INTRODUCTION TO THE WIDA ENGLISH LANGUAGE LEARNER CAN DO DESCRIPTORS

PRESENTER:
ELSIE CARDONA-BERARDINELLI
NYC RBE-RN @ FORDHAM UNIVERSITY
PURPOSE

To introduce and develop an understanding of the WIDA English Language Learner Can Do Descriptors.
OBJECTIVES

Participants will develop an awareness of the organization and structure of the WIDA English Language Learner Can Do Descriptors

Participants will understand
- the history of WIDA
- the organization and structure of WIDA ELD Standards
- how the Can Do Descriptors complement the WIDA ELD Standards
- how the WIDA Can Do Booklet may serve as a resource
THE HISTORY OF WIDA

- Created in response to NCLB requirements for ELLs pertaining to standards and assessments
- Funded originally through a USDE Enhanced Assessment Grant to the WI Department of Public Instruction in 2003
- Made up initially of three states: Wisconsin, Delaware, and Arkansas
- Changed to World-Class Instructional Design and Assessment in 2005
- Moved to the Wisconsin Center for Education Research at the University of Wisconsin- Madison in 2006
Where is WIDA?

33 WIDA states represent over 1,000,000 English Language Learners (ELLs) 2012-13

Standards Adoption - Idaho & South Carolina
OUR STANDARDS FRAMEWORK FOR ENGLISH LANGUAGE DEVELOPMENT

Features of Academic Language

Performance Definitions

Standards Matrix
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>Discourse Level</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>Sentence Level</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>Word/Phrase Level</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
Sociocultural Context

- Genre/Text Type
- Topic
- Task/Situation
- Register
- Participants’ identities & social roles
LEVELS OF ENGLISH LANGUAGE PROFICIENCY

1. ENTERING
2. BEGINNING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING
WIDA PERFORMANCE DEFINITIONS
LISTENING AND READING GRADES K-12

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><strong>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<tr>
<td>Level 5 Bridging</td>
<td>Rich descriptive discourse with complex sentences</td>
<td>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</td>
</tr>
<tr>
<td></td>
<td>Cohesive and organized related ideas</td>
<td>A broad range of sentence patterns characteristic of particular content areas</td>
</tr>
<tr>
<td>Level 4 Expanding</td>
<td>Connected discourse with a variety of sentences</td>
<td>A variety of complex grammatical constructions</td>
</tr>
<tr>
<td></td>
<td>Expanded related ideas</td>
<td>Sentence patterns characteristic of particular content areas</td>
</tr>
<tr>
<td>Level 3 Developing</td>
<td>Discourse with a series of extended sentences</td>
<td>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</td>
</tr>
<tr>
<td></td>
<td>Related ideas</td>
<td>Sentence patterns across content areas</td>
</tr>
<tr>
<td>Level 2 Emerging</td>
<td>Multiple related simple sentences</td>
<td>Compound grammatical constructions</td>
</tr>
<tr>
<td></td>
<td>An idea with details</td>
<td>Repetitive phrasal and sentence patterns across content areas</td>
</tr>
<tr>
<td>Level 1 Entering</td>
<td>Single statements or questions</td>
<td>Simple grammatical constructions (e.g., commands, Wh-questions, declaratives)</td>
</tr>
<tr>
<td></td>
<td>An idea within words, phrases, or chunks of language</td>
<td>Common social and instructional forms and patterns</td>
</tr>
</tbody>
</table>

...within sociocultural contexts for language use.
# WIDA PERFORMANCE DEFINITIONS

## SPEAKING AND WRITING

### Grades K-12

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>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<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  
• A broad range of sentence patterns characteristic of particular content areas | • Technical and abstract content-area language, including content-specific collocations  
• Words and expressions with shades of meaning across content areas |
| **Level 4 Expanding** | • Short, expanded, and some complex sentences  
• Organized expression of ideas with emerging cohesion | • A variety of grammatical structures  
• Sentence patterns characteristic of particular content areas | • Specific and some technical content-area language  
• Words and expressions with expressive meaning through use of collocations and idioms across content areas |
| **Level 3 Developing** | • 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  
• Sentence patterns across content areas | • Specific content language, including cognates and expressions  
• Words or expressions with multiple meanings used across content areas |
| **Level 2 Emerging** | • Phrases or short sentences  
• Emerging expression of ideas | • Formulaic grammatical structures  
• Repetitive phrasal and sentence patterns across content areas | • General content words and expressions  
• Social and instructional words and expressions across content areas |
| **Level 1 Entering** | • Words, phrases, or chunks of language  
• Single words used to represent ideas | • Phrase-level grammatical structures  
• Phrasal patterns associated with common social and instructional situations | • General content-related words  
• Everyday social and instructional words and expressions |

...within sociocultural contexts for language use.

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WIDA’S ELD STANDARDS

Social & Instructional Languages

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

Standard 1
Standard 2
Standard 3
Standard 4

NYC RBERN @ FORDHAM UNIVERSITY
A CLOSE LOOK AT THE ENGLISH LANGUAGE LEARNER CAN DO BOOKLET

Refer to Hand-out #1 entitled, ELL Can Do Booklet, page 4
Next, turn to page 6
## SUPPORT EXAMPLES

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-life objects (realia)</td>
<td>Charts</td>
<td>In pairs or partners</td>
</tr>
<tr>
<td>Manipulatives</td>
<td>Graphic organizers</td>
<td>In triads or small groups</td>
</tr>
<tr>
<td>Pictures &amp; photographs</td>
<td>Tables</td>
<td>In a whole group</td>
</tr>
<tr>
<td>Illustrations, diagrams &amp; drawings</td>
<td>Graphs</td>
<td>Using cooperative group structures</td>
</tr>
<tr>
<td>Magazines &amp; newspapers</td>
<td>Timelines</td>
<td>With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Number lines</td>
<td>In the native language (L1)</td>
</tr>
<tr>
<td>Videos &amp; Films</td>
<td></td>
<td>With mentors</td>
</tr>
<tr>
<td>Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SPECIFIC EXAMPLES OF SENSORY SUPPORTS

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

# EXAMPLE USE OF GRAPHIC ORGANIZERS

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

COMPARE AND CONTRAST THE WIDA CAN DO DESCRIPTORS AND THE BILINGUAL COMMON CORE PROGRESSIONS

WIDA Can Do Descriptors

Bilingual Common Core Progressions
HOW MAY TEACHERS USE THE “CAN DO” DESCRIPTORS IN THE CLASSROOM WITH ENGLISH LANGUAGE LEARNERS?

1. To assist classroom teachers and administrators to better understand the second language acquisition process around the levels of English Language proficiency

2. To develop or co-develop lessons and units of study with differentiated language objectives

3. To set language goals with English Language Learners; including ELLs with diagnosed disabilities

4. To explain to parents students’ progress in listening, speaking, reading and writing. (Spanish translation available)

5. To observe and note levels of student performance, as a formative assessment
FINAL THOUGHTS /LINGERING QUESTIONS
REFLECTIONS/ NEXT STEPS

That's a wrap!