# UTILIZING THE 2012 WIDA ELD STANDARDS TO SUPPORT EL ACHIEVEMENT

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February 15, 2013
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## A BRIEF HISTORY

- 2005-06 Georgia joined the WIDA Consortium, adopting the WIDA ELP Standards and the ACCESS for ELLS assessment
- 2007 WIDA introduced additional support for the Standards with the Model Performance Indicators (MPIs)
- 2012 WIDA released the amplified ELD Standards to supplement the 2007 ELP Standards, providing individual grade level examples in grades K-8 and grade clusters at the high school level
- Updated and expanded the Performance Definitions, delineating the academic language at each level in the Defining Features of Academic Language document

## A BRIEF HISTORY

Performance Definitions consisted of 3 components:
 Linguistic Complexity; Vocabulary Usage; Language Control

#### **WIDA Performance Definitions**

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

6- Reaching	<ul> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
5- Bridging	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	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	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	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> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yea/no questions, or atterments with sensory, graphic or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impedent meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>



## 2012 ENGLISH LANGUAGE DEVELOPMENT STANDARDS

2012 Standards provide clarifications of the 3 ELD criteria:

- Organize the criteria into 3 levels: Discourse level; Sentence level; and Word / Phrase level
- Rename Linguistic Complexity as **Discourse Complexity** to emphasize the focus on the entire text students will process or produce
- ➤ Rename Language Control as *Language Forms and Conventions* to closely model how language is presented in the Common Core State Standards
- Add a **sociocultural context** which impacts all 3 criteria by defining communicative acts, genres, register and all other elements of the situation in which the communication occurs

#### 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...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
	Level 6 - Reaching Lo	inguage that meets all criteria through Level 5 - Brid	dging
Level 5 Bridging	Rich descriptive discourse with complex sentences     Cohesive and organized related ideas	Compound, complex grammatical constructions (e.g., multiple phrases and clauses)     A broad range of sentence patterns characteristic of particular content areas	Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	Connected discourse with a variety of sentences     Expanded related ideas	A variety of complex grammatical constructions     Sentence patterns characteristic of particular content areas	Specific and some technical content-area language     Words or expressions with multiple meanings across content areas
Level 3 Developing	Discourse with a series of extended sentences     Related ideas	Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions     Sentence patterns across content areas	Specific content language, including expressions     Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	Multiple related simple sentences     An idea with details	Compound grammatical constructions     Repetitive phrasal and sentence patterns across content areas	General content words and expressions, including cognates     Social and instructional words and expressions across content areas
Level 1 Entering	Single statements or questions     An idea within words, phrases, or chunks of language	Simple grammatical constructions (e.g., commands, Wh-questions, declaratives)     Common social and instructional forms and patterns	General content-related words     Everyday social and instructional words and expressions

...within sociocultural contexts for language use.





#### 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...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
	Level 6 - Reaching	Language that meets all criteria through Level 5, Br	idging
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.





#### The Defining Features of Academic Language in WIDA's Standards

The Defining Features of Academic Language operate within a sociocultural context for language use.

	Performance Criteria	Features	Examples
Discourse Level	Discourse Complexity (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types	Voice Mood Cohesive forms (referential, repetition) Coherence (e.g., topic and comment and key words for written language; relevance, sequencing, and closing relevant to topic for oral language) Logical connectors Parallelism Organizational types (e.g., narration, exposition, description)
Sentence Level	Language Forms and Conventions (Types, areas, and use of language structures)	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/ perspective	Tense Aspect (e.g., progressive, perfect tenses) Simple, compound, and complex sentences Word order Parallelism Denotation and connotation Formulaic expressions Interrogatives Prosodic features (e.g., stress, intonation, rhythm of speech) Agreement (e.g., subject/verb)
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases 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)

The sociocultural context for language use involves the interaction between the student and the language environment, encompassing the...

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





## WIDA ELD STANDARDS

- <u>Standard 1</u>: ELLs communicate for <u>SOCIAL AND INSTRUCTIONAL</u> purposes within the school setting.
- Standard 2: ELLs communicate information, ideas and concepts necessary for academic success in the content area of LANGUAGE ARTS.
- <u>Standard 3</u>: ELLs communicate information, ideas and concepts necessary for academic success in the content area of <u>MATHEMATICS</u>.
- <u>Standard 4</u>: ELLs communicate information, ideas and concepts necessary for academic success in the content area of <u>SCIENCE</u>.
- Standard 5: ELLs communicate information, ideas and concepts necessary for academic success in the content area of SOCIAL



## Understanding the WIDA English Language Proficiency Standards

A Resource Guide

2007

Margo Gordieb, Ph.D. M. Elizabeth Cranley, Ph.D. Andrea Cammilleri



- The Model Performance Indicators (MPIs) are the smallest unit within a topical strand of the standards' matrices
- MPIs utilize national content standards to provide examples of how to integrate content standards for instruction and tasks appropriate to the proficiency levels of ELs
- There are over 1000 MPIs (PK-12) for the 2007 ELD Standards that describe a specific level of ELP for a language domain
- The 2007 MPIs are formulated within formative and summative frameworks for grade level clusters

## MODEL PERFORMANCE INDICATORS (MPI) & STRANDS WITHIN ELD STANDARDS MATRIX

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral	Analyze tasks or projects by activities and match with needed resources based or victur fan i oral discourse	Evaluate and select needed resources for tasks or projects based n oral discourse	
SPEAKING	Instructions/ Assignments	Respond to WH- questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through thinkalouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level	Level 6- Rea
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported monnation (e.g., on posters)	Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements r instructions)	Summarize information on socially-related opens from illustrated ara graphs	Interpret information on socially-related os ics from illustrated tex (e.g., directions for bood or video games)	Infer information on socially-related topics from text	Reaching
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)	

# COMPONENTS OF MODEL PERFORMANCE INDICATORS

The Model Performance Indicators (MPI) have 3 distinct parts:

**Language Function** (the verb)

**Content Topic** (the topic of the standard)

**Support** (an instructional strategy or tool to assist ELs in accessing content; may be *sensory*,



Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams & drawings Magazines & newspapers Physical activities Videos & Films Broadcasts Models & figures	Charts Graphic organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet (websites) or software programs In the native language (L1) With mentors

#### Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

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

Adopted from Gottlieb, M. (2006). Assessing English language learners: Bridges from language proficiency to academic achievement. Thousand Oaks, CA: Corwin Press.



Sample MPI: (Science, Formative, Grades 1-2)

"Label objects that represent renewable and non-renewable materials from real life or illustrated examples in L1 or L2"

**Label** (the Language Function)

objects that represent renewable and non-renewable materials (the Content Topic)

Sample MPI: (Mathematics, Formative, Grades 6-8)

"Match vocabulary associated with perimeter or area with graphics, symbols or figures"

**Match** (the language function)

vocabulary associated with perimeter or area (the Content Topic)

with graphics, symbols or figures (the Support)

ation Work for All Georgians

Sample MPI: (Language Arts, Summative, Grades 9-12)

"Identify examples of high-frequency words or phrases with multiple meanings from visuals"

**Identify** (the Language Function)

examples of high-frequency words or phrases with multiple meanings (the Content Topic)



Sample MPI: (Social Studies, Summative, Grades 9-12)

"Match regions or countries to economic trends from oral descriptions and maps or charts"

**Match** (the Language Function)

regions or countries to economic trends (the Content Topic)

from oral descriptions and maps or charts (the Support)



## TRANSFORMING MODEL PERFORMANCE INDICATORS

#### **Defining Transformations:**

Georgia Performance Standards / CCGPS and WIDA Standards are integrated to support EL achievement through ELD level 4. At Level 5, the activity should represent the GPS or the CCGPS, generally without additional supports

#### The process for transforming standards:

Integrate the GPS / CCGPS into the MPIs within a strand, to address the varying ELD levels of ELs

#### The result of a transformation:

The transformed standard differentiates according to ELD levels and permits all ELs to demonstrate their knowledge of the academic content of the GPS / CCGPS

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**Changing the Content Topic:** 

Original MPI (SC, Formative, Grades 1-2): Label objects that represent renewable and non-renewable materials from real life or illustrated examples in L1 or L2

Transformation 1 Label celestial bodies from real life observation or illustrated examples in L1 or L2

**Transformation 2** 

Label states of matter from real life observation or illustrated examples in L1 or L2

**Changing the Content Topic:** 

Original MPI (SS, Summative, Grades 9-12): Match regions or countries to economic trends from oral descriptions and maps or charts

**Transformation 1** 

Match historical figures to their native countries from oral descriptions and maps or charts

**Transformation 2** 

Match major exports to their individual countries from oral descriptions and maps or charts



**Changing the Support** 

Original MPI (M, Formative, 6-8): Match vocabulary associated with perimeter or area with graphics, symbols or figures

**Transformation 1** 

Match vocabulary associated with perimeter or area with graphics, symbols or figures and a partner

#### **Transformation 2**

Match vocabulary and drawings associated with perimeter or area in a T-Chart



While the simplest form of transformation involves substitution of the content stem, any *one or more parts* of an MPI may be changed to reflect the appropriate proficiency level of the student:

Original MPI (SS, Summative, 9-12): *Match regions or countries to economic trends from oral descriptions and maps or charts* 

#### **Transformation**

Match political figures to their home countries from written descriptions of their historic contributions (Content topic & Support replaced)

#### **Making Multiple Changes**

Original MPI (SC, Formative, 9-12): Brainstorm ideas about conservation or ecology that affect everyday life based on illustrations in small groups

#### **Transformation**

List genetic traits of mammals from photographs (Language function, content topic & support replaced)



## 2012 AMPLIFIED ELD STANDARDS

- WIDA has developed a limited number of sample English language development standards to provide a framework for making connections to state content standards, including Common Core and Next Generation Science Standards
- WIDA recognizes that ELD occurs over multiple years, is variable, and depends on many factors such as age, maturation, classroom experiences, programming, motivation, and attitudes
- In the 2012 framework, examples are provided for individual grade levels, K-8, and for grade level clusters 9-10 and 11-12

# 2012 AMPLIFIED ELD STANDARDS

- The framework of each amplified ELD Standard features:
  - > an explicit Connection to state content standards
  - an Example Context for language use
  - the particular level of cognitive demand (Cognitive Function) required
  - > the Model Performance Indicators for different levels of proficiency and associated language domain
  - > and Topic-related Language

#### Figure O: Guiding Questions for the Components of WIDA English Language Development Strands



	EXAMPLE TOPIC:
ELD STANDARD:	What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards? Level 3 Level 4 Level 5 Level 1 Level 2 Bridging Entering Emerging Developing Expanding Language Domain(s): How will learners process and use language? A Strand of Model Performance Indicators: Level 6 - Reaching What language are the students expected to process or produce at each level of proficiency? Which language functions reflect the cognitive function at each level of proficiency? Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content? TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?



#### Guiding Question for Common Core Connection:

Which CCGPS is/are selected?

- Selection of standard(s) which reflect strategic instructional practices
- Themes/materials, etc. are appropriate/of interest to all students
- Necessary conceptual/background knowledge for engaging in learning
- Manner of EL engagement in the task

Guiding Question for Context for Language Use:

How familiar are ELs with the theme(s), cultural reference(s) and intended language?

- Intended audience, formality, and purpose of the communication
- Subject matter and the language organization and use
- Language that the situation demands
- Nature of the intended communication environment

Guiding Question for Cognitive Function:

What is the cognitive complexity of mental processing stipulated by the CCGPS or the task ELs will engage in?

- Remembering, understanding, applying, analyzing, evaluating, creating
- Applicability to ELs at <u>all</u> ELD levels

Guiding Question for Topic-related Language:

What is the genre/text type stipulated or suggested by the CCGPS?

- Cohesive and coherent language elements which characterize the genre/text type applicable to ELD level(s)
- Sentence level structures needed for the language expression(s)
- Words and expressions necessary to communicate the language compatible with ELD level(s)

Expanded Considerations Addressing Topic Related Language:

Consider the vocabulary and grammatical structures essential to the lesson/unit

- Content-related words and expressions to which all students in the grade level should be exposed
- Specific and technical language essential for engagement and learning
- May include language and grammatical structures necessary to participate, engage in and demonstrate competency

Guiding Question for Performance Indicator Strand (PI):

What is the overall language target most descriptive of the genre/text type of the CCGPS?

- Language function choice compatibility with the intended cognitive function and language domain for <u>all</u> ELD levels
- Consistence of the topic/content stem across all proficiency levels
- Appropriate selection of support consistent with each ELD level

Figure P: A Blank Templ	te for Drafting Strands of MPIs
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GRADE:
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ELD STANDARD:	EXAMPLE TOPIC:	
CONNECTION:		
EXAMPLE CONTEXT FOR LANGUAGE USE:		

# Level 1 Level 2 Level 3 Developing Expanding Bridging Level 5 Bridging Level 6 - Reaching

TOPIC-RELATED LANGUAGE:

Strands of Model Performance Indicators Representing the WIDA English Language Development Standards



The strands in sections 2–3 are new to the 2012 standards framework. Like the grade-level strands found in Section 4, they illustrate how students process and produce language across the levels of language proficiency. Additionally, they are uniquely formatted to highlight certain aspects of language development such as the domains and features of academic language.

#### SECTION 2:

#### **Integrated Strands**

Two strands (for Kindergarten-Grade 5 and Grades 6-12) address the use of multiple language domains and standards in cross-curricular units of study

#### SECTION 3:

#### **Expanded Strands**

One strand for each grade level provides concrete examples of language features at the discourse, sentence, and word/phrase levels





#### **SECTION 3:**

#### **Expanded Strands**

#### KINDERGARTEN

All kindergarten students are beginning their journey of learning the language of school. ELLs in particular rely on modeling from teachers and peers as they produce social and instructional oral English. In this expanded strand, students with level 1 English language proficiency begin by repeating and responding to repetitive chants about familiar topics. The italicized text in the Linguistic Complexity row for levels 1–3 represents the teacher's voice, with the students' response in plain text. For levels 2–4, the underlined text in the Linguistic

Complexity row represents oral sentence starters introduced by the teacher. With support such as modeling, students at the higher levels of language proficiency can independently produce sentences to tell about their daily classroom routines. Many students will need time and practice to produce language like the examples in the expanded strand below, but that repetitive practice is valuable not only linguistically, but in forming their identities as part of the learning community.

#### ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Classroom collaboration

CONNECTION: Common Core Speaking and Listening Standards #3 (Kindergarten): Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students give visitors (e.g., family members) a classroom tour and tell how students work collaboratively in groups or centers.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER how to work collaboratively with their peers.

	Level 1	Level 2	Level 3	Level 4	Level 5
	Entering	Emerging	Developing	Expanding	Bridging
-	Repeat and respond to chants about working collaboratively in small groups or centers (e.g., call and response) using gestures	Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models	Produce statements about working collaboratively in small groups or centers using oral sentence starters and models	Tell about working collaboratively in small groups or centers using models	Elaborate on working collaboratively in small groups or centers using models

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: taking turns, cooperation, Job, today, tomorrow

#### **Example Language Features**

	Levels 1-3	Levels 2-4	Levels 3-5	
Linguistic Complexity Discourse Level	Is this the yellow group? Yes, we are. Is this the yellow group? Yes, we are. Who is the leader? I am! Who is a helper? I am! I am! What do you do? I help. What do you do? I clean up.	Lam in the yellow group. Cristina is in my group. My friend is in the red group.  Llike to be the leader.  L can help the teacher.  My job today is (lunch count/calendar/weather).	This is the center.  At this center, everyone  We are working on We work together.  It is my turn (to do lunch count/ to be line leader/for share time/for show and tell).	Level 6 - Reaching
Language Forms & Conventions Sentence Level	Yes, [I am/we are]. I am/We are.	I am/Cristina is I like 10 I can help	This is At, I/we working We are working on	
Vocabulary Usage Word/Phræe Level	yellow green red blue group help clean up	job I can help leader lunch count calendar weather	center work together everyone my turn line leader share time/show and tell	





#### **GRADE 2**

Through the use of informational texts, students analyze societal changes from past to present in this expanded strand. While the depth of their analysis in English may be greater at the higher levels of proficiency, all students are given the opportunity to analyze rather than remember, understand, or apply. Linguistically, students across the language development continuum are given opportunities to move from matching phrases and simple sentences to sorting, sequencing, and

connecting information presented in complex sentences. A: the beginning levels, students might be introduced to count/non-count nouns while others at the higher levels work on introductory and comparative clauses. The examples for language structures and vocabulary presented are only some possibilities that should be adapted to local curricular goals.

### **ELD STANDARD 5: THE Language of Social Studies**

**EXAMPLE TOPIC: Historical times and people** 

CONNECTION: Common Core Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 2): Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students research historical times and people using informational texts in preparation for creating a timeline poster.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.

	Level 1	Level 2	Level 3	Level 4	Level 5
	Entering	Emerging	Developing	Expanding	Bridging
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

	Levels 1-3	Levels 2-4	Levels 3-5
Linguistic Complexity Discourse Level	Labels to match to pictures: the Pony Express letters telegraph air mail email Horses carried mail. People send emails.	Men rode horses to bring people letters.  Pilots fly planes to bring people their mail.	A long time ago, horses helped carry the mail across the country. A short time later, the telegraph was invented. People used it to send messages over wires. It was faster than the Pony Express.
Language Forms & Conventions Sentence Level	mail/letter <u>s</u> carry mail → carried mail  People <u>send</u> emails.	People send emails <u>to</u> <u>bring people</u> their mail	A long time ago, A short time later, used it to It was faster than
Vocabulary Usage Word/Phrase Level	the Pony Express letters telegraph air mail email carry mail send mail	Pilots fly planes their mail	across the country was invented messages wires



Color Older



#### **GRADE 6**

This expanded strand showcases an opportunity for students to hone their writing skills within Standard 3, the Language of Mathematics. Students at all levels of language proficiency are asked to evaluate, a demanding cognitive function, and they must justify their decisions based on computation and reasoning. The example topic of ratio and rate can be made relevant for students using a variety of real-life applications, as shown in the example context for language use. Educators should be mindful of some of the specific and technical language that can be present in such specialized topics as taxes, cars, and sports, and make a point to teach it to

students explicitly. E.L.s can be more successful when provided linguistic supports. In levels 1 and 2 of this strand, students are supported by the use of a template. In the row for Linguistic Complexity, students' writing is underlined to show that they have filled in blanks with words, phrases, and simple sentences, while the template provided by their teacher is shown in italicized text. At the higher levels of language proficiency, students can draft all text independently using the support of graphic organizers that remind them of comparative and explanatory language.

### ELD STANDARD 3: The Language of Mathematics

**EXAMPLE TOPIC: Ratio & rate** 

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

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

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

Level 1	Level 2	Level 3	Level 4	Level 5
Entering	Emerging	Developing	Expanding	Bridging
List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	

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

	Levels 1-3	Levels 2-4	Levels 3-5	
Linguistic Complexity Discourse Level	Selection: We chose the computer.  Price: It costs \$750.  Discount: Today it is 15%.  Reason. The price is cheap.	There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was \$400 plus tax. It was on sale for 15% off.	We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 26% discount and sales tax, was \$495. The final price of the smart phone was \$340 after taking 10% off.	
Language Forms & Conventions Sentence Level	choose → chose	cheap → cheaper expensive → more expensive  Some phones are cheaper, but on sale 15% off	The price of the tablet, including the 20% discount and sales tax, was \$495.  after taking	Level 6 - Reaching
Vocabulary Usage Word/Phrase Level	costs discount price cheap/expensive	plus tax on sale	a good deal best value discounted rate percentage off final price	





#### **GRADE 8**

The 8th grade expanded strand assumes that students will listen to classroom discussions about literature, and will connect common themes across multiple genres, including myths, traditional stories, or religious works. ELLs from diverse backgrounds may offer tremendous richness to such discussions of universal themes, as they may know different traditional stories and have unique life experiences to relate to the literary works. In the domain of listening, they may exhibit their listening comprehension in a variety of ways, as suggested in the model performance indicators. Educators may rely on illustrations of common themes, events, or character types across multiple units to increase students' familiarity with these

concepts. Students may recreate, select, or manipulate these illustrations to engage in a variety of activities. However, illustrations are just one way to support students' listening. Other graphic, sensory, and interactive supports may be equally valuable. The complexity of sentences that students can process increases across three tiered levels. Different forms, conventions, and vocabulary can be introduced through different activities as part of the lesson on literature. Listening will serve as a scaffold for many students who can use it as a foundation for building their productive skills of speaking and writing.

### **ELD STANDARD 2: The Language of Language Arts**

**EXAMPLE TOPIC: Literature analysis** 

**CONNECTION:** Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8): Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE universal themes of literature.

Level 1	Level 2	Level 3	Level 4	Level 5
Entering	Emerging	Developing	Expanding	Bridging
Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist

	Levels 1-3	Levels 2-4	Levels 3-5
Linguistic Complexity Discourse Level	The main character, Loretta, is a heroine.  She is not afraid of dragons. She is like the warrior from the other story we read.	In general, Loretta is a strong character. She is both faithful and fearless. She never leaves Sandra's side. Additionally, Loretta challenges the dragon in the magical forest. This is different from how the warrior abandons his horse in the scene of battle.	Obviously, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend. Through overcoming numerous obstacles, she corquers her fears and realizes her own strength. What if Loretta met the warrior from the ancient myth? Would she criticize his actions? Could she offer him some advice?
Language Forms & Conventions Sentence Level	The main character, Loretta, she is v. she is not	In general, both and For instance, never Additionally, different from how	Obviously. not onlybut also Through overcoming numerous obstacles. she What would Could
Vocabulary Usage Word/Phrase Level	main character hero/heroine afraid dragon warrior other story	strong character faithful fearless's side challenges magical abandons scene of battle	represents defeats loyal friend overcoming obstacles conquers realizes her own strength serve ancient myth criticize offer some advice





#### **GRADES 9-10**

The following expanded strand is focused on a productive domain (speaking). Five examples are given of how students will gain proficiency as they progress through the levels. The progression starts at level 1 where students will combine new vocabulary with set phrases such as "stayed the same" to describe their experiment. At level 2, they might use repetitive sentence frames to tell about the different outcomes of experimentation. At levels 3–5, teachers should gradually increase the complexity of

sentence frames provided and allow students ample time to practice with them prior to giving a final report to the class. Graphic support such as a process map will also support students' ability to recount the experiment's results orally. The passive voice, a hallmark of scientific language, can be rehearsed with all students, including ELLs at the upper levels of language proficiency. All students will benefit from enhanced awareness of the most common features of language pertaining to science.

### **ELD STANDARD 4: The Language of Science**

#### **EXAMPLE TOPIC: Dependent & independent variables**

**CONNECTION:** National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9–12)\*: The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

ı	COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.
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	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Teve
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	6 - Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data



<sup>\*</sup> As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

	Levels 1-3	Levels 2-4	Levels 3-5	
Linguistic Complexity Discourse Level	Illustrated word bank: independent variable dependent variable water CO2 Carbon dioxide stayed the same changed	The independent variable was carbon dioxide.  We changed the amount of CO2 each time,  We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.	In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO2, our independent variable. We knew how much CO2 to use in the experiment because we had the chemical equation for photosynthesis. Decreasing the amount of CO2 in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction.	
Language Forms & Conventions Sentence Level	stayed the same changed	We saw withand it	varying  decreasing  removing	Level 6 - Reaching
Vocabulary Usage Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impact dissolve release chemical equation photosynthesis resulted in	





#### **GRADES 11-12**

This expanded strand is focused on the receptive language domain of reading. Therefore, the language functions (sort, identify, categorize, make judgments, and draw conclusions) require students to do something to show their ability to process the language they read. As you examine the example expectations associated with the three criteria from the Performance Definitions, please note that the Linguistic Complexity section showcases the type of language students would be reading from college or career marketing materials, not language that they themselves would produce. Since it is important for each student to work with authentic materials, the quantity of language each student will process is greater than what we

typically associate with the beginning levels of language proficiency (levels 1 and 2). However, this example shows how educators can select sections of those materials that are appropriate for students at each level and offer support (such as visuals and partner work) to allow them to access it. In this example, some of the language functions such as identification via highlighting (level 2) and the use of category headings (level 3) are incorporated within the row for Linguistic Complexity. At the highest levels, students need to process all language shown in order to successfully make judgments and draw conclusions. The vocabulary associated with this example topic is relevant to students' lives in school and beyond.

#### **ELD STANDARD 1: Social & Instructional Language**

EXAMPLE TOPIC: Informed decisions (college & career)

CONNECTION: Common Core Reading Standards for Informational Texts, Integration of Knowledge & Ideas #7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students review college or career marketing materials (e.g., print or online) according to personal preferences (e.g., affordability, location, time commitment, requirements, interest) to make informed decisions on post-secondary options.

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE post-secondary options.

Level 1	Level 2	Level 3	Level 4	Level 5
Entering	Emerging	Developing	Expanding	Bridging
Sort information on post- secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post- secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post- secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building

	Levels 1-3	Levels 2-4	Levels 3-5	
Linguistic Complexity Discourse Level	The University: Ouick Facts  • Founded in 1910  • 27,000 students from 41 states and 60 countries  • Located in Townville, U.S.  • Named "Best Value U" by Ratings Magazine for 3 straight years  Residential Life First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes.  Scholarships and Financial Aid  • More than \$150 million in scholarships and financial aid each year  • Awarded for need, merit, and/or talent  Majors  Accounting, Anthropology, Art,  Biochemistry, Biology, Business  Visit Campus  The best way to decide if the University is right for you is by visiting campus. Schedule your visit at university.edu/admission or call 1-800-1-VISIT-U.	Best, Close, Interesting: The Creative Institutes This system of schools offers real-world education in the areas of culinary arts, fashion, film, graphic design, and more. With over 50 schools in 30 states, you can earn an associate degree or technical diploma in one of these subjects at a campus near you!  Maybe, Close, Affordable: Convenient College For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers associate's and bachelor's degrees tailored to meet your personal needs at a pace that is right for you. Possessing current experience in business, criminal justice, health care, and psychology, our faculty is here for you. At Convenient College, you will find a warm, friendly community with small class sizes and staff dedicated to your advancement.  Unlikely but interesting: Teacher College Our Early Childhood program combines hands-on field work with academic coursework. Success depends on a caring attitude, flexibility, dependability, and strong communications skills. If this sounds like a fit for you, the time is right to apply!	Mechanics Individuals who enjoy working with tools and their hands may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to keep up with changes in technology. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, or industrial machinery. Mechanics generally have a love for machines, but many also like customer service and feel a sense of accomplishment from helping people.  Pre-law Are you driven to earn top grades? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT? Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you'll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all!  Nursing Aides Nursing aides' responsibilities range from taking patients' temperatures to leading a group card game. If you are attracted to the virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. Aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.	Level 6 - Reaching



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43

### EXPANDED STRANDS



	Levels 1-3	Levels 2-4	Levels 3-5	
Language Forms & Conventions Sentence Level	founded in located in named a	With over 50 schools in 30 states. For over 15 years. tailored to combines with	such as  range from to  If  An RN	
Vocabulary Usage Word/Phrase Level	University residence hall financial aid major campus	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility dependability strong communication skills the time is right	keep up with specialize picture yourself advising program stay on track analytical thinker problem solving anything at all virtues	Level o - Reacting

### Strands of Model Performance Indicators Representing the WIDA English Language Development Standards



The strands in Section 4 do not replace the strands presented in the 2007 Edition of WIDA's standards but instead includes an additional resource for educators working with English language learners in a variety of contexts. The current framework includes strands for individual grade levels so that the strands can be connected to grade-level content standards. However, educators are encouraged to review strands across multiple grade levels to gain a fuller picture of the various pathways to language development for their students.

### **SECTION 4:**

### Strands by Grade Level

Six strands per grade level illustrate language development within each of the five WIDA ELD Standards and across all language domains, plus a complementary strand supports language learning within music education, performing arts, the humanities, visual arts, health, physical education, technology, and engineering





# 2012 AMPLIFIED ELD STANDARDS

### Section 4 provides:

- One strand of amplified Model Performance Indicators for each of the 5 WIDA ELD Standards at each grade level (K-8) and for each high school grade level cluster (9-10, 11-12)
- One complementary standard that supports language learning in one of the following areas:
  - ➤ Music & Performing Arts (K, 5, 11-12)
  - ➤ Humanities (1, 6)
  - ➤ Visual Arts (2, 7)
  - ➤ Health & Physical Education (3, 8)
  - Technology & Engineering (4, 9-10)



### **COMPLEMENTARY STRAND: The Language of Visual Arts**

#### **EXAMPLE TOPIC: Visual characteristics**

**CONNECTION:** National Visual Arts Standard 2 (Gnides K-4): Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes lend themselves to different ideas.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	Level 6 - Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: shades of color, mood, style



### COMPLEMENTARY STRAND: The Language of Technology & Engineering

EXAMPLE TOPIC: Multimedia publishing

**CONNECTION:** International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools): Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students simulate the work of software engineers by designing illustrated manuals or brochures describing the procedures for creating multimedia presentations as part of a collaborative project.

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE procedural directions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Label images/illustrations/ icons that show the steps for producing multimedia presentations using illustrated word banks in small groups	List the steps for producing multimedia presentations using graphic organizers and illustrated word banks in small groups	Describe the process for producing multimedia presentations using graphic organizers and word banks in small groups	Detail the process for producing multimedia presentations using word banks in small groups	Elaborate the steps for producing multimedia presentations in small groups	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides, multimedia presentation





### COMPLEMENTARY STRAND: The Language of the Humanities EXAMPLE TOPIC: Interpretation of oral histories

**CONNECTION:** Alaska Cultural Standards for Students D (K–12): Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g., websites, publications, etc.) about their community.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Name events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Describe events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Explain events and traditions of the local community and their significance using notes from interviews and realia	Discuss events and traditions of the local community and their significance using notes from interviews and realia	Interpret the significance of events and traditions of the local community using notes from interviews and realia	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance



GRADE 6



### COMPLEMENTARY STRAND: The Language of Health & Physical Education

EXAMPLE TOPIC: Personal health & fitness

**CONNECTION:** The National Physical Education and Health Standards #6, Setting Goals for Good Health (Grades 5–8): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students develop personal health and fitness plans based on research-based recommendations for nutrition and physical activity. Later, they record and reflect on their choices in a food and exercise diary to self-monitor their progress over time.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	List personal health goals using word banks and graphic organizers in L1 or L2	State personal health goals using word banks (e.g., "I want to eat balanced meals.")	Explain personal health goals using sentence starters (e.g., "I chose because")	Detail personal health goals using a model (e.g., "I would like to decrease my body mass index by")	Elaborate reasons for personal health goals (e.g., "I know that I need to add more cardio instead of just weight lifting because I don't have the highest metabolism")	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism





### COMPLEMENTARY STRAND: The Language of Music and Performing Arts EXAMPLE TOPIC: Musical genres

**CONNECTION:** National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9–12): Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students give presentations to the class using representative recordings and/or realia showing the relationships between social or cultural changes in society and the evolution of musical genres (e.g., hip hop, blues, 1970s salsa, protest music).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Name influences on musical genres using visuals, graphic organizers, and sentence frames (e.g., "I chose It was influenced by")	Tell about the evolution of musical genres using visuals, graphic organizers (e.g., timelines), and sentence frames	Paraphrase the evolution of musical genres using graphic organizers and following models	Describe in detail the evolution of musical genres using graphic organizers and following models	Explain the evolution of musical genres	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: musical genre, instrumentation, fusion, aesthetic tradition, chord structure, phrasing, crossover artist

## CONTACT INFORMATION

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Georgia Department of Education, Title III / ESOL webpage:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/English-to-Speakersof-Other-Languages-(ESOL)-and-Title-III.aspx

WIDA Performance Definitions, 2007 Standards & MPIs, 2012 amplified ELD Standards & MPIs, and WIDA Standards blank template are available at: <a href="http://www.wida.us/standards/elp.aspx">http://www.wida.us/standards/elp.aspx</a>

