What Can Collaboration Look Like with the WIDA ELD Standards Framework?

1

Ms. Khoury is a 7th grade science teacher. Next month she will teach a unit called "Where does food come from and where does it go next?" She collaborates with Mr. Renner, the ESL teacher, on ways to incorporate language development into her daily lessons, and to expand the ways multilingual learners can engage meaningfully with the content. Together, they use the ELD Standards Framework to focus their approach.

2

Ms. Khoury gathers her unit plans and notes, along with the 2020 Edition. She reaches out to Mr. Renner and schedules time for collaborative planning.

3

They start by identifying the academic content standards that students will work toward in the unit, and locate the corresponding ELD Standards Statements. In this case, they are Standard 1: Language for Social and Instructional Purposes, and Standard 4: Language for Science.

4

They ask themselves, "How are students expected to use language to act and talk like scientists?" Students use language in many different ways! Given limited time with students, "How can we prioritize instructional planning to hone into the language students need to demonstrate their learning in this unit?"

5

Tasks...
- maintain progress trackers
- read informational texts
- ask and answer questions
- participate in discussions

Ms. Khoury and Mr. Renner look at recurring tasks and assessments in the science unit. They draw on what they know about WIDA Key Language Uses to identify the driving language focus for the unit.

6

Narrate Inform Explain Argue

They ask themselves, "What Key Language Uses best reflect how students will interact with language?" Mr. Renner and Ms. Khoury also take note of how both the content standards and the science unit's summative assessment focus on explaining how things work and why they happen, so they decide on the Key Language Use **Explain.**
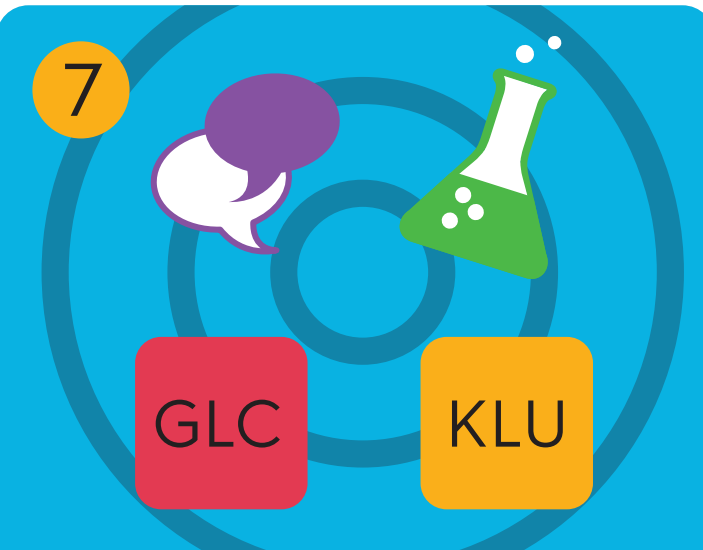
To learn more about the framework components, visit the ELD Standards Framework webpage.
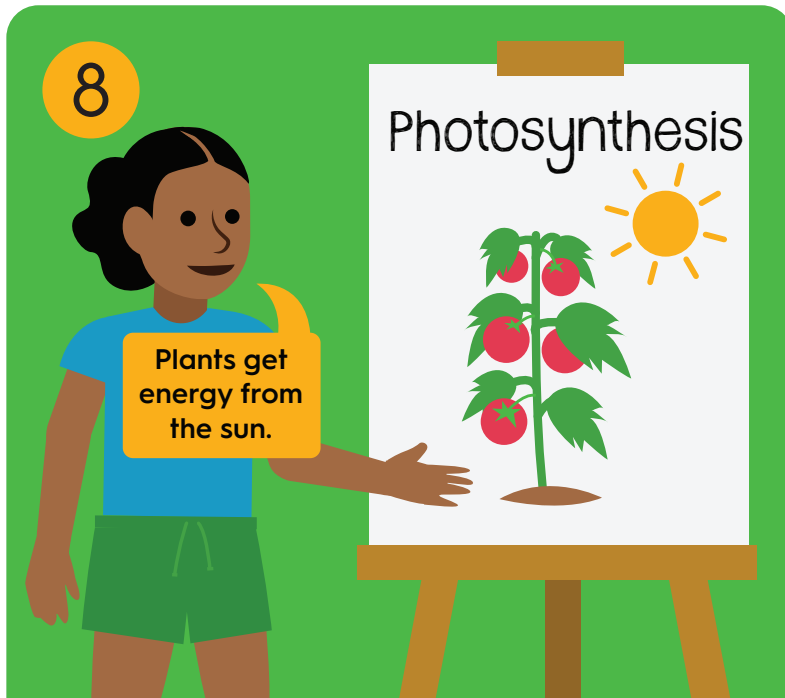
Steps 7-12

Language Expectations indicate what students need to know and be able to do with language to meet grade-level content standards
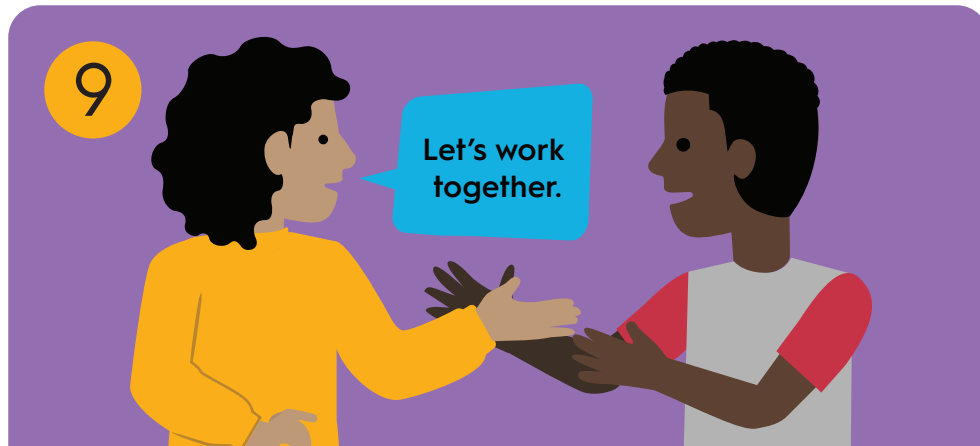
7

So far, Ms. Khoury and Mr. Renner have identified the grade-level cluster, the ELD Standards, and the Key Language Use. This leads them to the related Language Expectations that can be used as unit-level goals. Together they highlight Language Expectations that are described in ELD-SC.6-8.Explain.Expressive.

GLC   KLU

8

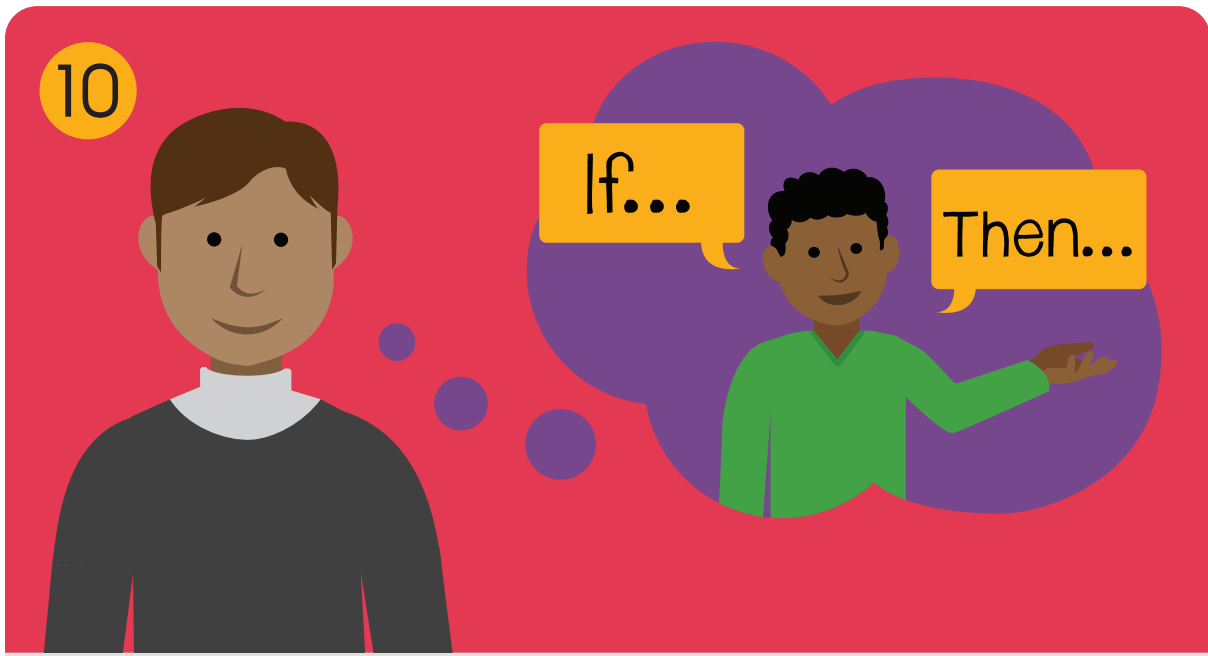Photosynthesis

Plants get energy from the sun.

Next, they look at the bulleted Language Functions that are part of the Language Expectations. Language Functions are common patterns of language that students need to interpret and express as they engage in scientific explanations.

9

Let's work together.

They also explore Language Expectations for Social and Instructional Purposes (ELD Standard 1: ELD.SI.4-12.Explain), and note that ELD-SI functions will naturally interweave into daily lessons as students interact, take notes, and engage in inquiry and discussion. They are reminded that students communicate to learn, but also to convey personal needs and wants, affirm their identities, and form and maintain relationships.

10

If...   Then...

The teachers are now able to identify aspects of language that will be most helpful for students to develop in this unit. Under each Language Function, they consult Language Features, which are examples of different types of sentences, phrases, and words that students can use to carry out particular Language Functions. They see, for example, how students might describe valid and reliable evidence through abstract nouns (e.g., growth, germination), or how they might establish relationships among ideas through relating verb groups (e.g., have, be, belong to).

11

Grow   Crecer

Throughout their discussion, Ms. Khoury and Mr. Renner use their expertise in their respective fields to support and inform one another as they discuss language use. They feel confident their unit goals identify the language all students should work toward using to meet content expectations.

12

Now that their ultimate language destination for the unit is clear, the teachers plan to meet again to review how a language lens is embedded in the unit's sequence of lessons. They will take into account students' backgrounds, experiences, cultures, and home languages, as well as their English language proficiency levels.

Get a copy of the 2020 Edition and related resources on the 2020 Edition webpage.