for success is interpretive (listening, reading) or expressive (speaking, writing)

Key Language Use: **NARRATE**  **INFORM**  **EXPLAIN**  **ARGUE**

Essential Mode of Communication: Interpretive (Listening, Reading); **Expressive (Speaking, Writing)**

Step 4

- Navigate the ELD standards and select a Language Expectation (goal/objective) that connects best to your lesson/unit/assessment.
- Select a language feature. Choose a feature that might be helpful for your ELs to master the content objective.
- Write a student-friendly “Final Language Expectation”.

Language Expectation: Engage and adjust for audience

Language Feature(s): literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases

Final Language Expectation: I can determine the theme, tone, and meaning by analyzing the context and organizational structures of a poem. Students will write short responses to questions using literary devices.

Ex: How does the tone of the poet contribute to the theme of the poem? Give examples to support your responses.
Step 5

Use the Proficiency Level Descriptors to:

- Determine scaffolds needed: instructional materials or assessments, scaffold expectations for what ELs will be able to understand/produce.
- List Teacher’s Actions

Considerations for ELs, based on Proficiency Level Descriptors: 1 Newcomer w/ grade-level literacy skills in native language

Accommodations & Scaffolds that will support ELs in the Performance Tasks:

- Providing a translation of the text in students’ home language (Newcomers only)
- Word Bank (according to, etc.)
- Sentence frames
- Paragraph frames
- Partner or group work

Teacher’s Actions

- Build Background knowledge - Short video w/closed caption
- Pre-teach vocabulary w/pictures
- Model completing a short-written responses
- Teacher-led small groups
- Repetition - Read poems 3x
What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?
### Content Objective:
English learners will write about their families’ immigration to the United States and compare them to reading selections on immigration.

**Key Language Uses:** Narrate, Explain

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
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</thead>
<tbody>
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</table>

### Key Vocabulary

- Entering: By the End of Level 1
- Emerging: By the End of Level 2
- Developing: By the End of Level 3
- Expanding: By the End of Level 4
- Bridging: By the End of Level 5
- Reaching: By the End of Level 6

---

**What Key Language Uses best reflect how students will interact with language?**

(Narrate, Inform, Explain, Argue)
### Alabama Course of Study Standards

**Social Studies SS2010 (2010)**

**Grade: 2 Living and Working Together in State and Nation**

9 ) Describe how and why people from various cultures immigrate to the United States.

**English Language Arts ELA2015 (2015)**

**Grade: 2**

12 ) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. \[RI.2.3\]

**WIDA ELD Standard**

- **ELD Standard 1** - English language learners communicate for **Social and Instructional** purposes within the school setting.
- **ELD Standard 5** - English language learners communicate information, ideas and concepts necessary for academic success in the content area of **Social Studies**

---

**Content Objective:**

English learners will write about their families’ immigration to the United States and compare them to reading selections on immigration.

**Key Language Uses:** Narrate, Explain

**Language Expectation:**

- **ELD-SS.2-3.Explain.Expressive**
  - Construct social studies explanations that
    1. Introduce phenomena or events
    2. Describe components, order, causes, or cycles.

---

**Sensory Supports** | **Graphic Supports** | **Interactive Supports**
---|---|---
Entering By the End of Level 1 | | |
Emerging By the End of Level 2 | | |
Developing By the End of Level 3 | | |
Expanding By the End of Level 4 | | |
Bridging By the End of Level 5 | | |
Reaching By the End of Level 6 | | |

---

**What Language Expectations best reflect the language focus of the unit?**

Using Language Expectations to create unit language goals.

What Language Expectations best reflect the language focus of the unit?
What Language Functions and Features are essential for meeting content and language goals and the end of unit assessment?
ACTIVITY
**CONTRAST**
- however
- nevertheless
- on the other hand
- on the contrary
- even so
- alternatively
- at the same time
- though
- otherwise
- instead
- nonetheless
- conversely

**COMPARE**
- similarly
- comparable
- in the same way
- likewise
- as with
- equally
- just as...so too
TIME
- meanwhile
- presently
- at last
- finally
- immediately
- thereafter
- at that time
- subsequently
- eventually
- currently
- in the meantime
- in the past

PLACE
- there
- here
- beyond
- nearby
- next to
- at that point
- opposite to
- adjacent to
- on the other side
- in the front
- in the back
ELD Standard: Language for Social Studies

Key Language Use: Explain

Language Expectations: interpret and construct social explanations...

Language Function: introduce events and describe causes through...

Language Features:
1. Prepositional phrases of time and place
2. Compare and contrast immigration stories with EL students' families' immigration stories
3. ELD-SS – use past tense verbs to describe events

Final Language Expectation:
Multilingual learners will narrate their families’ immigration stories and will compare them to texts on immigration introduced in class using prepositional phrases and past tense verbs (example - Feivel's Flying Horse).

Assessment:
What would your summative assessment look like?
<table>
<thead>
<tr>
<th>Entering By the End of Level 1</th>
<th>Entering By the End of Level 2</th>
<th>Emerging By the End of Level 3</th>
<th>Developing By the End of Level 4</th>
<th>Expanding By the End of Level 5</th>
<th>Bridging By the End of Level 6</th>
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**Alabama Course of Study Standards**
Social Studies SS2010 (2010)
Grade: 2 Living and Working Together in State and Nation
9 ) Describe how and why people from various cultures immigrate to the United States.

English Language Arts ELA2015 (2015) Grade: 2
12 ) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. [RI.2.3]

**WIDA ELD Standard**
ELD Standard 1 - English language learners communicate for Social and Instructional purposes within the school setting.
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**Content Objective:** English learners will write about their families’ immigration to the United States and compare them to reading selections on immigration.

**Key Language Uses:** Narrate, Explain

**Language Expectation:**
ELD-SS.2-3. Explain. Expressive

**Final Language Expectation:**
Multilingual learners will narrate their families’ immigration stories and will compare them to texts on immigration introduced in class using prepositional phrases and past tense verbs (example: Feivel's Flying Horse).

**Key Vocabulary**

**Sensory Supports**
- Photographs from native countries of students/characters
- Maps/globes/Google Earth

**Graphic Supports**
- Anchor charts with prepositional phrases
- Sentence/paragraph frames

**Interactive Supports**
- Peer tutor
- Small group
Alabama Course of Study Standards
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Key Language Uses: Narrate, Explain

Language Expectation:
ELD-SS.2.3.Explain.Expressive

Final Language Expectation:
Multilingual learners will narrate their families’ immigration stories and will compare them to texts on immigration introduced in class using prepositional phrases and past tense verbs (example-Feivel's Flying Horse).

Key Vocabulary
- sea
- search
- protect
- immigrate
- carve

Sensory Supports
- Photographs from native countries of students
- Maps/globes
- Google Earth

Graphic Supports
- Anchor charts with prepositional phrases
- Sentence/paragraph frames

Interactive Supports
- Peer tutor
- Small group

Entering
By the End of Level 1
- Single words or phrases

Entering
By the End of Level 2
- Short sentences linked by topic

Emerging
By the End of Level 3
- Sentences with emerging organization

Developing
By the End of Level 4
- Short text conveys intended purpose using predictable organizational patterns

Expanding
By the End of Level 5
- Expanded text conveys intended purpose using generic organizational patterns

Bridging
By the End of Level 6
- Conveys intended purpose using genre specific organizational patterns
<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
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</thead>
<tbody>
<tr>
<td>Entering By the End of Level 1</td>
<td>• Single words or phrases • Frequently used</td>
<td>• Few frequently used words and phrases with emerging precision</td>
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<td>• Short sentences linked by topic</td>
<td>• Some frequently used words and phrases with some precision</td>
</tr>
<tr>
<td>Developing By the End of Level 3</td>
<td>• Sentences with emerging organization</td>
<td>• A small repertoire of words and phrases with developing precision</td>
</tr>
<tr>
<td>Expanding By the End of Level 4</td>
<td>• Short text conveys intended purpose using predictable organizational patterns</td>
<td>• A growing repertoire of words and phrases with growing precision</td>
</tr>
<tr>
<td>Bridging By the End of Level 5</td>
<td>• Expanded text conveys intended purpose using generic organizational patterns</td>
<td>• An expanding repertoire of words and phrases including idioms and collocations with expanding precision</td>
</tr>
<tr>
<td>Reaching By the End of Level 6</td>
<td>• Conveys intended purpose using genre specific organizational patterns</td>
<td>• Flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision</td>
</tr>
</tbody>
</table>
Planning a Lesson

Four steps to Planning your lesson...

1. Locate relevant WIDA ELD Standards by examining the unit’s content standards.

2. Identify the most prominent Key Language Uses by analyzing the unit’s content standards, summative assessments, key vocabulary, and main learning events.

3. Use Language Expectations to create unit language goals.

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

The Destination: Setting Unit-Level Goals

Steps

1. Locate relevant WIDA ELD Standards by examining the unit’s content standards
2. Identify the most prominent Key Language Uses by analyzing the unit’s content standards, summative assessments, essential questions, and main learning events
3. Use Language Expectations to create unit language goals
4. Unpack the Language Expectations, Functions, and Features in the context of your unit

Guiding Questions

1. What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?
2. How are students being asked to use language in the unit?
3. What Key Language Uses best reflect how students will interact with language?
4. What Language Expectations best reflect the language focus of the unit?
5. What Language Functions and Features are essential for meeting content and language goals and the end-of-unit assessment?

Getting There: Sequencing and Scaffolding Daily Lessons

Considering the Language Expectations, Functions, and Features, sequence and adapt lesson plans for continuous language development and active scaffolding of student learning.
Step 1: Locate relevant WIDA ELD Standards by examining the unit’s content standards

• Choose ALCOS Content Standards
• Create content objectives and assessment task
• Identify the relevant WIDA ELD standard

What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?
Step 1: Locate relevant WIDA ELD Standards by examining the unit’s content standards

Choose ALCOS Content Standards
Create content objective(s) and assessment task
Locate WIDA ELD Standards and create language objectives

Alabama Course of Study Standards
Science (2015), 9-12, Biology: Ecosystems: Interactions, Energy, and Dynamics
8 ) Develop and use models to describe the cycling of matter (e.g., carbon, nitrogen, water) and flow of energy (e.g., food chains, food webs, biomass pyramids, ten percent law) between abiotic and biotic factors in ecosystems

WIDA ELD Standards
ELD Standard 1 (ELD-SI) - English language learners communicate for Social and Instructional purposes within the school setting.
ELD Standard 4 (ELD-SC) - English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
Step 1: Locate relevant WIDA ELD Standards by examining the unit’s content standards
Choose ALCOS Content Standards

Create content objective(s) and assessment task
Locate WIDA ELD Standards and create language objectives

Content Objective:
English learners will:

• recognize the role of climate in determining the nature of a biological community.
• compare features of plants and animals found in different biomes.
• construct models of food chains and food webs in their specific biomes.

Key Language Use: Explain

English learners will construct scientific explanations that:

• Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system using connectors to link clauses/paragraphs and connect ideas.
Final Language Expectation:
English language learners will develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system using connectors to link clauses/paragraphs and connect ideas.

Assessment:
What would your summative assessment look like?
8) Develop and use models to describe the cycling of matter (e.g., carbon, nitrogen, water) and flow of energy (e.g., food chains, food webs, biomass pyramids, ten percent law) between abiotic and biotic factors in ecosystems.

WIDA ELD Standard

- ELD Standard 1 (ELD-SI) - English language learners communicate for Social and Instructional purposes within the school setting.
- ELD Standard 4 (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

- Identify the most prominent Key Language Uses by analyzing the unit’s content standards, summative assessments, key vocabulary, and main learning events.
- Determine the primary purpose for using language.
- Determine if the language needed for success is interpretive (listening, reading, viewing) or expressive (speaking, writing, representing).

What Key Language Uses best reflect how students will interact with language? (Narrate, Inform, Explain, Argue)
WIDA ELD Standard

Content Objective: English learners will:
• recognize the role of climate in determining the nature of a biological community.
• compare features of plants and animals found in different biomes.
• construct models of food chains and food webs in their specific biomes.

Key Language Uses: Explain

Language Expectation:
ELD-SC.9-12. Explain. Expressive
English learners will construct scientific explanations that:
Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system using connectors to link clauses/paragraphs and connect ideas.

Key Vocabulary

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

• Determine the **primary purpose** for using language.
• Determine if the language needed for success is **interpretive** (listening, reading, viewing) or **expressive** (speaking, writing, representing).

**Key Language Use:** Explain

**Language Expectation:** ELD-SC.9-12.Explain **Expressive**

English learners will construct scientific explanations that:
• Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system using connectors to link clauses/paragraphs and connect ideas.

What are they being asked to do?
Step 3: Use Language Expectations to create unit language goals.

What Language Expectations best reflect the language focus of the unit? (Narrate, Inform, Explain, Argue)

- Navigate the ELD standards and select a Language Expectation (goal/objective) that connects best to your lesson/unit/assessment.
Language Expectations are **goals** for content-driven language learning.
Step 3: Use Language Expectations to create unit language goals

- Navigate the ELD standards and select a Language Expectation (goal/objective) that connects best to your lesson/unit/assessment.

Standard:
Develop and use models to describe the cycling of matter (e.g., carbon, nitrogen, water) and flow of energy (e.g., food chains, food webs, biomass pyramids, ten percent law) between abiotic and biotic factors in ecosystems.

Objectives:
- Recognize the role of climate in determining the nature of a biological community.
- Compare features of plants and animals found in different biomes.
- Construct models of food chains and food webs in their specific biomes.
What students need to know...

- A **food chain** is a simple model representing the transfer of energy from organism to organism (e.g., sun → plant → grasshopper → mouse → snake).
- Each step of a food chain represents a **trophic level** always starting with an autotroph in the first level and heterotrophs in the remaining levels.
- The overlapping relationships between multiple food chains are shown in a **food web**.
- An **ecological pyramid** is a model that can show the relative amounts of energy, biomass, or numbers of organisms at each trophic level in an ecosystem.
- In an **energy pyramid**, only 10% of energy is passed from one trophic level to the next due to loss of energy in the form of heat caused by cellular respiration (10% rule).
- In a **numbers pyramid**, it shows the number of organisms at each trophic level tends to decrease because there is less energy available to support organisms.
- The exchange of matter through the biosphere is called the **biogeochemical cycle** and involves living organisms (bio), geological processes (geo), and chemical processes (chemical).
Trophic Level Pyramid

- The **trophic level pyramid** is the graphical structure representing the interactions in biological communities in the form of the **transfer of food and energy** from one trophic level to the next in a food chain.
An energy pyramid describes how energy flows upward (from lower to higher trophic (food source) levels.

It shows how only ≈ 10% of the energy “harvested” on a lower level is available on the next higher level (remaining 90% on each level is lost as “useless” heat energy)
What students need to do...

- **Categorize organisms** in an ecosystem based on evidence of how they obtain energy.

- **Construct a food chain** that differentiates between producers, primary, secondary and tertiary consumers and integrate multiple food chains into a food web.

- Use relationships between organisms to **develop a food web and use it to demonstrate flow of energy** and predict the impacts of population changes. Construct a pyramid of biomass, given population data about organisms in the ecosystem and make calculations using data from the pyramid.

- Analyze data to **identify patterns** in the cycling of carbon, nitrogen and water in ecosystems.

- Use patterns identified in the cycling of carbon, nitrogen, and water to **build models** of matter cycling through ecosystems.

- Predict the effect of the reduction of a population of species on the carbon, nitrogen or water cycle.
Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit

- Determine the primary purpose for using language.
- Determine if the language needed for success is interpretive (listening, reading, viewing) or expressive (speaking, writing, representing).
Step 3: Use Language Expectations to create unit language goals

- Navigate the ELD standards and select a Language Expectation (goal/objective) that connects best to your lesson/unit/assessment.
Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit

- recognize the role of climate in determining the nature of a biological community.
- compare features of plants and animals found in different biomes.
- construct models of food chains and food webs in their specific biomes.

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through...

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships (as a result, therefore)
- Variety of clause types to express causality (Unable to grow or repair themselves, the coral eventually die.)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
## Connectors (Linking Words)

<table>
<thead>
<tr>
<th>ADDITION</th>
<th>CONTRAST</th>
<th>COMPARISON</th>
<th>SUMMARY</th>
<th>TIME</th>
<th>PLACE</th>
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<tbody>
<tr>
<td>further</td>
<td>however</td>
<td>similarly</td>
<td>in short</td>
<td>meanwhile</td>
<td>there</td>
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<tr>
<td>furthermore</td>
<td>nevertheless</td>
<td>comparable</td>
<td>on the whole</td>
<td>presently</td>
<td>here</td>
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<tr>
<td>moreover</td>
<td>on the other</td>
<td>in the same way</td>
<td>in other words</td>
<td>at last</td>
<td>beyond</td>
</tr>
<tr>
<td>moreover</td>
<td>and</td>
<td>likewise</td>
<td>to be sure</td>
<td>finally</td>
<td>at last</td>
</tr>
<tr>
<td>in addition</td>
<td>on the contrary</td>
<td>as with</td>
<td>clearly</td>
<td>immediately</td>
<td>nearby</td>
</tr>
<tr>
<td>additionally</td>
<td>even so</td>
<td>equally</td>
<td>anyway</td>
<td>thereafter</td>
<td>next to</td>
</tr>
<tr>
<td>besides</td>
<td>alternatively</td>
<td>just as...so too</td>
<td>in sum</td>
<td>at that time</td>
<td>at that point</td>
</tr>
<tr>
<td>too</td>
<td>at the same time</td>
<td></td>
<td>after all</td>
<td>subsequently</td>
<td>opposite to</td>
</tr>
<tr>
<td>also</td>
<td>though</td>
<td></td>
<td>in general</td>
<td>eventually</td>
<td>adjacent to</td>
</tr>
<tr>
<td>first</td>
<td>otherwise</td>
<td></td>
<td>it seems</td>
<td>currently</td>
<td>on the other side</td>
</tr>
<tr>
<td>second</td>
<td>instead</td>
<td></td>
<td></td>
<td>in the meantime</td>
<td>in the front</td>
</tr>
<tr>
<td>finally</td>
<td>nonetheless</td>
<td></td>
<td></td>
<td>in the meantime</td>
<td>in the back</td>
</tr>
<tr>
<td>last</td>
<td>conversely</td>
<td></td>
<td></td>
<td>in the past</td>
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</tbody>
</table>
Language Features

- Recognize the role of climate in determining the nature of a biological community.
- Compare features of plants and animals found in different biomes.
- Construct models of food chains and food webs in their specific biomes.

Science Sentence Frames

- When __________ (cause), then __________(effect).
- I compared __________ and __________.
- __________ and __________ are similar because __________.
- I know that __________ is __________ because __________.
- The causes of __________ are __________.
- Based on __________, I think __________.
Develop and use models to describe the cycling of matter (e.g., carbon, nitrogen, water) and flow of energy (e.g., food chains, food webs, biomass pyramids, ten percent law) between abiotic and biotic factors in ecosystems.

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Content Objective:
English learners will:
Create a laboratory simulation of the water cycle. Indicating the change in states of matter and the flow of energy. Students will also compare and contrast the cycle of matter with the flow of energy.

Key Language Use: Explain

English learners will construct scientific explanations that:
Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system using connectors to link clauses and connect ideas.
PUTTING THE PIECES TOGETHER
Step 1: Locate relevant **WIDA ELD Standards** by examining the unit’s content standards.

What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?

<table>
<thead>
<tr>
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<th>Entering By the End of Level 2</th>
<th>Emerging By the End of Level 3</th>
<th>Developing By the End of Level 4</th>
<th>Expanding By the End of Level 5</th>
<th>Bridging By the End of Level 6</th>
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Step 2: Identify the most prominent **Key Language Uses** by analyzing the unit’s content standards, summative assessments, essential questions, and main learning events.
Alabama Course of Study Standards

Content Objective:

Key Language Uses:

Language Expectation:

Key Vocabulary

Sensory Supports

Graphic Supports

Interactive Supports

Entering By the End of Level 1

Entering By the End of Level 2

Emerging By the End of Level 3

Developing By the End of Level 4

Expanding By the End of Level 5

Bridging By the End of Level 6

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

What Language Expectations best reflect the language focus of the unit?
What **Language Functions and Features** are essential for meeting content and language goals and the end of unit assessment?

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

<table>
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<th>Key Vocabulary</th>
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<tbody>
<tr>
<td><strong>Key Language Uses:</strong></td>
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</tr>
<tr>
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<td><strong>Graphic Supports</strong></td>
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<td>Entering By the End of Level 2</td>
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What **Language Functions and Features** are essential for meeting content and language goals and the end of unit assessment?
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<th>Bridging By the End of Level 6</th>
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</thead>
<tbody>
<tr>
<td>Single Words</td>
<td>Phrases, Short Sentences</td>
<td>Series of Related Sentences</td>
<td>Moderate Discourse</td>
<td>Complex Discourse</td>
<td>Varied, Complex Discourse</td>
</tr>
<tr>
<td>Common Vocabulary</td>
<td>High Frequency Vocabulary</td>
<td>General and some specific Vocabulary</td>
<td>Specialized and Some Technical Vocabulary</td>
<td>Specialized and Some Technical Vocabulary</td>
<td>Precise, Specialized, and Technical Vocabulary Across Content Areas</td>
</tr>
<tr>
<td>Memorized Language</td>
<td>Language has some errors that inhibit communication</td>
<td>Meaning Overrides Communication Errors</td>
<td>Language with Minimal Errors</td>
<td>Language Comparable to English Peers</td>
<td>High Level Academic Language Comparable to Native English-Speaking Peers</td>
</tr>
</tbody>
</table>
What **Language Functions and Features** are essential for meeting content and language goals and the end of unit assessment?

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

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