Partners in Language:
Collaborating to Implement the
WIDA ELD Standards Framework
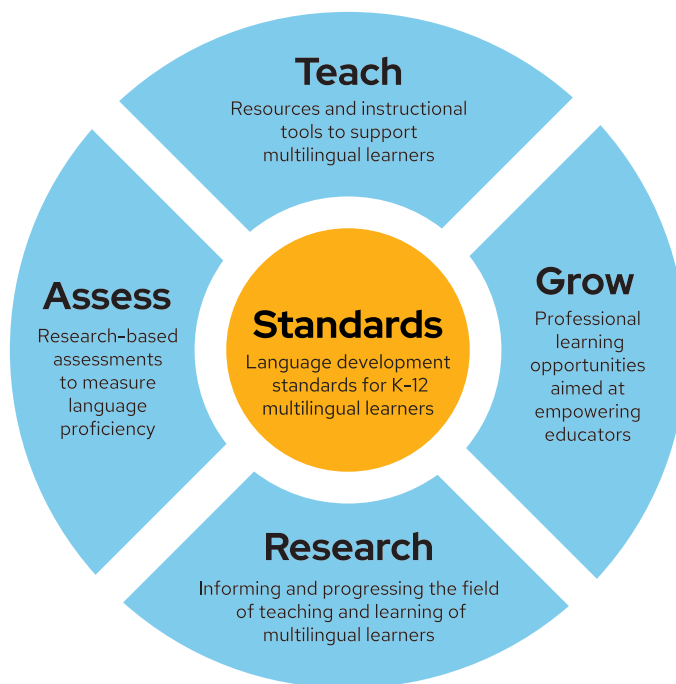
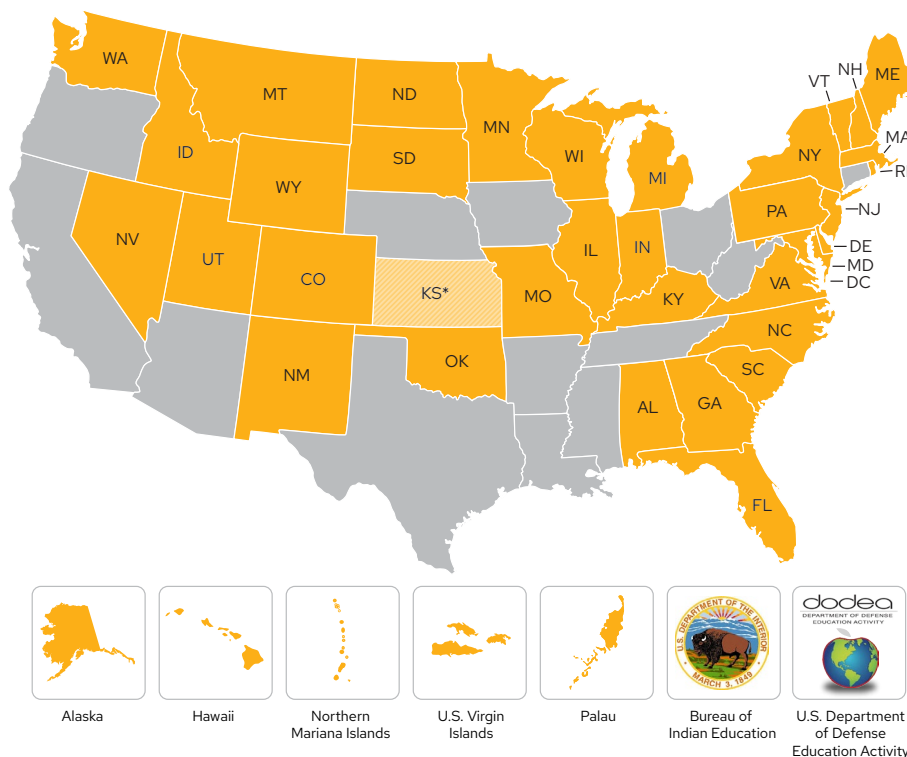# What Is WIDA?

WIDA provides a trusted, comprehensive approach to supporting, teaching, and assessing multilingual learners.

Teach
Resources and instructional tools to support multilingual learners

Grow
Professional learning opportunities aimed at empowering educators

Standards
Language development standards for K–12 multilingual learners

Assess
Research-based assessments to measure language proficiency

Research
Informing and progressing the field of teaching and learning of multilingual learners

The WIDA Consortium is made up of 42 U.S. states, territories, and educational agencies.

Alaska   Hawaii   Northern Mariana Islands   U.S. Virgin Islands   Palau   Bureau of Indian Education   U.S. Department of Defense Education Activity

*WIDA Alternate ACCESS user.

Watch the intro video on this page. https://wida.wisc.edu/about

Collaborative Conversation Prompts
for Partners in Language

Student and Teacher Profiles

- Let's identify who our multilingual learners are and review their language proficiency levels and WIDA scores so we can plan intentionally.
- Let's share what we know about our multilingual learners' strengths, interests, and cultural or linguistic backgrounds so we can build on them intentionally.
- Let's share our backgrounds and experiences working with multilingual learners.
- Let's explore how our teaching styles complement one another.
- Let's name one thing we each hope to grow in this year, especially around supporting multilingual learners.
- Let's align on our shared goals for multilingual learners this year.

If coteaching or providing push-in support, you can add:

- Let's talk through any classroom norms and routines that are especially important to us.
  - Let's look at the routines already in place and find ways we can align our support.
- Let's define what effective language support looks like in our shared space.

If you already have an established relationship, you can add:

- Let's revisit what worked well in our collaboration last year and how we can carry that forward.
- Let's name any challenges from last year and how we can approach them differently this time.
- Let's highlight students or strategies we felt especially successful with and build on those.

If the year is already in progress, you can add:

- Let's talk through any multilingual learners we're especially concerned about and how we can support them together.
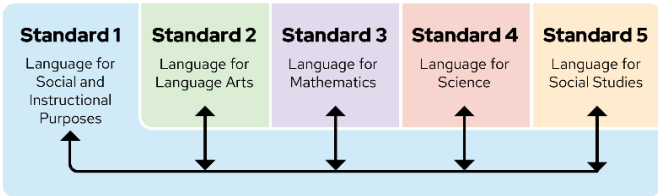
Lesson Planning, Delivery, and Assessment

- Let's talk about how we want to work as a team—what does supportive collaboration look and feel like to us?
- Let's decide how we want to share materials and notes and track student progress on content and language goals.
- Let's discuss our comfort levels with small-group instruction and co-teaching and how we might build on each other's strengths.
- Let's discuss how familiar we each are with the WIDA English Language Development (ELD) Standards Framework, 2020 Edition, and how we can use it more consistently in our co-planning.
- Let's discuss how we currently identify the content standards and WIDA ELD Standards in a unit plan.
- Let's explore how the Key Language Uses (Narrate, Inform, Explain, Argue) show up in our first units and how we can build these in together.
- Let's reflect on how confident we feel identifying and supporting the language functions required in our instruction.
- Let's consider new ways to connect, collaborate, and share student progress with families.

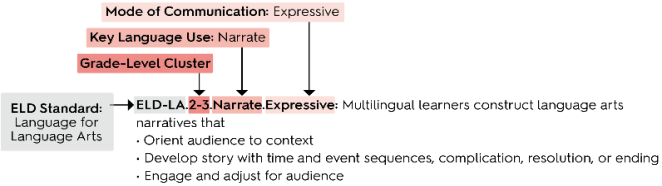**If you already have an established relationship, you can add:**

- Let's outline what changes we're making in instruction this year and what that means for our partnership.
- Let's identify specific units, projects, or times where one of us might take more of a lead in supporting multilingual learners.

Partners in Language: Unit Planning Template Exemplar

Visit the WIDA website for a blank Word version of the unit planning template.

WIDA Steps	Teacher Talk + Visual	Fill-In Unit Plan
1. Locate relevant WIDA English Language Development (ELD) Standards by examining the unit's content standards.	1a. Examine the unit's content standard. 1b. Identify the applicable WIDA ELD Standards. Refer to p. 25 of the WIDA ELD Standards Framework, 2020 Edition.	**Content Standard:** Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (The whole can be a set of objects.) Apply and extend previous understandings of multiplication to multiply a fraction by a whole number **WIDA ELD Standards:** Language for Social and Instructional Purposes Language for Mathematics

WIDA Steps	Teacher Talk + Visual	Fill–In Unit Plan
2. Identify the **most prominent** Key Language Use (KLU) by analyzing the unit's content standards, summative assess- ments, essential questions, and main learning events.	2a. Determine what the students are asked to do with the content (i.e., what will they say, write, or create to show their understanding?). 2b. Match those tasks to a KLU: **Narrate:** telling a story or describing a sequence of events **Inform:** giving facts or reporting information **Explain:** showing how or why something happens **Argue:** stating an opinion and giving reasons or evidence 2c. Select the most prominent KLU for the unit. NARRATE ARGUE INFORM EXPLAIN Refer to p. 26 of the WIDA ELD Standards Framework, 2020 Edition.	**Key Language Use:** Explain **Reasoning:** Students will need to explain their answer and express how they arrived at their answer to others.

WIDA Steps	Teacher Talk + Visual	Fill-In Unit Plan
3. Use the Language Expectations to set up unit language goals.	3a. Navigate to student grade-level cluster to locate the ELD standard (step 1) and KLU (step 2) to select an appropriate language expectation. **Mode of Communication:** Expressive **Key Language Use:** Narrate **Grade-Level Cluster** **ELD Standard:** Language for Language Arts → **ELD-LA.2-3.Narrate.Expressive:** Multilingual learners construct language arts narratives that • Orient audience to context • Develop story with time and event sequences, complication, resolution, or ending • Engage and adjust for audience Refer to pp. 27–28 of the WIDA ELD Standards Framework, 2020 Edition.	**Language Expectation:** Multilingual learners will be able to construct mathematical explanations that…

WIDA Steps	Teacher Talk + Visual	Fill-In Unit Plan
4. Unpack the Language Expectations, Language Functions, and Language Features in the context of your unit.	4a. Using the Language Expectations from step 3, locate the Language Functions (i.e., actions, such as compare, describe, or explain) within your grade band that are relevant to your unit. 4b. Discuss what Language Features (words, phrases, or structures) students will need to complete tasks for this unit. **GRADES 2-3** **WIDA ELD STANDARD 2** Language for Language Arts — **Narrate** **Language Expectations:** Multilingual learners will… **ELD-LA.2-3.Narrate.Interpretive** Interpret language arts narratives by • Identifying a central message from key details • Identifying how character attributes and actions contribute to event sequences • Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language **ELD-LA.2-3.Narrate.Expressive** Construct language arts narratives that • Orient audience to context • Develop story with time and event sequences, complication, resolution, or ending • Engage and adjust for audience **Language Functions and Sample Language Features** Orient audience to context through… ■ Pictures, descriptive title, opening statements (It was a dark and stormy night; "What?!" exclaimed Mom) to capture the reader's interest ■ Expanded noun groups to introduce characters (the old man on the block, the hungry little mouse) ■ Adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner) ■ Statements to introduce problem or complication (The boat began to leak. It all started when…)	**Language Function(s):** Describe data and/or steps to solve problems through… **Language Feature(s):** ▌ Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution ▌ Connectors to order steps (first, next, then) and indicate causal relationships (because, so, that means, as a result)

Planning Questions for Instruction and Classroom Assessment

- What can the student already do with language?
- What are connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase student engagement?

Entering/Emerging		Developing/Expanding	
Vocabulary	**Skills**	**Vocabulary**	**Skills**
Sequencing words: first, next, then, last	Addition to 10	Sequencing words: first, next, then, as a result	Addition with regrouping to 20
Addition: add, total, plus, equals	Adding fractions with like denominators to 10	Addition: add, total, plus, equals	Adding fractions with like denominators to 20
Numerator / Denominator	Subtracting fractions with like denominators	Numerator / Denominator	Subtracting fractions with like denominators
Least / Greatest		Least / Greatest	
Line Plots	Visually show a set of data on a line plot	Fraction Bar	Answer questions to describe the data on a line plot
Most / Least	Point to answer questions about a line plot	Part / Whole	Organize a set of fractions from least to greatest
Same as		Multiply / Times	
More than / Less than	Organize a set of numbers from least to greatest	Groups of	Multiply a fraction by a whole number using models
Part / Whole	Organize fraction tiles from least greatest	Repeated addition	Explain multiplication of fractions using repeated addition
Multiply / Times		Whole number	Compare two values on a line plot
		Frequency	Explain trends using simple sentences
		Data	Answer "how many more" questions using sentence frames

Entering/Emerging		Developing/Expanding	
Vocabulary	**Skills**	**Vocabulary**	**Skills**
In Class / Assessment Supports		**In Class / Assessment Supports**	
- Fraction tiles - Visual examples of directions, when possible - Sentence frames for showing/explaining "First I ___. Then I ___." "The fraction is ___." "I added ___ and ___." - Keep sums within 10, if necessary - Fewer tasks on assignments (quality over quantity) - Monitor assignments for cultural language		- Sentence frames for showing/explain "I know my answer is ___ because ___." "The data shows ___, so I ___." "As a result, the total is ___." - Keep sums within 20, if necessary - Written steps to solve the problem - Monitor assignments for cultural language	

Meet our student!

Kevin

Cultural Identity and Languages Spoken: Haitian – speaks Haitian Creole and Spanish

Years in U.S. Schools: <1

Personal Interests: playing soccer, learning English, and playing Roblox

ACCESS Screener Score: 1.0

Kevin's Strengths: easily builds relationships with teachers and peers, strives to do well in school, motivated to learn English, treats people with kindness

Kevin's Areas of Growth: foundational numeracy (number symbols, concepts of value, addition, subtraction, multiplication, division)

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