

THE COMMON CORE STATE STANDARDS AND THE WIDA ELD STANDARDS FOR TEACHER EDUCATORS

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PARKING LOT

1. Write down anything that you have a question about on the post-it without putting your name.
2. Stick it on the sheet labeled “Parking Lot” at any time of the day.



OBJECTIVES

Participants will

- **Review Common Core State Standards (CCSS)**
- **Receive an overview of NJ Department of Education model curriculum initiative**
- **Become familiar with WIDA English Language Development (ELD) standards**
- **Provide feedback on the intersection of CCSS and WIDA ELD standards**

OVERVIEW OF SHIFTS IN CCSS

ELA

- Regular practice with complex text and academic vocabulary.
- Building knowledge through content rich nonfiction and informational text.
- Reading and writing grounded in evidence from text across the content areas.

Math

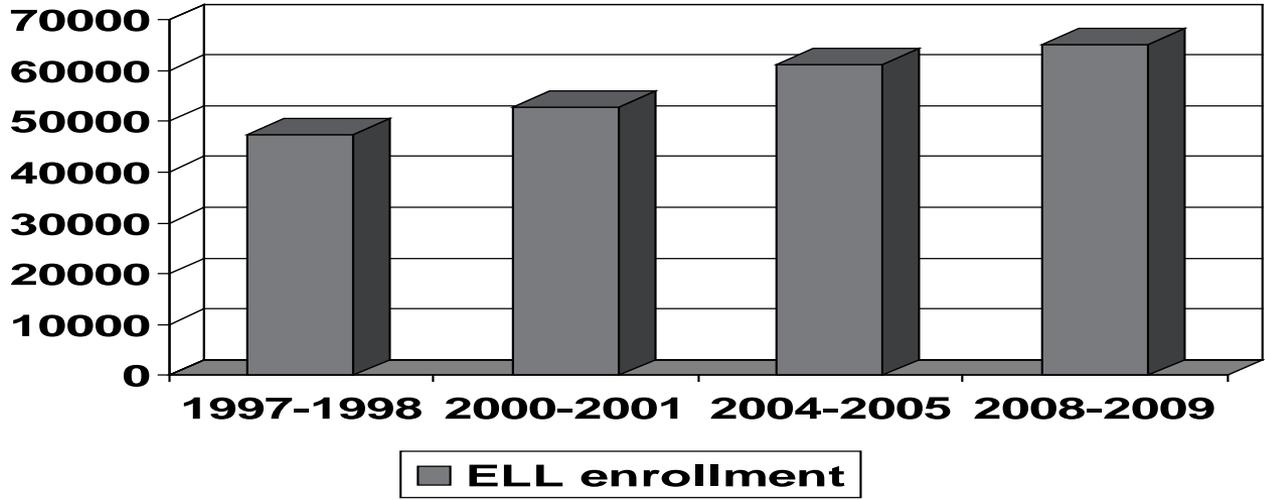
- Focus, Coherence, Rigor
 - Require fluency, application and deep understanding.

**STATE AND LOCAL PROFILE OF
ENGLISH LEARNERS
2008-09**

Number of language minority students	283,425
Number of limited English proficient (LEP) students	65,080
Number of languages represented by New Jersey students	187
Total districts serving limited English proficient (LEP) students	476

NATIONAL CLEARINGHOUSE FOR ENGLISH LANGUAGE ACQUISITION AND LANGUAGE INSTRUCTION EDUCATION PROGRAMS

NJ Public School Student and Teacher Data



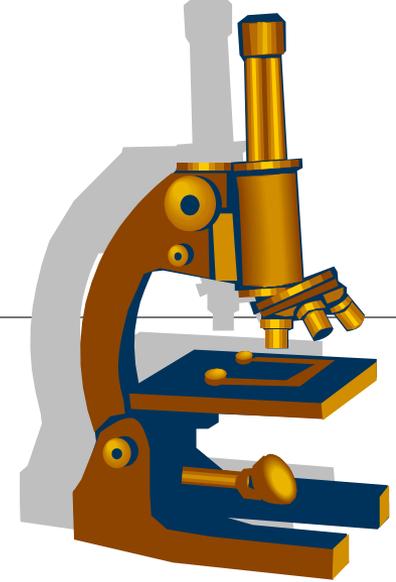
Number of Public Schools teachers	2,984,781
% of teachers who taught LEP students	41.2%
% of teachers with 8+ hours of PD @ LEP students	12.5%
	(NCES, 2002)

ACTIVITY



- **Turn to a partner. Decide who will be A and who will be B.**
- **Start with person A and tell person B why you like or dislike oranges.**

SCIENCE



Use of passive voice

Multiple embedded clauses

Long noun phrases serving as subjects or objects

If...then constructions

Logical connectors (if, because, however, consequently)

SOCIAL STUDIES

In social studies, long sentences with multiple embedded clauses are common.

Cause and effect statements are frequent.

- Because there will be more people in the world in the future, we will need more land on which to build towns and cities.

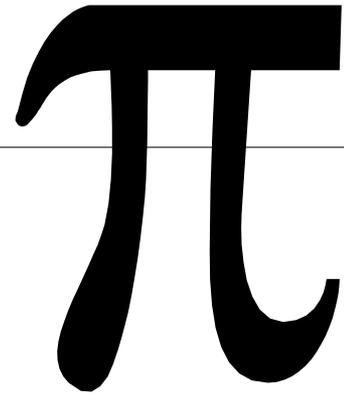
Various verb forms are used:

- “I found Rome a city of bricks and left it a city of marble.” Augustus is supposed to have spoken these words as he lay dying. He was Rome’s first emperor, and started the first of its great building programs. He claimed that he had had over 80 temples rebuilt.

Frequent use of pronouns *it* and *they* as referents.



MATHEMATICS



- **Comparatives:**
 - 6 is greater than 4
 - Maria earns six times as much as Peter
 - Lin is as old as Roberto
- **Prepositions:**
 - (divided) into, divided by,
 - 2 multiplied by 6 and X exceeds 2 by 7
- **Passive voice:**
 - X is defined as a number greater than 7.
- **Reversals: The number a is five less than b.**
- **Logical connectors: if...then**
If a is positive then -a is negative

Title III Requirements of the “No Child Left Behind Act”

- Title III requires each state to adopt English Language Proficiency standards that are linked to the state academic content **standards**.
- Title III also mandates all K-12 English language learners to be **assessed** annually in the domains of listening, speaking, reading, and writing (with a derived comprehension score).
- Each state must set ‘Annual Measurable Achievement Objectives’ (AMAOs) based on results from English language proficiency assessment.

ACADEMIC LANGUAGE AND WIDA ELD STANDARDS

“Academic language refers to the abilities to construct meaning from oral and written languages, relate complex ideas and information, recognize features of different genres and use various linguistic strategies to communicate.”

Dutro & Moran, 2003

The WIDA ELD Standards guide the teaching and learning of academic language for English Language Learners.

FIVE WIDA ELD STANDARDS

Standard 1 - SIL: English language learners communicate for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Standard 2 – LoLA: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3 – LoMA: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Standard 4 – LoSC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Standard 5 – LoSS: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

FOUR LANGUAGE DOMAINS

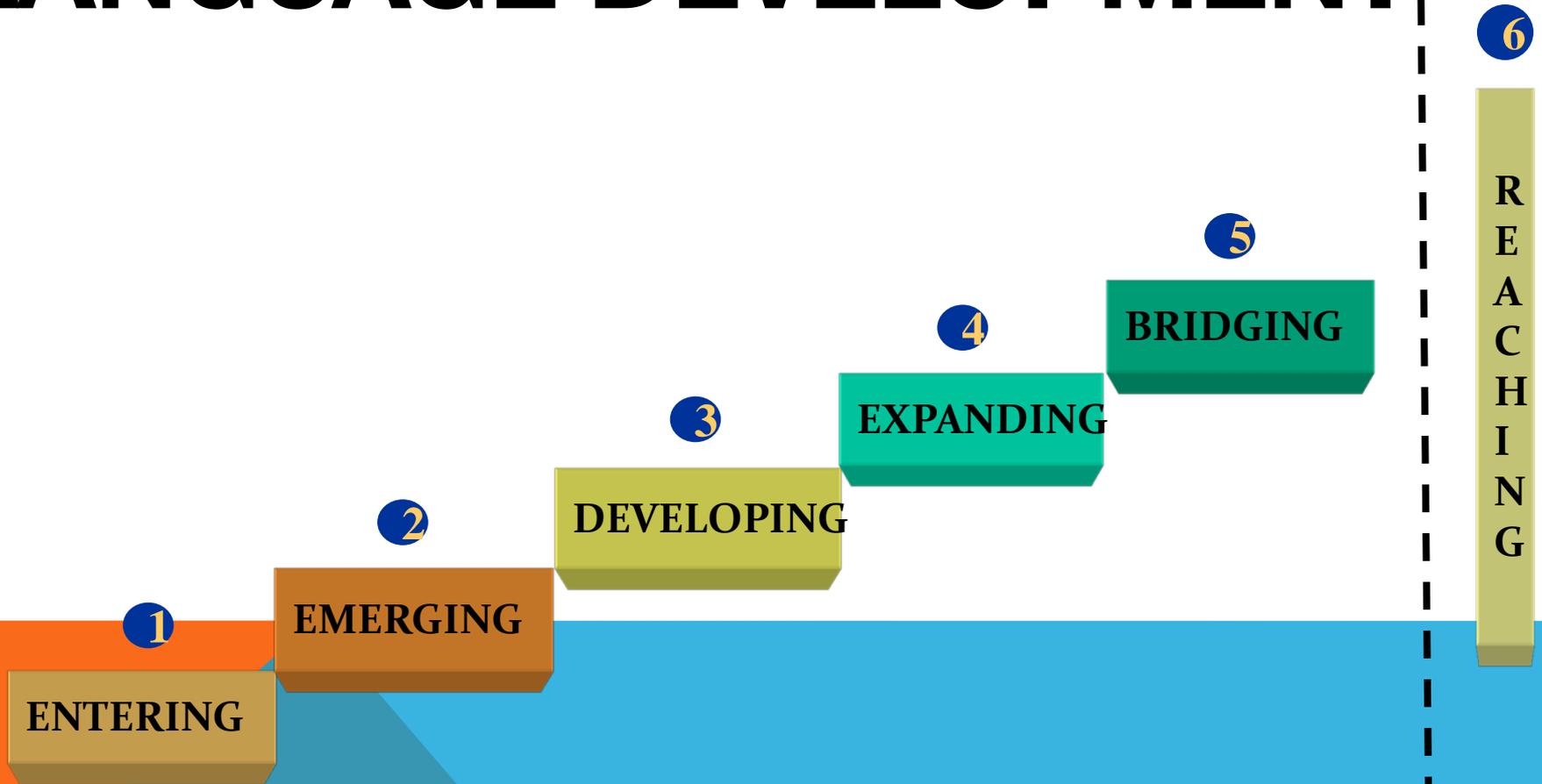
Listening – process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking – engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading – process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Writing – engage in written communication in a variety of forms for a variety of purposes and audiences

SIX LEVELS OF ENGLISH LANGUAGE DEVELOPMENT



THREE CRITERIA FOR PERFORMANCE DEFINITIONS

1

ENTERING

2

EMERGING

3

DEVELOPING

4

EXPANDING

5

BRIDGING

6

R
E
A
C
H
I
N
G

- **Discourse Complexity**: Expectations of the quantity and organization of the student's verbal response
- **Language Forms and Conventions**: Expectations of the student's control of English grammar, word choice in context, and the English sound system; refers to language quality
- **Vocabulary Usage**: Expectations of the student's use of appropriate vocabulary for grade level and proficiency level; refers to language quality

Discourse Complexity

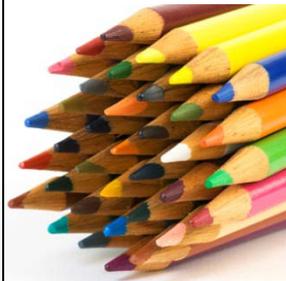
Level 1 – *Single words*

Level 2 – *Phrases, short sentences*

Level 3 – *Series of related sentences*

Level 4 – *Moderate discourse*

Level 5 – *Complex discourse*



Language Forms & Conventions

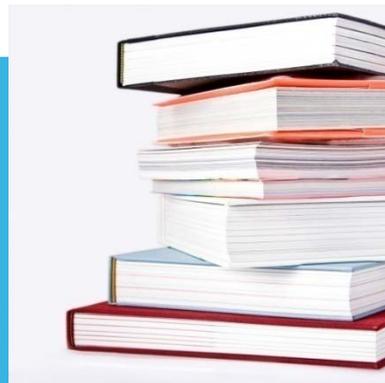
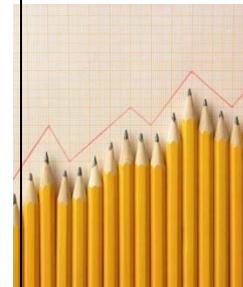
Level 1 – *Memorized language*

Level 2 – *Language w/errors where meaning is obscured*

Level 3 – *Language w/errors but meaning is retained*

Level 4 – *Language w/minimal errors*

Level 5 – *Language comparable to English peers*



Vocabulary Usage

Level 1 – *Most common vocabulary*

Level 2 – *High frequency vocabulary*

Level 3 – *General and some specific vocabulary*

Level 4 – *Specialized and some technical vocabulary*

Level 5 – *Specialized & technical vocabulary*

OVERALL ORGANIZATION OF STANDARDS



Let's review – Chunk & chew

A. Turn to a partner and complete the following with words and acronyms from the word wall (some may be used more than once):

_____ has established the _____ standards for _____s in NJ.

There are **five** _____ standards: _____ L; Lo____; Lo____; Lo____; Lo____

There are **four** _____ : Listening, Speaking, Reading and Writing.

There are **six** _____ levels: Entering, Beginning, Developing, Expanding, Bridging and Reaching.

There are **three** criteria for Performance Definitions: _____ complexity, vocabulary _____, _____ forms and conventions.

B. By the numbers: Use number 3, 4, 5 or 6 to answer the questions

Language Domain	Level 1 Entering	Level 2 Emerging	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 Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select and order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
Speaking	<ul style="list-style-type: none"> Name objects, people or pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects or people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes and/or procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
Reading	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicitly stated messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events or processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families and/or figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
Writing	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to oral directions Produce icons, symbols, words or phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms of writing 	

Performance Indicators by Proficiency Levels
 Grades 9-12 Domain: Writing
 Language of Science

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Label diagram of organisms which depend on one another and other living things, using pictures and word/phrase banks.</p>	<p>Answer wh-questions related to diagram of how organisms depend on one another and on other living things in their environment using a word bank and pictures.</p>	<p>Complete a paragraph about how organisms depend on one another and on other living things in their environment. using a template and word bank.</p>	<p>Describe how organisms depend on one another and on other living things in their environment using a word bank.</p>	<p>Describe in detail how certain organisms depend on one another and on other living things in their environment.</p>

WIDA 2012 DRAFT ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Overview of 2012 standards

<http://www.wida.us/standards/DraftRelease/player.html>

Definition of Academic Language

COMPONENTS OF ACADEMIC LANGUAGE



Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

	Performance criteria	Features	Examples
Discourse level	Discourse complexity <i>(Quantity and variety of oral and written text)</i>	Amount, Structure and Density of speech/written text. Organization and cohesion of ideas Variety of sentence types.	Voice and Mood Cohesive forms Coherence Logical connectors Parallelism Organizational types (e.g., narration, exposition, description)
Sentence level	Language forms and conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective	Tense and Aspect Simple, compound, and complex sentences Word order and Parallelism Denotation and connotation Formulaic expressions Interrogatives Prosodic features (e.g., stress)
Word level	Vocabulary usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings Formulaic and idiomatic expressions Nuances and shades of meaning Collocations	Sound-symbol-spelling correspondence Word formations (e.g., affixes, compounding) Count/non-count distinctions Denotation and connotation Possession (e.g., possessives)

LANGUAGE TARGET



Function



Topic



Domain



Support



Model Performance Indicators

Grade Level Cluster 6-8

Standards 4: (the language of) Science

Language Proficiency Level: 3
Developing

Language Domain: Reading

Identify characteristics and conditions related to natural disasters based on **text and pictures**

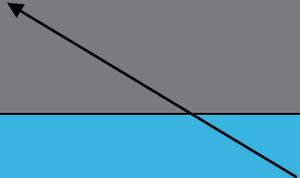
The language function



The content stem



The type of support



THREE TYPES OF SUPPORT

Sensory	Graphic	Interactive
Realia	Timelines	Pair
Visuals	Graphic organizers	Small group
Video	Charts	Use of L1
Hands-on		Technology

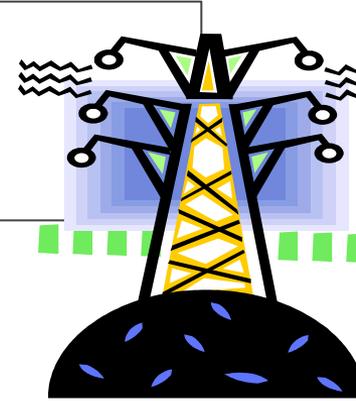
LANGUAGE FUNCTIONS AND EXAMPLES OF FORMS

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive tense, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions

TRANSFORMING MPI TO PERFORMANCE INDICATORS

Transform content, language function, support or domain

Use in unit and lesson planning and curriculum development.



Language Function

Identify specific geographic locations on maps based on oral information and check with a partner

Content

Identify **specific geographic locations on maps** based on oral information and check with a partner.

Listening → Speaking

Describe specific geographic locations on maps based on oral information and check with a partner

Social Studies → Science

Identify **living or non living things** based on oral information and check with a partner.

TRANSFORMING MPI

Content	Science to Math
Compare and contrast orally mammals to ocean fish using a Venn diagram and sentence frames.	Compare and contrast orally numbers and amounts using equations and symbols.
Domains	
Compare and contrast in writing mammals to ocean fish using a Venn diagram and sentence frames.	Compare and contrast in writing numbers and amounts using equations and symbols.

District: East Brunswick Tow		Student: D. [REDACTED] A	
School: Lawrence Brook ES		State ID: [REDACTED]	District ID: 00020
Grade: 5	Tier: B	Grade Level Cluster: 3-5	Br. ID: [REDACTED] 008

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening	368			324 --- ◆ --- 412				5.0
Speaking	335			301 -- ◆ -- 369				3.1
Reading	355			331 - ◆ - 379				5.0
Writing	324			308 - ◆ - 340				3.2
Oral Language ^A	352			325 -- ◆ -- 379				4.1
Literacy ^B	340			324 - ◆ - 356				3.6
Comprehension ^C	359			336 - ◆ - 382				5.0
Overall Score^D (Composite)	343			329 - ◆ - 357				3.8

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted – Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English language proficiency standards

These standards do not apply to Kindergarten Students – Sections will appear blank

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	6	6
Language of Language Arts	8	9
Language of Mathematics	7	12
Language of Science	8	9
Language of Social Studies	4	6

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score ^E	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	3	5
Mathematics/Science	3	5

E – Raw score based on # of tasks for that standard or combination of standards
NA - Not Attempted – Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points	Student Raw Score	Total Possible Points
Social & Instructional	3	6	2	6	3	6
Mathematics	2	6	2	6	2	6
Science	2	6	3	6	2	6
Language Arts & Social Studies	3	6	2	6	2	6

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

ENGLISH LANGUAGE & CONTENT ASSESSMENTS ACCESS FOR ELLS OVERVIEW

Secure, large-scale test

Anchored in the WIDA ELD Standards

Assesses academic language

Three tiers for each grade level cluster (K, 1-2, 3-5, 6-8, 9-12)

One third of test items replaced annually

Administered once per year as required by No Child Left Behind
(AMAO – Title III)

Indicator of student's readiness to perform on state content test

NJ DEPARTMENT OF EDUCATION INITIATIVE

CCSS aligned unit student learning objectives (SLO)

Scaffolded student learning objectives

Quality 6 week unit assessments

	What Students need to learn	HOW/ Teaching Strategies		Process for assessing “the what”
Standard	Student Learning Objective	Model lessons/ instructional strategies	Formative assessment	Summative Assessment
Standard #	1. 2.			
Standard #	1. 2.			

Standard WIDA	Student Learning Objective		Target – Performance indicator Language function + content + support		Language Needed
RL 7.1 WIDA 2	Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		<u>Read to cite explicit</u> textual evidence to support analysis of a literary text using visually supported text, graphic organizers, and online support.		VU: cite, textual evidence, quote, direct and indirect quotes, explicit, LFC: quoted/reported speech DC: Paraphrasing, Conditional sentences, Complex sentences with embedded clauses in extended discourse
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
	Read to cite explicit textual evidence by matching phrase citations from adapted text to visual representations of the text and L1 support.	Read to cite explicit textual evidence by matching sentence citations from adapted text to visual representations of the text.	Read to cite explicit textual evidence from grade level or adapted literature using a graphic organizer (i.e. Cornell note taking sheet).	Read to cite explicit textual evidence from grade level literature using a graphic organizer (i.e. Cornell note taking sheet).	Read to cite explicit textual evidence from grade-level literature.

CONTENT – LANGUAGE TARGET – LANGUAGE NEEDED

SLO CCSS WIDA	Student Learning Objective		Performance Indicator (language target) Function + topic + support		Language Needed
Life Science NJCCCS 5.3.P.A.1 WIDA 4	Investigate and compare the basic physical characteristics of plants, animals, and humans.		Compare and describe plants/humans/animals by labeling the physical characteristics of a plant/human/animal. (e.g. root, stem, leaf, flower)		VU: Specific to topic LFC: nouns, adjectives DC: One word, short phrase, incomplete sentence, complete sentence, multiple sentences.
	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Listening	Point to stated picture parts. (e.g. find the stem)	Respond non-verbally to confirm or deny facts. (e.g. thumbs up/thumbs down)	Match pictures to oral descriptions. (e.g. It is found under the ground (root))	Find pictures that match oral descriptions. (e.g. find the green plant with two leaves)	Order pictures according to sequential language. (e.g. The root comes first, then the stem, next the leaf, finally the flower)
Speaking	Repeat words, simple phrases (e.g. modeled language)	Restate facts about plants, animals, and humans. (e.g. The plant has a stem.)	Make predictions about plants, animals, and humans. (e.g. What will happen if...?)	Compare attributes of plants, animals, and humans. (e.g. two different plants)	Explain basic growth and changes of plants, animals, and humans. (e.g. The plant grows with water and sunlight.)
Reading	Find matching words or pictures. (e.g. root picture to root picture)	Identify initial letter (e.g., “s” in “stem”) in labeled pictures about plants, animals, and humans.	Sort letters to match correct label about plants, animals, and humans. (e.g. Unscramble letters “emst” = stem)	Match word to picture about plants, animals, and humans. (e.g. glue preprinted words to picture)	Read short sentences using experiences related to plants, animals, and humans. (e.g. The plant has roots. I see the stem. The flower is pretty.)
Writing	Draw a picture of a plant, animal, or human.	Label picture of plant, animal, or human using initial letter sound. (e.g., “s” in “stem”)	Reproduce familiar words from labeled models or illustrations. (e.g. using manipulatives: play doh, magnetic letters, etc...)	Produce familiar words/phrases from environmental print and illustrated text. (e.g. write labels on picture)	Make “story books” with drawings and words. (e.g. parts of the plant)

UNDERSTANDING LANGUAGE

<http://ell.stanford.edu/>

Jigsaw



Q & A

Any questions?

Resources: www.wida.us

Understanding language : <http://ell.stanford.edu/>

NJ Department of Education, Bilingual Office:

<http://www.state.nj.us/education/bilingual/>