



WIDATM English Language Development Standards Training

Jamie Simmons

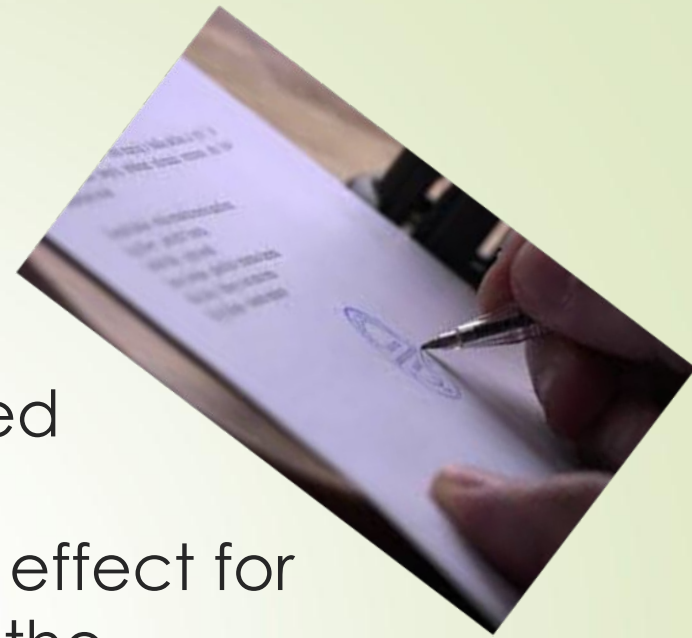
District ESL Coordinator/Migrant Liaison

Van Buren County Schools

simmonsj1@vanburenschools.org



State Board Rule



The State Board of Education passed an English learner (EL) requirement CHAPTER 0520-01-19 that went into effect for the 21-22 school year and impacts the way in which ELs are served and teachers are trained.

All educators who have English Learners (ELs) in the classroom for any part of the day must be trained on the WIDA English Language Development Standards.



Objectives of this Training

- ? To provide information on the components of the WIDA English Language Development (ELD) Standards Framework
- ? Show general education teachers how they can use the WIDA Framework to write language objectives and to meet language needs of their English Language Learners (ELs)
- ? Direct teachers to resources available for the use and implementation of the standards
- ? Satisfy State Requirements



By the end of this training, you will know how to use the WIDA framework to create language objectives for your English learners that can be used to support your content objectives.



www.wida.wisc.edu

Resource Library Recursos en español WIDA Store

Member/State Pages Login Search this Site

WIDA Assess Teach Grow About Memberships and Programs

Proven tools and support to help educators and multilingual learners succeed

Learn About WIDA

Cambiar a la versión en Español

Assess Teach Standards

A trusted, comprehensive approach to supporting, teaching and assessing multilingual learners

Click or tap on any wheel section to learn more.

Standards

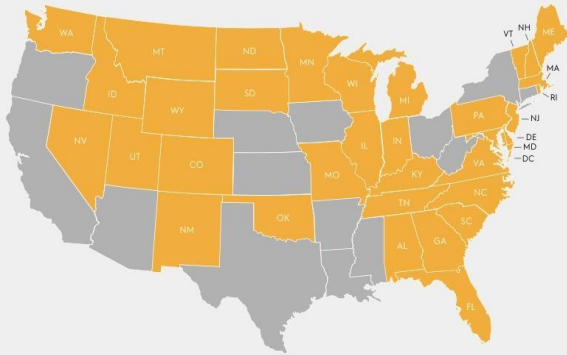
WIDA designs language development standards for early childhood and K-12 multilingual learners.

Standards

<https://www.wiscops.org/Store/WIDA>

What is WIDA?

WIDA Consortium Member States and Territories



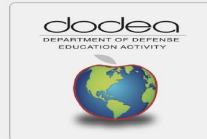
Northern Mariana Islands



U.S. Virgin Islands



Bureau of Indian Education



Department of Defense Education Activity



Alaska



Hawaii



Northern Mariana Islands

www.wida.us

WIDA is a consortium of over 40 states and territories. Developed a standards framework built on theoretical foundations that describe language use in academic contexts.



Our Roles and Responsibilities

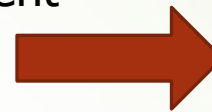
- ? Federal and State
- ? District goals for exiting students/District growth
- ? Assessments:
 - WIDA Screener for K
 - WIDA On-line Screener
 - ACCESS




WIDA Assessments

[illegible]

WIDA Screener report for identification and placement purposes





WIDA Screener - Online

Score Report

Test Date: 10/15/2017

Student Information

First Name: Sanyasi

Birthdate:

State ID:

(District: DBC Due Only - Sample District W)

Home Language(s):

Test Administrator(s):

Last Name: Doe

Current Grade: 04

School: DBC Due Only - P 4 School

State: WI

This report provides information about the student's scores on the WIDA Screener. The WIDA Screener is designed to provide a snapshot of an English Language Learner's general English language proficiency. This test is based on the WIDA English Language Development Standards and is used as one criterion to determine a student's eligibility for English language services. Please refer to state policy for testing decisions about a student's eligibility for English language services.

Scores are reported as Language Proficiency Levels: Proficiency Levels (PL) are reported as whole numbers for the Language Domain Scores and the Composite Scores are reported to the whole PL, as follows.

Language Domain Scores		Proficiency Level
Listening		5.0
Speaking		1.0
Reading		5.0
Writing		5.0
Composite Scores		Proficiency Level
Oral Language		1.5
Literacy		4.5
Overall*		5.5

*Overall Score is calculated only when all four domains have been assessed. *NA: Not available

Individual student report showing scores in all domains

[illegible]

Class Roster Report

Language Stages	WIDA	
Silent Stage (Pre-production)	Entering	Level 1
Early Production	Emerging	Level 2
Speech Emergence	Developing	Level 3
Intermediate	Expanding	Level 4
Advanced	Bridging	Level 5
	Reaching (Proficient) Level 6	



Why is this important for teachers to know?

- ? Appropriate expectations
- ? Appropriate instruction targeted at students' needs
- ? Appropriate scaffolding
- ? Appropriate assessment (how would you assess learning for students in various stages/proficiency levels?)
- ? Goal setting





What is Scaffolding?

Key Components of Scaffolding

- Meet the students where they are
- Push them just beyond what they are capable of on their own
- Temporary
- Gradually release responsibility
- Ways of interacting, as well as a set of structures

Scaffolding represents the helpful interactions between adult and child that enable the child to do something beyond his or her independent efforts. A scaffold is a temporary framework that is put up for support and access to meaning and taken away as needed when the child secures control of success with a task.



Scaffolding vs. Differentiation

Scaffolding vs. Differentiation “Scaffolding does not change the complexity of what is to be learned but breaks it into manageable parts for learners.”

Scaffolding

- Does not change content
- Ways of interacting
- Chunking material in smaller bits
- Providing supportive help during instruction

Differentiation

- Alternate content
- Modified instructional materials and activities
- Simplifying language and reading level
- Alternate activities, objectives, and assessments





Knowing Your Students

The more you know your students' language proficiency levels and their cultural backgrounds and formative experiences, the more effective your standards-based instruction will be. The development of the EL student's ILP is key to their success.

While ILPs must be updated regularly (every four and a half weeks at a minimum) and used daily, the exact implementation plan is at the discretion of districts. Formal stakeholder meetings are not required; informal discussions among teachers, students, and parents are appropriate. In our district, it was found that RTI and Data Team meetings are the best place for these discussions to take place with all team members at the table. If it is deemed necessary that parents be involved, a conference is scheduled.



The WIDA Framework's 5 Components



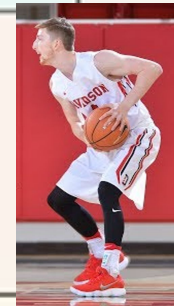
1. Can Do Philosophy
2. Guiding Principles of Language Development
3. Age-appropriate Academic Language in Sociocultural Contexts
4. Performance Definitions
5. Standards



The Features of Academic Language in the WIDA Standards

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

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none"> • Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none"> • Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none"> • General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

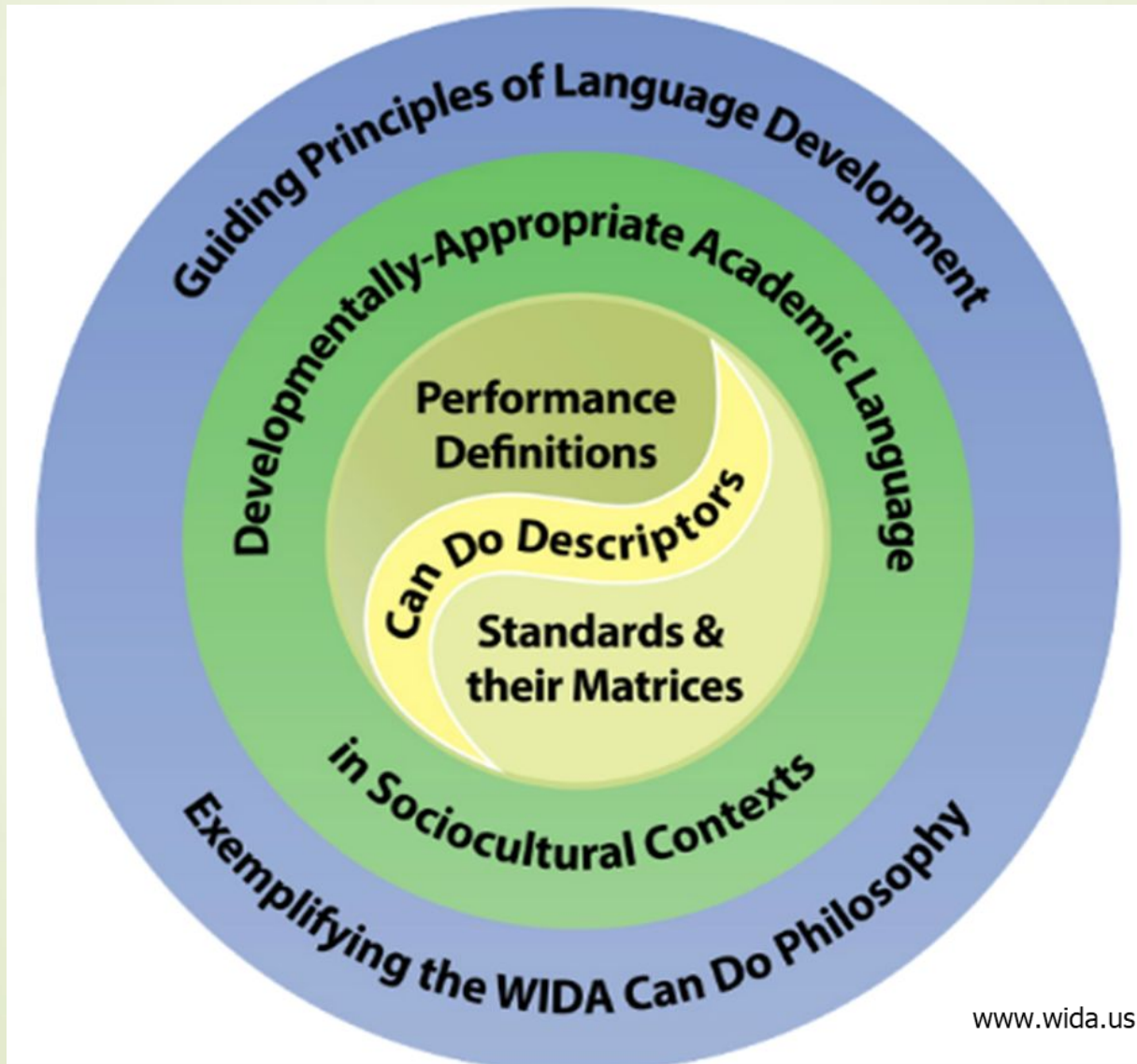


sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



English Language Development Standards



English Language Development Standards



**Social
Instructional
Language**



**Language of
Language
Arts**



**Language of
Mathematics**



**Language of
Science**



**Language of
Social
Studies**



Academic Language



ELD Standards

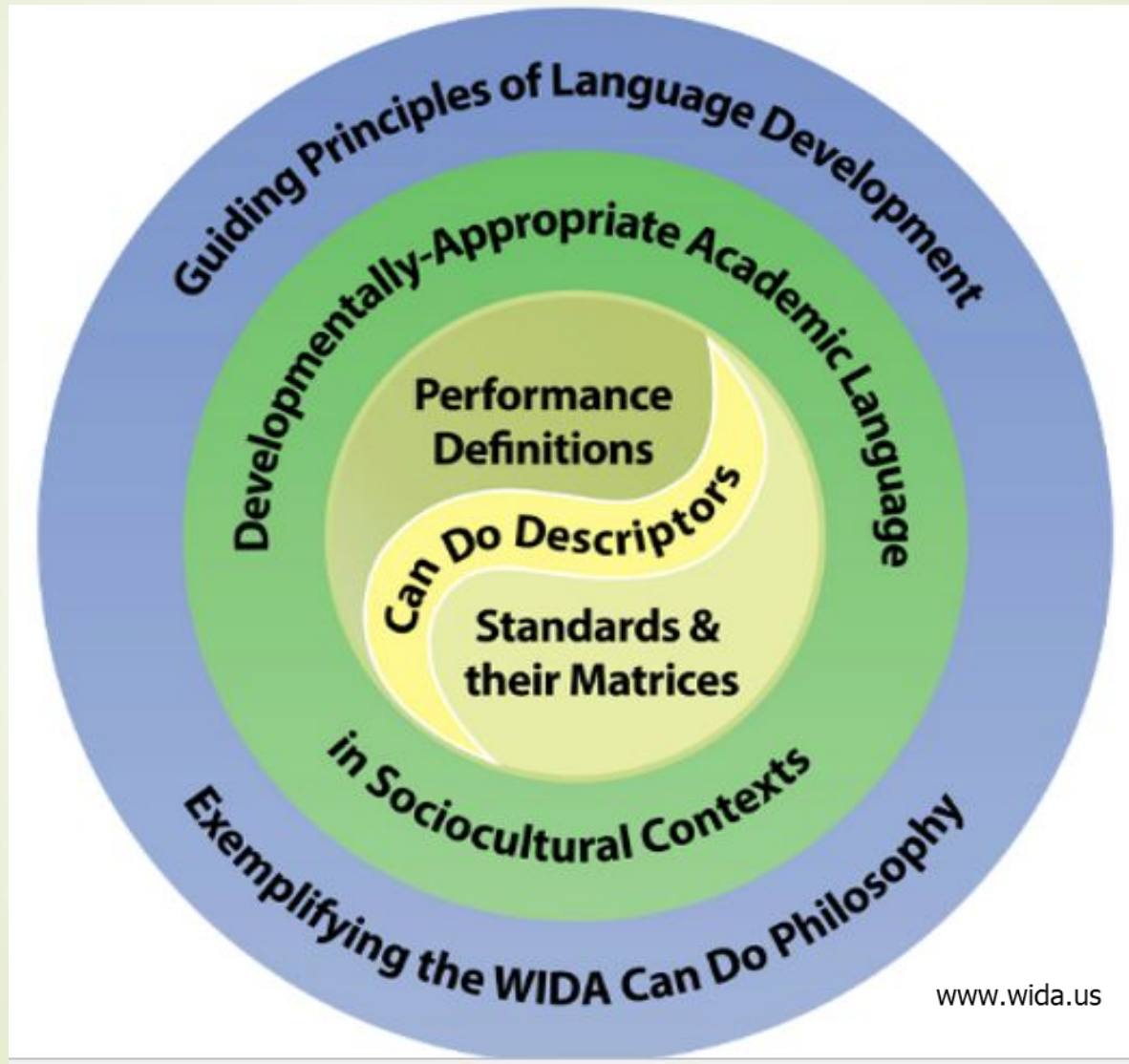
Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts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

Standard 1 recognizes the importance of social language in student interaction and the language students encounter across instructional settings.

Standards 2-5 address the language of the content-driven classroom and of textbooks characterized by a more formal register and a specific way of communicating.



Performance Definitions



Performance Definitions

- ? Provide definitions and characteristics of the 6 proficiency levels
- ? Focus on how a student might develop language across the 4 domains (listening, speaking, reading, writing)
- ? Provide global overview of language expectations for each proficiency level
- ? The Performance Definitions are the basis for the Can Do Descriptors



Performance Definition Criteria



Discourse Level or

Linguistic Complexity: The amount and quality of speech or writing for a given situation

Sentence Level

Forms and Conventions: The types and uses of language structures, mechanics, and fluency

Word/Phrase Level

Vocabulary Usage: The specificity of words or phrases for a given context

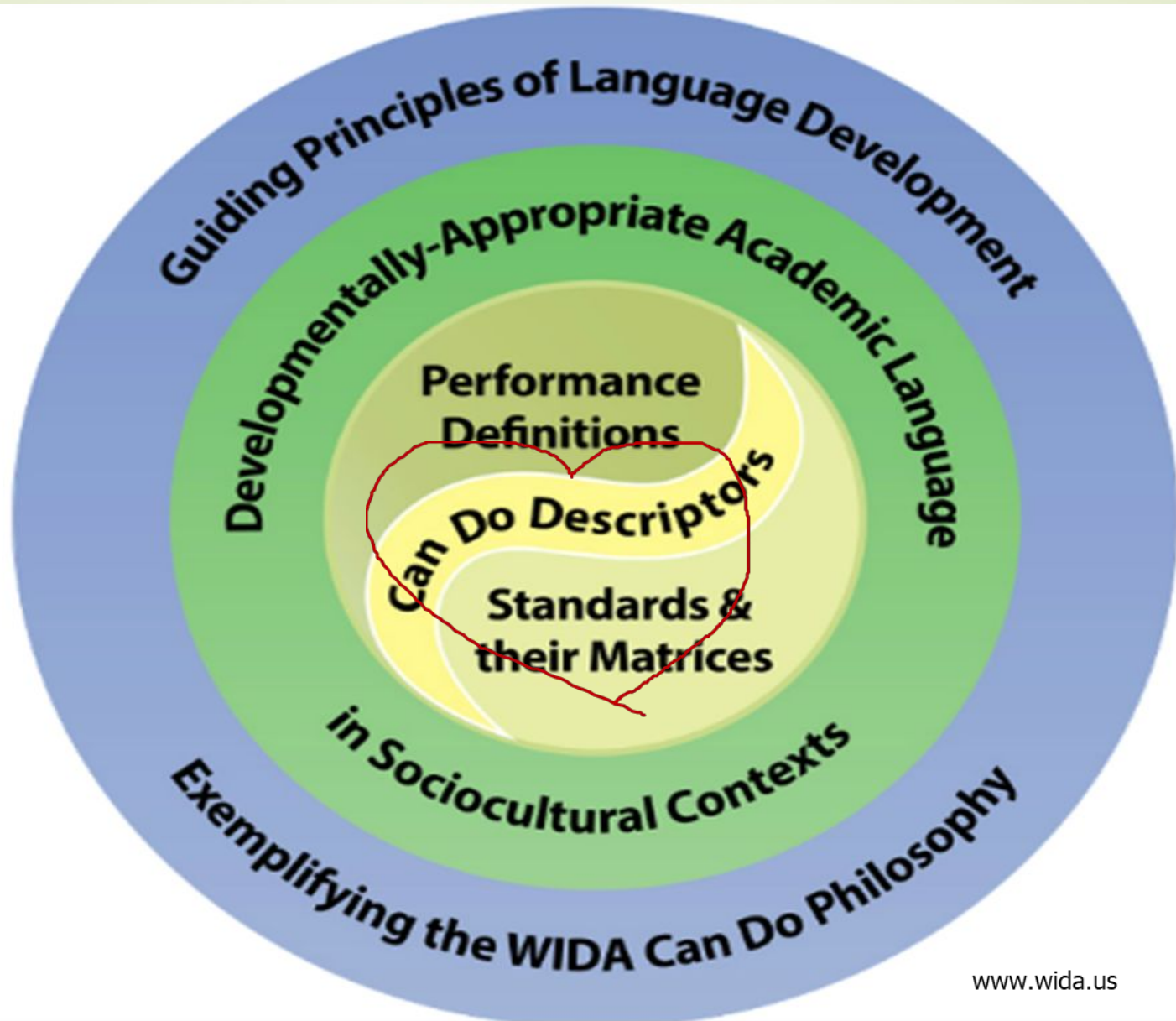


At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none">• specialized or technical language reflective of the content areas at grade level• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level• oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none">• specialized or technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none">• specific and some technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none">• general and some specific language of the content areas• expanded sentences in oral interaction or written paragraphs• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none">• general language related to the content areas• phrases or short sentences• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none">• pictorial or graphic representation of the language of the content areas• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support



Can Do Descriptors



	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	



	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports 	





Uses for Can Do Descriptors

- ? Share with classroom teachers to describe the acquisition process around levels of English language proficiency
- ? Use to plan with tutors or mentors who work with ELs
- ? Develop lessons and units of study with differentiated language objectives
- ? Set language goals for your ELLs (how I can move my student from proficiency level to the next)
- ? Explain to parents their students' progress in listening, speaking, reading, writing (available in Spanish)
- ? Translate test scores from ACCESS or WIDA Screeners into classroom practice



Activity

? *Pause the webinar*

? *Look at the Student Roster Report and find Diana's scores across the different domains. Focus on her writing score*

Student First Name	Listening Proficiency Level	Speaking Proficiency Level	Reading Proficiency Level	Writing Proficiency Level	Comprehension Proficiency Level	Oral Proficiency Level	Literacy Proficiency Level	Composite (Overall) Proficiency Level
Amal	5.0	2.1	3.8	2.8	4.0	3.0	3.0	3.0
Andres	5.0	6.0	5.0		5.0	5.6	3.3	3.8
Anita	5.0	2.8	5.0		5.0	3.7	3.9	3.8
Benito	6.0	5.6	5.8		6.0	6.0	4.9	5.6
Carla	5.0	4.2	5.0		5.0	4.5	3.6	3.9
Diana	3.3	3.5	4.8	2.3	4.1	3.4	2.9	3.1
Fabio	5.0	2.9	4.3	4.1	4.7	3.9	4.1	4.0
Gerardo	6.0	4.2	5.8	4.4	6.0	6.0	4.9	5.4

? *Look at the Can Do Descriptors on the next slide, and find the characteristics for Diana's current level of writing proficiency.*

WRITING	Can Do Descriptors
<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials
	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures
	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems
	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports



	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> ✓ Make lists from labels or with peers ✓ Complete/produce sentences from word/phrase banks or walls ✓ Fill in graphic organizers, charts, and tables ✓ Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level student reports 	



The Elements of Language Functions and Features

What are Language Features, and how do they work together with Language Functions?

Orient audience to story through...

- Pictures, words, title, statements, or common story expressions (*Once upon a time*) to introduce context
- Noun groups to state who or what the story is about (*the white swans, Joey's big family*)

Do Language Expectations take the place of any component found in previous editions of the WIDA ELD Standards?

In response to requests from the field, the 2020 Edition retires the more generative Model Performance Indicators (MPIs). In their place, more stable Language Expectations add specificity and concreteness to the WIDA ELD Standards Statements.



Where can I learn more about the Language Expectations?



Section 2 introduces the Language Expectations. Section 3 helps educators put the WIDA ELD Standards Framework into action and contains more detail about the Language Expectations for each grade-level cluster.

Language Features are examples of various language resources that carry out particular Language Functions. They include different types of sentences, clauses, phrases, and words. The example below shows two Language Features for the Language Function "Orient audience to story."

Why are Language Expectations divided into two communication modes?

As part of the 2020 Edition's mission to increase accessibility options for students and emphasize multimodal forms of communication, Language Expectations are articulated in two expanded communication modes: interpretive (listening, reading, and viewing) and expressive (speaking, writing, and representing).

These communication modes highlight that students communicate through listening, speaking, reading, and writing, but they also communicate through gestures, facial expressions, images, equations, maps, symbols, and other means. Multimodal communication does not only provide support for developing language, but rather is an essential path for all students to make meaning. This move to use interpretive and expressive communication modes is further intended to remind educators that students must be offered multiple means to engage, interpret, represent, act, and express their ideas in the classroom.



What are Language Functions, and how are they related to Language Expectations?

Language Functions are common patterns of language use that showcase particular ways students might use language in school. For example, a series of Language Functions is associated with the

process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In the example shown here, Language Functions associated with Narrate in grade 1 Language Arts are highlighted in yellow.

ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience



Visit the [ELD Standards Framework](#) webpage to see more FAQs in this series, along with additional supporting resources and the 2020 Edition.

WIDA is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison. © 2021 The Board of Regents of the University of Wisconsin System, on behalf of WIDA.



Visit the [ELD Standards Framework](#) webpage to see more FAQs in this series, along with additional supporting resources and the 2020 Edition.

WIDA is housed within the Wisconsin Center for Education Research at the University of Wisconsin-Madison. © 2021 The Board of Regents of the University of Wisconsin System, on behalf of WIDA.



Activity: Find the Language Function, the Content Stem, & the Support

Writing: Level 1:

List words or statements showing the importance of the US Constitution using illustrated word cards and an L1 (student's first language) partner.



Activity: Find the Language Function, the Content Stem, & the Support

Writing: Level 1:

List statements showing the importance of the US Constitution using illustrated word cards and an L1 partner.



WIDA Standards Matrix

Grade: <u>5</u>						WIDA
ELD STANDARD: The Language of Science			Topic: Rainforest			
CONNECTION: S5.12: Compare and Contrast features of the rainforest before and after deforestation						
CONTEXT FOR LANGUAGE USE: Students explore layers of the rainforest, products, plant/animal life and the impact of deforestation.						
COGNITIVE FUNCTION: Students will Analyze the impact of deforestation						
DOMAIN: Writing	LEVEL 1 Entering	LEVEL 2 Emerging	LEVEL 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
						Write a 3 paragraph essay using grade-level vocabulary & sentence structures that describe features of the rain forest before and after deforestation using notes from a video documentary and a Venn diagram.
TOPIC-RELATED LANGUAGE: deforestation, fauna, canopy, temperate, climate, understory, emergent, sustainable, biodiversity						

www.wida.us



WIDA Standards Matrix

Grade: <u>5</u>				WIDA		
ELD STANDARD: The Language of Science			Topic: Rainforest			
CONNECTION: S5.12: Compare and Contrast features of the rainforest before and after deforestation						
CONTEXT FOR LANGUAGE USE: Students explore layers of the rainforest, products, plant/animal life and the impact of deforestation.						
COGNITIVE FUNCTION: Students will Analyze the impact of deforestation						
DOMAIN: Writing	LEVEL 1 Entering	LEVEL 2 Emerging	LEVEL 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
	Label vocabulary on rain forest diagrams depicting features before & after deforestation using pictures and a word bank with visuals.					Write a 3 paragraph essay using grade-level vocabulary & sentence structures that describe features of the rain forest before and after deforestation using notes from a video documentary and a Venn diagram.
TOPIC-RELATED LANGUAGE: deforestation, fauna, canopy, temperate, climate, understory, emergent, sustainable, biodiversity						

www.wida.us



Activity: Use these Language Objectives and
Determine the Level of Proficiency
Take a moment and put these in order from Level
1-Level 5

- ? Write descriptive sentences for pictures depicting the features of the rainforest before and after deforestation using notes from a Venn Diagram and a word bank with visuals. [Sentence starters will be available.]
- ? Label vocabulary on rainforest diagrams depicting before and after deforestation using pictures and a word bank with visuals.
- ? Write a 3 paragraph essay using academic vocabulary and grade-level sentence structures that describe the rainforest before and after deforestation using notes from a Venn diagram, a word bank, and a model.
- ? Write descriptive paragraphs for pictures depicting the features of the rainforest before and after deforestation using notes from a Venn Diagram, a word bank with visuals and a model.
- ? Fill in a Venn Diagram to compare and contrast features of the rainforest before and after deforestation using visuals with labels and a pictorial word bank. Fill in cloze sentences with vocabulary words from the Venn Diagram.



WIDA Standards Matrix

Grade: 5

WIDA

ELD STANDARD: The Language of Science

Topic: Rainforest

CONNECTION: S5.12: Compare and Contrast features of the rainforest before and after deforestation

CONTEXT FOR LANGUAGE USE: Students explore layers of the rainforest, products, plant/animal life and the impact of deforestation.

COGNITIVE FUNCTION: Students will Analyze the impact of deforestation

	LEVEL 1 Entering	LEVEL 2 Emerging	LEVEL 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
DOMAIN: Writing	Label vocabulary on rain forest diagrams depicting features before & after deforestation using pictures and a word bank with visuals.	Fill in a Venn Diagram to compare and contrast features of the rainforest before and after deforestation using visuals with labels and a pictorial word bank. Fill in cloze sentences with vocabulary words from the Venn Diagram.	Write related, descriptive sentences for pictures showing the features of the rain forest before and after deforestation using notes from a Venn Diagram and a word bank with visuals. [Sentence starters will be available.]	Write descriptive paragraphs for pictures depicting the features of the rainforest before and after deforestation using notes from a Venn Diagram, a word bank with visuals and a model.	Write a 3 paragraph essay using academic vocabulary and grade-level sentence structures that describe the rain forest before and after deforestation using notes from a Venn diagram, a word bank, and a model.	Write a 3 paragraph essay using grade-level vocabulary & sentence structures that describe features of the rain forest before and after deforestation using notes from a video documentary and a Venn diagram.
TOPIC-RELATED LANGUAGE: deforestation, fauna, canopy, temperate, climate, understory, emergent, sustainable, biodiversity						

www.wida.us



Reflection and Final Instructions

- ? Have you learned the components of the WIDA English Language Development (ELD) Standards Framework?
- ? Can use the WIDA Framework to meet language needs of your English Language Learners (ELs)?
- ? Do you know where to find resources available for the use and implementation of the WIDA standards? (www.wida.us)
- ? Click [HERE](#) to complete the quiz for verification of training.



Contact Our ESL Department for More Information

Jamie Simmons

District ESL Coordinator/Migrant Liaison

Van Buren County Schools

simmonsj1@vanburenschools.org

