



Aligning AI for Multilingual Learners: Integrating the WIDA ELD Standards Framework Into Prompts

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Responsible Use of Artificial Intelligence (AI)

The AI prompts, templates, and information shared during this webinar are designed to support public, instructional planning aligned with the WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12.

- They are intended for use with non-sensitive content. Do not use them to process or store student records or any other protected data.
- They are not intended for use with requests for personally identifiable information (PII). Users are advised not to enter any sensitive, private, or protected content.
- They were created in compliance with University of Wisconsin–Madison technology and data use policies. During the webinar, educators were reminded to check and comply with their own local guidelines around AI.

For more information, please visit UW–Madison’s Generative AI Guidelines (<https://it.wisc.edu/generative-ai-services-uw-madison/generative-ai-uw-madison-use-policies/>).

AI Use Statement

This handout illustrates intentional, human-centered use of AI, with all key ideas and decisions shaped by the WIDA team. All intellectual content—including concepts, frameworks, and recommendations—originated from WIDA and the WIDA team. The WIDA team retains full responsibility for the accuracy, relevance, and pedagogical soundness of all content presented in this handout and webinar.

The AI prompts and examples shared during the webinar and in this handout used Dan Fitzpatrick’s 2023 PREPare Framework, a source that is cited in this handout. The AI prompts and examples were further refined with support from AI language models (LLMs), including Copilot, Google Gemini, and Google NotebookLM. Specifically, AI was utilized for testing and refining prompts and example outputs, with all final content and decisions thoroughly reviewed and approved by the WIDA team to ensure accuracy and alignment with WIDA’s principles and to mitigate potential issues, such as factual inaccuracies or unintended biases, that can arise from AI-generated outputs. This approach allowed our team to efficiently generate diverse examples, explore a wider range of phrasing for prompts, and streamline the process for integrating AI into instructional planning, ultimately enhancing the quality and breadth of the materials while maintaining WIDA’s intellectual ownership.

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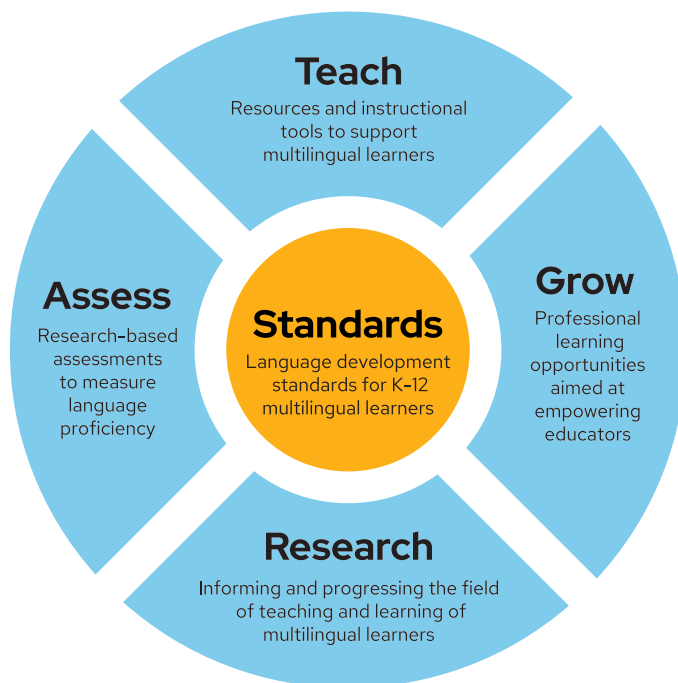
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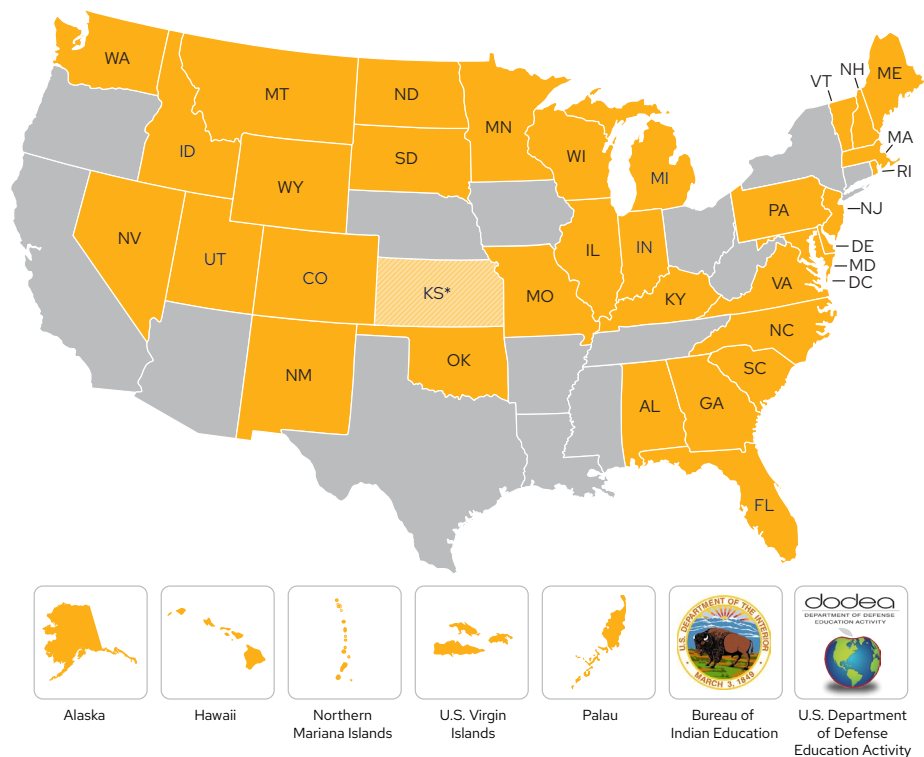
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What Is WIDA?

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



The WIDA Consortium is made up of 41 U.S. states, territories, and educational agencies.



*WIDA Alternate ACCESS user.

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

Introduction and Overview

Today's webinar goal is to give you tools that allow you to tailor AI prompts to align with the WIDA English Language Development (ELD) Standards Framework and the specific needs of multilingual learners. This document provides guidance to educators on how to thoughtfully and purposefully integrate generative AI tools into literacy instruction.

Strategies for Integrating the WIDA ELD Standards Framework Into AI Prompts

1. Create **reusable** prompts.
2. **Pair** WIDA Language Expectations.
3. Use **templates** for unit goals and lesson objectives.
4. **Improve** your original prompts (and save the good ones).
5. Whenever possible, **use your own source documents and closed-AI systems** to ensure source accuracy and limit AI confusion.
6. Use WIDA and state content-to-language **correspondence mappings**.

Webinar Activities

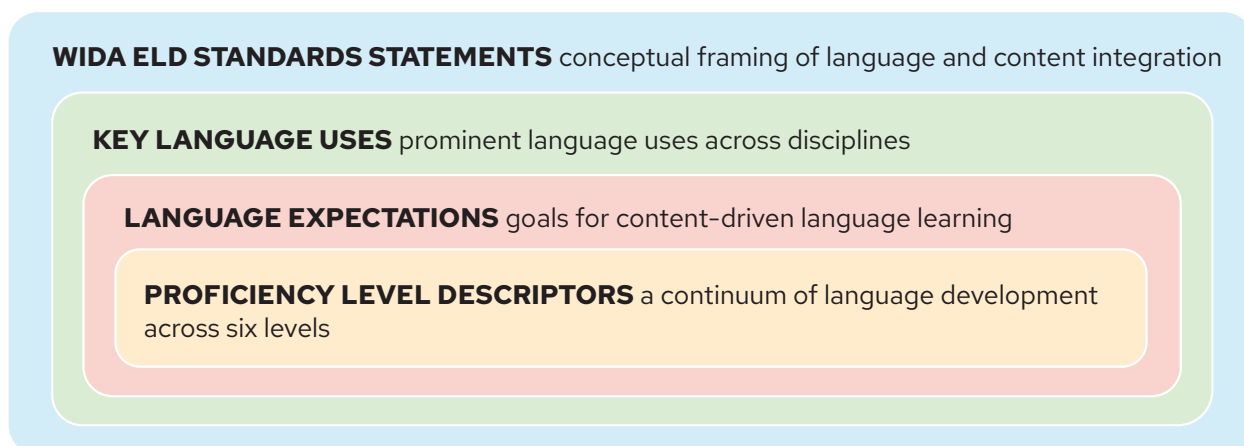
1. Review the **four components** in the WIDA English Language Development (ELD) Standards Framework, 2020 Edition: Kindergarten–Grade 12, and AI overview. (15 minutes)
2. Play with an AI prompt using the **PREPare Framework**. (15 minutes)
3. Introduce **strategies and templates** for customizing your prompts using the WIDA ELD Standards Framework. (15 minutes)
4. Introduce a method and resources for setting up your own **closed AI system**. (15 minutes)

Four Basic Challenges With AI-Generated Responses for Language Development Uses

1. Are **ELD standards** stand alone or integrated with content area contexts?
2. Is the **language of schooling** generic or somehow shaped by purpose, topic, audience, and mode?
3. Should **language development** be viewed as separate or integrated with other modalities (e.g., Universal Design for Learning)?
4. Should **differentiation** be dominated by comparisons with grade level (i.e., below, at, or above) or expanded to include customization by language proficiency level?

Note: These challenges align with the four components of the WIDA ELD Standards Framework, 2020 Edition.

WIDA ELD Standards Framework Overview



The WIDA ELD Standards Framework, 2020 Edition, contains four nested components to unpack content-based language learning found in WIDA Consortium members' state academic standards (WIDA, 2020). Each component has a guiding question you can use when integrating it into your AI prompts:

1. The **five WIDA ELD Standards Statements** answer the question: Which content area will serve as the context for targeting language in curriculum and instruction?
2. The **four Key Language Uses** answer the question: For what purpose(s) will language be used? There are four choices to make: Narrate, Inform, Explain, Argue.
3. The **grade-level cluster Language Expectations** answer the question: What are students expected to do with language? The Language Expectations are where the content areas and Key Language Uses meet in the six grade-level clusters (K, 1, 2–3, 4–5, 6–8, 9–12) and supply vital information for your AI prompts. They are the building blocks for your goals for content-based language learning and, thus, the building blocks for your prompts.
4. The **grade-level cluster Proficiency Level Descriptors** (PLDs) answer the question: How might student language proficiency be gauged? WIDA now has two proficiency-level tools: The 2020 PLDs and the 2025 Language Charts, which provide aligned yet streamlined versions of the 2020 PLDs. The Language Charts were released May 13, 2025, on the WIDA Revising ACCESS webpage: <https://wida.wisc.edu/revisingaccess>.

Note: The new **WIDA Language Charts** are available in two formats:

- Use the [PDF version of the WIDA Language Charts](#) to review content anytime, print the charts, or share the charts with colleagues.
- Use the [Excel version of the WIDA Language Charts](#) to easily copy and paste information into your own spreadsheet tools, create personalized charts, or customize the charts for individual or small groups.

Related Language Charts Resources

- **Language Charts Informational Slides:** Introduce colleagues to the WIDA Language Charts by using the [Meet the WIDA Language Charts informational PowerPoint slides](#).
- **Language Charts Facilitator Toolkit:** Make the WIDA Language Charts the next discussion topic of your professional learning community! Pair the [WIDA Language Charts Facilitator PowerPoint slides](#) with the [WIDA Language Charts participant handout](#). Since this slide deck takes an in-depth approach to using the Language Charts, plan at least 60–90 minutes for your collaborative group meeting. Note: Facilitators should be familiar with the WIDA ELD Standards Framework, 2020 Edition.

Terms Used During May 8, 2025, WIDA Webinar





Content-based language learning: An instructional approach that integrates language learning with content area instruction, providing students with opportunities to develop language skills while engaging with subject matter in meaningful and contextually relevant ways.

ELD standards: English language development (ELD) standards are sometimes referred to as English language proficiency (ELP) standards, particularly with regard to annual summative ELP assessment. These standards focus on the language skills students need to engage in content area curriculum, instruction, and assessment, distinct from U.S. state academic content standards, which focus on specific knowledge and skills in subjects like English language arts (ELA)/literacy, mathematics, science, and social studies. WIDA's standards are called the WIDA ELD Standards Framework.

Correspondence between state content and ELD standards: Also known as correlation, alignment, crosswalk, association, or correspondence mapping. Correspondence refers to the process of creating comparisons between related (but not identical) standards. For instance, the Language Expectations in the WIDA ELD Standards Framework, 2020 Edition, correspond with state academic content standards. Standards correspondence mappings help meet federal peer review requirements (U.S. Department of Education, 2018) and support the architecture of state and district digital ecosystems. (Refer to [WIDA Correspondence Mapping of the Match, Breadth, Consistency, and Dept of Language Opportunities in State K–12 English Language Arts, Mathematics, Science, and Social Studies Standards](#).)

What Do We Mean by AI?

For this webinar, I will use the term AI broadly to refer to four types of AI:

	1. Large Language Models (LLMs) <ul style="list-style-type: none">• AI systems trained to understand and generate human-like text.• Examples: ChatGPT (GPT-4), Claude, Gemini, Perplexity, Llama
	2. AI-Powered Tools & Apps <ul style="list-style-type: none">• Task-specific interface using AI models (often Web-based)• Examples: MagicSchool AI, Canva for Education, Google NotebookLM
	3. Multimodal AI <ul style="list-style-type: none">• AI that can process and generate text, images, audio, and video• Examples: GPT-4o, Gemini 1.5, Claude 3 Opus
	4. Adaptive or Predictive AI <ul style="list-style-type: none">• Downloadable or platform-based software using AI systems that adjust instruction or predict learner needs based on data. Examples: PowerSchool

Webinar Poll Question

Which AI large language models (LLMs) do you rely on the most for drafting instructional planning ideas?

- GPT-4
- Claude
- Co-Pilot
- Gemini
- Llama
- Perplexity

By a large margin, most of those attending the May 8th webinar used ChatGPT with a scattering using Claude, Co-Pilot, and Gemini. Most had not heard of Llama and Perplexity.

Use the PREPare Framework With Your Prompts

Use the following four elements to define your first prompt (Fitzpatrick, 2023c).

P	Prompt	Introduce what you want.	"Generate a 5-E lesson plan for the following standard."
R	Role	Give it a role.	"You are an expert teacher, skilled in writing engaging curriculum."
E	Explicit	Be explicit with instructions.	Include standards, grade level—the more detail, the better.
P	Parameters	Set parameters for the answer.	"Provide 3 examples." "Answer using a table with columns for . . ."

Once the initial AI response has been created, use the following prompts, one at a time.

A	Ask	Ask it to ask you follow-up questions.	"What questions do you have for me?"
R	Rate	Ask it to rate its response.	"Rate the accuracy and quality of your response"
E	Emotions	Appeal to its emotions.	"You must . . ." "You will be penalized . . ." "I am going to tip \$\$\$ for a better solution."

PREPare Framework Resources

Bsharat, S. M., Myrzakhan, A., & Shen, Z. (2023). *Principled instructions are all you need for questioning LLaMA-1/2, GPT-3.5/4*. *arXiv*. <https://doi.org/10.48550/arXiv.2312.16171>

Fitzpatrick, D. (2023a). *AI prompt framework update*. *Digital learning—Loughborough College*. <https://blogs.loucoll.ac.uk/learningtechnology/2023/11/29/ai-prompt-engineering-framework-update/>

Extension of PREPARE, adding elements like confidence, clarification questions, and emotional phrases to enhance AI prompt effectiveness

Fitzpatrick, D. (2023b). *PREPARE framework for instructors*. *Genially*. <https://view.genially.com/653287a1f39b10001163624d/learning-experience-didactic-unit-prepare-framework-for-instructors>

Fitzpatrick, D. (2023c). *The PREPare framework for AI prompting*. *The AI educator*. <https://aipioneers.org/the-prepare-framework/>

Fitzpatrick, D. (2024, March 10). *Transactional use of AI sucks, here's how to 10X your output* [Video]. YouTube. <https://www.youtube.com/watch?v=BDs6w7kVxiU>

Practice Activity: Sample PREPare Prompt for AI

If you are watching the video, pause it at this point.

Please open your favorite AI and try out the first part of the PREP Framework for AI Prompt. If you need a link to an AI large language model to get started, try Gemini (<http://gemini.google.com>) or Microsoft Copilot (<https://copilot.microsoft.com/chats/eTzeBkBMrCVT17jpXNTU7>).

Directions: Use the following prompt, containing the first four questions of the PREP Framework, to generate an initial response:

- **Prompt:** Generate two draft integrated Science-ELD unit goals for a grade 4 unit on “Forces that shape the land: Highlighting the role of natural forces like water, wind, and ice in sculpting the Earth’s surface.” Focus on Explanation.
- **Role:** You are a language specialist with expertise in K–12 language development who creates developmentally appropriate, asset-oriented, and engaging curriculum, instruction, and assessment for your multilingual learners.
- **Explicit Instructions:** Synthesize [your state’s] science standards with WIDA Language Expectations to create the unit goals.
- **Parameters for the Response:** Include specific standards code information in the response. Be concise.

Once the initial response has been created with the four prompts, use the following prompts, one at a time.

- **ASK [AI]:** Please ask me any questions about what other information you may need to perform this task.
 - [Answer these questions. Then ask it to generate your request again.]
- **RATE the response:** Please rate your response. Show me the criteria you used to rate your performance.
 - [You will tell AI which criteria you want it to adjust and to rerun the prompt.]
- **Appeal to EMOTIONS.** Appeal to AI’s “emotions” with phrases like, “This task is crucial to my career.”

Sample AI Response to PREP Framework

Sure! Here are two draft integrated Science-ELD unit goals for a grade 4 unit on “Forces that shape the land,” focusing on Explanation:

Unit Goal 1: Understanding Natural Forces and Their Effects

Science Standard: 4-ESS2-1: “Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation” (Next Generation Science Standards [NGSS], 2013).

WIDA Language Expectation: ELD-SC.4.Explain.Expressive: “Construct explanations of scientific phenomena using evidence and reasoning” (WIDA, 2021).

Integrated Goal: Students will **observe and measure** the effects of natural forces such as water, wind, and ice on Earth’s surface. They will **construct explanations** using evidence from their observations to describe how these forces shape the land over time.

Unit Goal 2: Communicating Scientific Explanations

Science Standard: 4-ESS2-2: “Analyze and interpret data from maps to describe patterns of Earth’s features” (NGSS, 2013).

WIDA Language Expectation: ELD-SC.4.Explain.Interpretive: “Interpret scientific explanations by identifying key details and summarizing information” (WIDA, 2021).

Integrated Goal: Students will **analyze and interpret** data from maps to identify patterns in Earth’s features. They will **summarize and communicate** their findings, explaining how natural forces like water, wind, and ice contribute to these patterns.

These goals integrate both content and language standards, ensuring that multilingual learners can engage meaningfully with scientific concepts while developing their language skills. How do these goals align with your curriculum needs?

References

Next Generation Science Standards (NGSS). (2013, May). *Fourth grade combined disciplinary core ideas*. <https://www.nextgenscience.org/sites/default/files/4%20combined%20DCI%20standardsf.pdf>

WIDA. (2021). *WIDA English language development standards framework, 2020 edition: FAQ series: Language expectations*. Board of Regents of the University of Wisconsin system. <https://wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf>

Sample AI Response to Ask Me Questions

AI Prompt: Ask me any questions about what other information you may need to perform this task.

Great, thanks for offering to provide more details! Here are a few questions that could help me tailor the unit goals more precisely:

1. **Specific Language Needs:** Are there particular language skills or areas (e.g., vocabulary, sentence structure, discourse) that you want to emphasize for your multilingual learners?
2. **Assessment Methods:** How do you plan to assess students’ understanding and language use? Are there specific types of assessments (e.g., written reports, oral presentations, projects) you prefer?
3. **Instructional Strategies:** Are there any specific instructional strategies or activities you plan to use that I should consider when crafting the goals?
4. **Student Backgrounds:** Can you provide any information about the linguistic and cultural backgrounds of your students that might influence how the goals are framed?
5. **Integration With Other Subjects:** Do you want to integrate this unit with other subjects (e.g., math, social studies) or focus solely on science and language development?

... and then the user would continue to respond and dialogue with AI to create a more customized filter for the response.

Strategies for Integrating the WIDA ELD Standards Framework Into AI Prompts

- **Create reusable prompts:** Ending your prompt with the phrase “Ask me” ensures you are not relying on the old information data that was used to train AI several years ago. You supply the data. This also ensures you can use your prompt across multiple situations and grades.
- **Pair WIDA Language Expectations:** You will get richer responses when you combine the Language Expectations associated with Standard 1 with those for Standards 2–5.
- **Use templates for unit goals and lesson objectives:** This is a key skill for not only saving time but also creating the basic building block you will be using with your AI prompts: Your unit goal.
- **Improve your original prompts (and save the good ones):** Do not forget to use this step at the end of your session.
- **Use closed-AI systems to ensure source accuracy and limit AI confusion.**
- **Use WIDA and state content-to-language correspondence mappings.**

The Importance of Identifying Integrated Unit Goals (Targets)

This was a major takeaway from this webinar. By first identifying your integrated unit goal—which some refer to as targets since their state uses goals to refer to students’ annual achievement goals (Maya Martinez-Hart, personal communication, May 8, 2025)—you can then apply a WIDA standards lens to your AI response. This initial step, therefore, is extremely important. It creates the bank from which you will choose your lesson objectives. When in doubt, include Standards 2–5 Expressive and Interpretive Language Expectations as well as Standard 1 Language Expectations.

Use a Unit Goal/Target Template for Content-Based Language Learning

This template can help you structure integrated goals that are appropriate for multilingual learners:

In [content area], when learning [unit focus for content standards], multilingual learners will **[Key Language Use]** using the language for learning in **[Language Expectation set(s)]**.

Add these parameters for the response: Below the integrated unit goal, display the entire Language Expectation (including its reference code). For each Language Function within the Language Expectation, identify (in parentheses) options for content standards, dimensions, disciplinary practices, or concepts that may match well for use when creating language lesson objectives.

See [Appendix A](#) of this handout for Extended Sample Output.

Lesson Objective Template for Content-Based Language Learning

This template can help you structure integrated lessons on language functions and language features that are appropriate for multilingual learners:

In [content area], when learning [specific content standard(s)], multilingual learners will [Key Language Use] by **[a Language Function from a Language Expectation]**, using **[Language Features]** with [multimodality, scaffolding, or Universal Design for Learning].

Sample Application of the Integrated Unit Goal Template

In social studies, when learning about the lives of historical figures in American history (**GA Standard SS1H1**), English learners will interpret and express informational texts using the language for learning in **ELD-SI.K-3.Inform** and **ELD-SS.1.Inform.Interpretive**.

The integrated unit goal then sets the context for the language to be examined during individual lessons.

Sample Application of the Language Lesson Template

Build language function and feature lesson objectives to work in sequence.

Language Function Lesson	Language Features Lesson
When learning the language to Inform, English learners will learn to describe characteristics, patterns, or behavior with educator modeling and the use of graphic organizers.	When learning the language to Inform to describe characteristics, patterns, or behavior, English learners will learn to select and adjust frequently used multiword noun groups with peer support.

Source: Shafer Willner, L. (forthcoming). *AI-powered, integrated unit goals and lesson objectives for K–12 English learners*.

AI Prompts Shared During May 8, 2025, Webinar

Please note that responses generated by AI may vary from one use to the next. AI LLMs are probabilistic: This means they create answers by calculating the most likely next words based on large amounts of training data. Small changes in the wording of a prompt, the surrounding context, or even updates to the AI LLM itself can produce different—but still valid—responses. Always review AI-generated content for accuracy, appropriateness, and alignment with your intended purpose before sharing or implementing it.

In sharing these prompts, our goal is to offer you a foundation from which you can build your own WIDA standards-aligned AI prompts and examples.

Focus	Sample AI Prompts to Share
Generate integrated unit goals.	<p>Prompt: Generate two draft integrated unit goals, integrating state academic content standards and WIDA Language Expectations from the WIDA ELD Standards Framework, 2020 Edition.</p> <p>Role: You are a language specialist with expertise in K–12 language development and the WIDA ELD Standards Framework, 2020 Edition, who creates developmentally appropriate, asset-oriented, and engaging curriculum, instruction, and assessment for your multilingual learners.</p> <p>Explicit Instructions</p> <ul style="list-style-type: none"> • Synthesize related state content standards with WIDA Language Expectations based on their mutual purpose for language use(s), or Key Language Use(s). Use state correspondence mappings to identify associated state standards and WIDA Language Expectations. • Wherever possible, pair WIDA Standard 1 and Standards 2–5 WIDA Language Expectation(s). <p>Parameters for the Response</p> <ul style="list-style-type: none"> • Use the following Integrated Unit Goal Template to organize your response: <ul style="list-style-type: none"> • In [content area], when learning about [overarching concepts, questions, or themes], multilingual learners will [communicative purpose/Key Language Use] using the language for learning identified in [WIDA Language Expectation(s)]. • Below the integrated goal, display the entire Language Expectation (including its reference code). For each Language Function within the Language Expectation, identify (in parentheses) options for content standards, dimensions, disciplinary practices, or concepts that may match well for use when creating language lesson objectives. • Include a formatted reference list at the end, including prompt sources, template sources, and Creative Commons attribution. <p>Before generating draft unit goals, ASK ME to provide:</p> <ul style="list-style-type: none"> • Content area (ELA, mathematics, science, or social studies) and the overarching concepts, themes, or questions that drive the unit • The name of my state or jurisdiction and/or (if I have them) the specific state content standards used in this unit • WIDA Language Expectations for Standard 1 and for Standard 2–5 (and their reference codes), that is, the information for a grade or grade-level cluster, content area, Key Language Uses (Narrate, Inform, Explain, Argue), and communication modes (Expressive, Interpretive, Interactive/Standard 1)

Focus	Sample AI Prompts to Share
<p>Generate integrated language lesson objectives.</p>	<p>Prompt: Using an integrated unit goal that I will provide when you ask for it, please generate two Language Function lesson objectives. One lesson will focus on a Language Function; the second on its associated Language Features.</p> <p>Role: You are a language specialist with expertise in K–12 language development and the WIDA ELD Standards Framework, 2020 Edition, who creates developmentally appropriate, asset-oriented, and engaging curriculum, instruction, and assessment for your multilingual learners.</p> <p>Explicit Instructions</p> <ul style="list-style-type: none"> • Draw WIDA ELD standards (Language Expectations, Language Functions, and Language Features) from the uploaded Language Expectations source documents. • Use content standards from uploaded state standards or, if not available, from the four source documents showing WIDA development correspondence. • When creating the lesson objectives, use the complete Language Function in the WIDA Language Expectation, not just its initial verb—e.g., “Describe observations and/or data about a phenomenon” not just “describe.” The Language Functions are the three to five bulleted items within each WIDA Language Expectation. <p>Parameters for the Response</p> <ul style="list-style-type: none"> • Use these integrated lesson objective templates to organize your response: <ul style="list-style-type: none"> • Language Function Lesson: In [content area], when learning [specific content standard(s)], multilingual learners will [Key Language Use] by [a Language Function from a Language Expectation], with [multimodality, scaffolding, or Universal Design for Learning]. • Language Features Lesson: In [content area], when learning [theme, concepts, or essential questions], . . . when learning by [a Language Function from a Language Expectation], multilingual learners will learn to [Key Language Use], using [Language Features] with [multimodality, scaffolding, or Universal Design for Learning]. • Ensure that the Language Function and Language Features Lessons focus on high-leverage functions and features that students at that grade-level cluster need to learn to carry out the communicative purpose identified in the Key Language Use (Narrate, Inform, Explain, Argue). • Include a formatted reference list at the end, including prompt sources, template sources, and Creative Commons attribution. <p>Before generating a draft creating Language Lesson Objectives, ask me to provide my integrated unit goal(s).</p>

Focus	Sample AI Prompts to Share
<p>Generate examples of the Language Charts' proficiency levels.</p>	<p>Prompt: Create two examples for each proficiency level, synthesizing the descriptors in the Discourse, Sentence, and Word/Phrase Dimensions from the 2025 WIDA Language Charts.</p> <p>Role: You are a language specialist with expertise in K–12 language development and the WIDA ELD Standards Framework, 2020 Edition, who creates developmentally appropriate, asset-oriented, and engaging curriculum, instruction, and assessment for your multilingual learners.</p> <p>Explicit Instructions</p> <ul style="list-style-type: none"> • Example topics should align with an integrated unit goal(s), including reference codes of standards involved. <p>Parameters for the Response</p> <ul style="list-style-type: none"> • Create a table with four columns—the first for proficiency level, with the proficiency levels listed in the following order, with the second row in the table showing the highest proficiency level selected by the user (e.g., Descriptors for End of PL 5 would be in the second row and those for End of PL 3 would be in the third row). • The second column in the table should be labeled Discourse Dimension; the third, Sentence Dimension; and the fourth column, Word/Phrase Dimension. • Place the Language Chart descriptor for that proficiency level and dimension inside the table cell (no bullet). Below it, there should be two bullets in each cell, each beginning with the word “EXAMPLE:” After that word, the first bullet should display example 1, the second bullet should display example 2, and so on. • All examples should function as a unit, addressing the integrated unit goal (but by that proficiency level), and be concise. • The examples should sound like they would be interpreted or expressed by students in the indicated grade and for the age of students commonly in that grade-level cluster. • Include a formatted reference list at the end, including prompt sources, template sources, and Creative Commons attribution. <p>Ask me for:</p> <ul style="list-style-type: none"> • The integrated unit goal(s) • The three dimensions of descriptors found in the grade-level cluster Language Chart: Kindergarten, Grade 1, Grades 2–3, Grades 4–5, Grades 6–8, and Grades 9–12 • The proficiency levels needed for my generated examples: All six proficiency levels; three levels—End of Level 1, End of Level 3, and End of Level 5; or another combination.

Focus	Sample AI Prompts to Share
Improve your prompt chain at the end of a session.	Please improve my original prompt. [A simple, yet effective tool for your repertoire.]
Include Creative Commons attribution in your response.	When attributing a work under a Creative Commons (CC) license, credit the creator. Provide the following information: Title, Author, Source, and License (CC BY-NC-SA). Here is the link to the site to choose the correct license for your work: https://chooser-beta.creativecommons.org/
*Use this approach with the resources you create.	<p>Examples</p> <p>Shafer Willner, L. (2025). <i>Aligning AI for multilingual learners: Integrating the WIDA ELD standards framework into prompts</i>. WIDA Webinar Series. https://wida.wisc.edu/grow/aligning-ai-multilingual-learners-integrating-wida-eld-standards-framework-prompts (CC BY-NC-SA)</p> <p>Source: Example from https://www.uen.org/emedial/resources/oer/2022-2023-6thGradeSEEd.pdf (Utah OER Textbooks: 6th Grade SEEd). This open textbook is under a CC BY 4.0 International License. Attribution required: "Utah OER Textbooks: 6th Grade SEEd" licensed under CC BY 4.0. The use of WIDA ELD Standards Framework templates and materials, licensed under CC BY-NC-SA 4.0, requires attribution if directly or indirectly incorporated.</p> <p>Source: North Carolina Department of Public Instruction. (2022). <i>Alignment mappings between North Carolina courses of study in English language arts, mathematics, science, and social studies and the NC English language development standard course of study</i>. https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/english-language-development</p>

Digital Standards Resources

WIDA AI Closed System Source Documents

When you upload your source documents, consider grouping them into broad categories and then placing those categories in numerical order. This will allow you to locate your source documents more easily. Here are the four groupings I use:

- Prompts, templates, and models*
- WIDA standards resources
 - WIDA ELD Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE) associations (downloaded from [WIDA Standards Digital Explorer](#))
 - WIDA Language Expectations spreadsheet

3. State content standards and/or its content standards-to-language standards correspondence map
 - If you don't have your state's correspondence mapping, you can use the correspondence mapping created during WIDA standards development in 2020 and cross-checked in 2022. (Download links are found in the next section.)
 - WIDA ELA Development Correspondences
 - WIDA Mathematics Development Correspondences
 - WIDA Science Development Correspondences
 - WIDA Social Studies Development Correspondences
4. Differentiation resources
 - CAST Universal Design for Learning (UDL) Guidelines available at <https://udlguidelines.cast.org/>

*Note: I experimented with placing my prompts in a separate prompt-only document but have found it easier to place the prompt, template, and model response in a single document. I title the document based on its focus and then just place either a 1, 2, 3, or 4 at the beginning of the document name so that, when uploaded, it automatically groups with the other documents in that category. It makes it much easier to locate source documents in your closed AI system.

The webinar slide visual for the preceding paragraph is shown in Figure 1.

Figure 1: Webinar Slide Visual

Reason #1: Improve AI Accuracy by Restricting Your Source Documents

WIDA Closed AI System - Source Documents

1. Prompts (templates, and model responses)
2. WIDA Language Development Standards Frameworks
3. State academic standards (ELA, math, science, social studies)
4. Differentiation resources

- 1. PREPare Prompting Framework
- 1. Prompt_Examples WIDA PLs
- 1. Prompt_GOALS AND OBJECTIVES
- 2. WIDA_ELD-MarcoDALE_CASE-associations
- 2. WIDA2020_LangExp_FunctionsFeatures_Jan2025release
- 3. About WIDA Correspondence Spreadsheets_May2025
- 3. Annotated Text Samples_WIDA2020Edition
- 3. WIDA_ELD-CCSSforELA_CASE-associations
- 3. WIDA_ELD-CCSSforMath_CASE-associations
- 3. WIDA_ELD-NGSS_CASE-associations
- 3. WIDA_ELD-SS-C3_CASE-associations
- 4. CAST_UDL_Guidelines 3.0_ifp

WIDA
UNIVERSITY OF WISCONSIN-MADISON

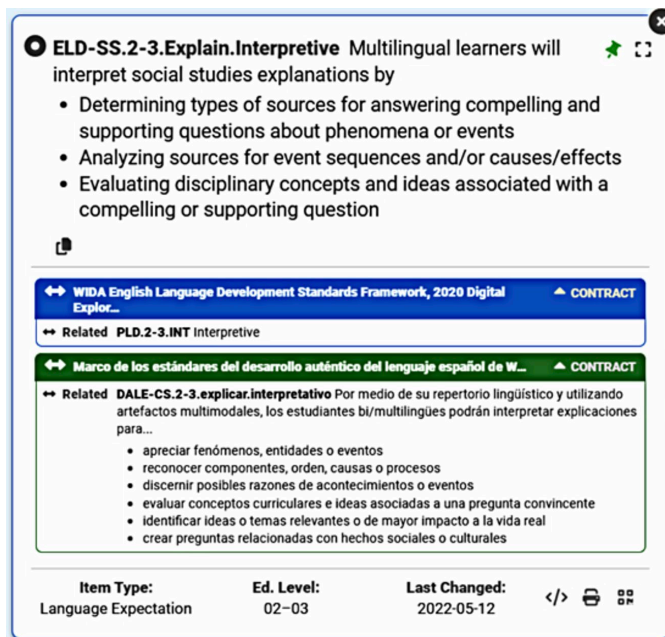
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WIDA Standards Digital Explorer Resources

1. [WIDA Standards Digital Explorer](#)

- Directions for using the WIDA Standards Digital Explorer are in the article "[Save time! Streamline your unit and lesson planning using the WIDA standards digital explorer.](#)"

Figure 2: A Screenshot of the WIDA Standards Digital Explorer



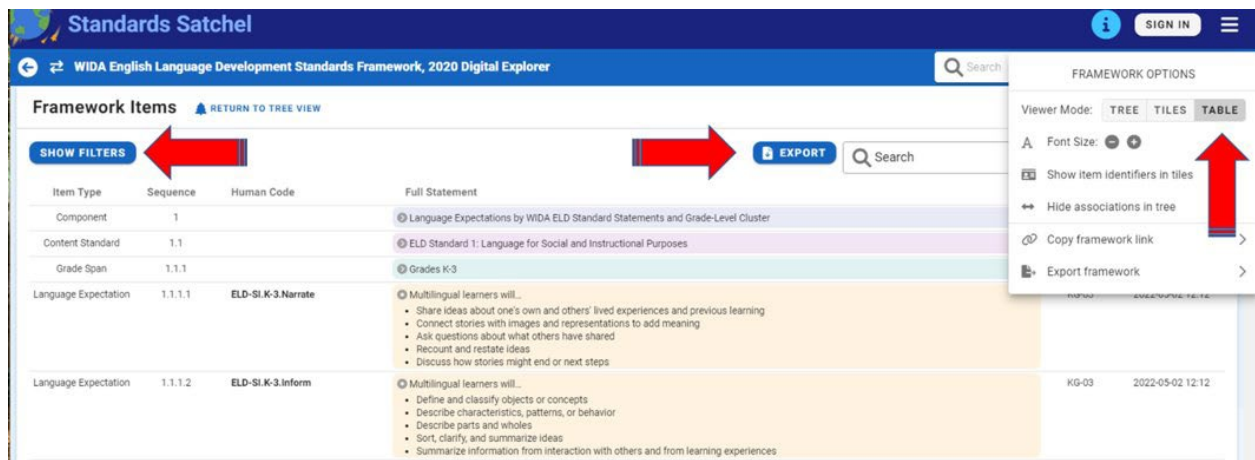
Note: The WIDA Standards Digital Explorer shows alignment between the two WIDA standards frameworks. As shown in Figure 2, in the tile view of each Language Expectation or expectativa del lenguaje, click on the blue or green boxes to show the connections between the two.

Obtaining Standards Source Documents From the WIDA Digital Explorer

Download your standards source documents from the [WIDA Standards Digital Explorer](#).

- Go to the three vertical dots on the right side of the Digital Explorer screen. Select the Table view to obtain the associations between standards in table format and download it as a CSV file. (You would PDF this CSV file before uploading it into Google NotebookLM, for example.) If you need more information, the blue circle “i” in Figure 3 shows where the Digital Explorer help directions are located.
- You can access via the Table view without registration. For questions about digital standards versions posted here, contact Lynn Shafer Willner (lynn.willner@wisc.edu).

Figure 3: A Screenshot of the Digital Explorer Screen With Options Highlighted



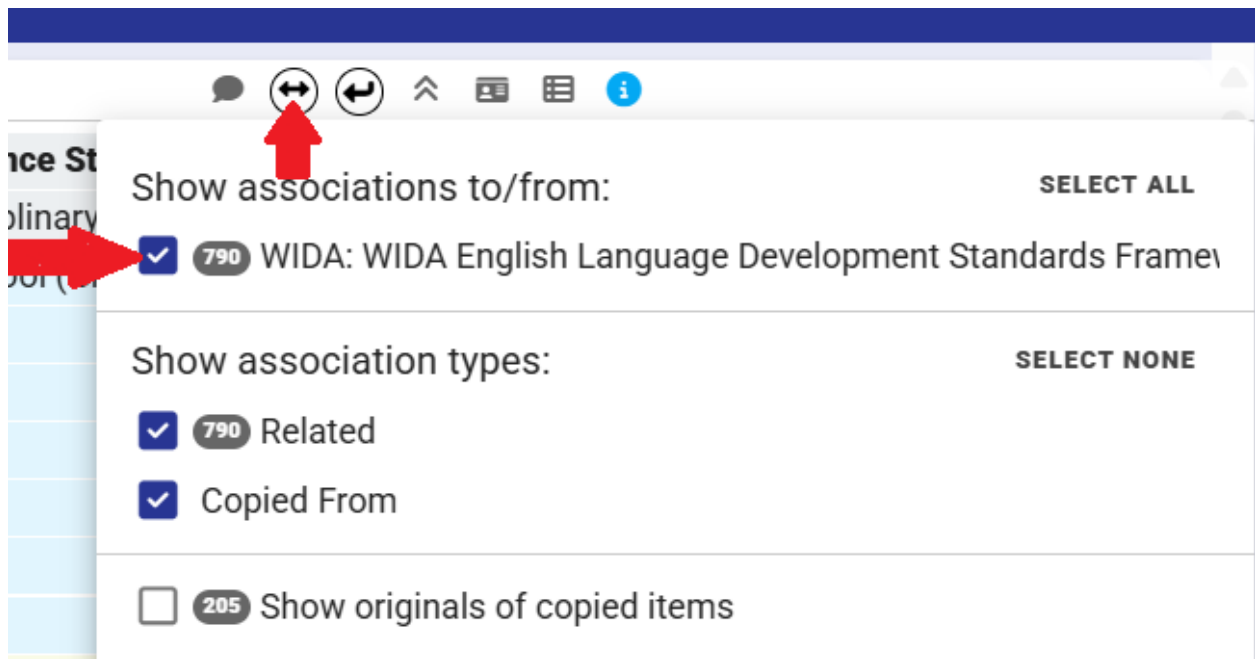
To obtain machine-readable, JSON-formatted versions of its standards, WIDA utilizes the open-access [CASE Network 2](#). Please register via this [Case Network 2 form](#) (free for nonprofit organizations; fees may apply for others). Contact Katie Sellstrom (katie@commongoodlt.com) or schedule via [Calendly](#) for CASE Network 2 assistance.

Links to WIDA Development Correspondence Mappings

The following links provide an alternative way to locate WIDA's Development Correspondence Mappings. They take you to a selection of the content standards-to-language standards correspondences for grades 4–5. This mapping provides documentation of many of the mappings used originally to create the 2020 WIDA Language Expectations. Note: As documented in the technical paper noted previously, all WIDA Consortium members' state standards were also used to develop the 2020 WIDA Language Expectations.

Directions: After clicking on the link, select the double arrow in the menu and check the Show Associations box. After these two boxes have been selected, the correspondences between the two sets of standards will load (Figure 4).

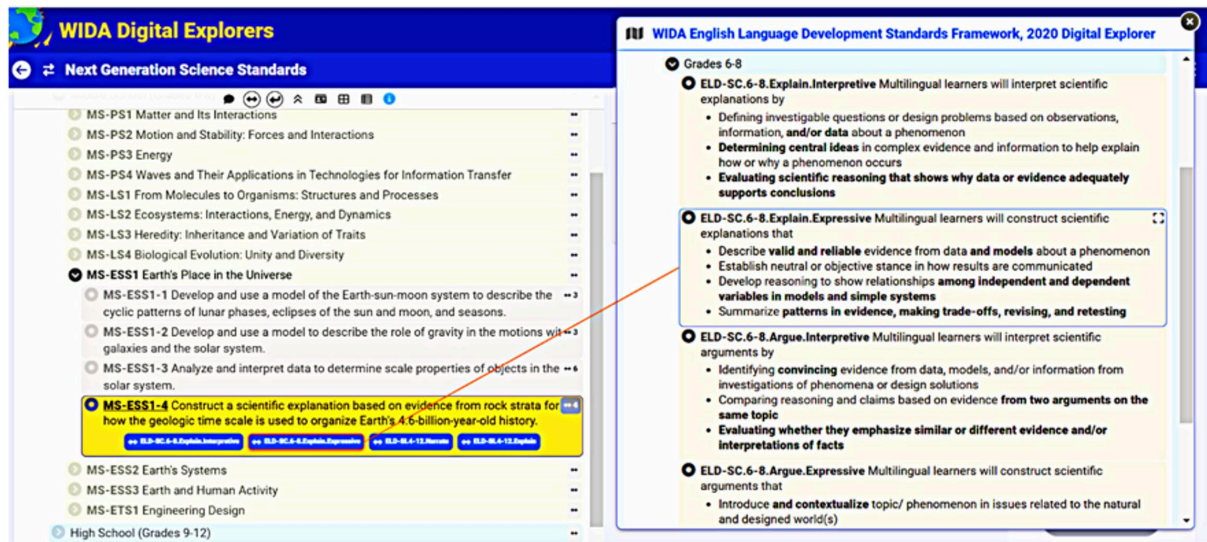
Figure 4: Screenshot of Standards Satchel Platform



- [WIDA ELD Standards Framework to the Common Core for English Language Arts](#)
- [WIDA ELD Standards Framework to the Common Core for Mathematics](#)
- [WIDA ELD Standards Framework to NGSS \(science\)](#)
- [WIDA ELD Standards Framework to C3 Framework \(Social Studies\)](#)
- **Additional Resource:** The full set of correspondence evidence for the 2020 Edition (including examples from individual and cross-state content standards) is located in the following article: [WIDA correspondence mapping of the match, breadth, consistency, and depth of language opportunities in state K–12 English language arts, mathematics, science, and social studies standards](#).

Figure 5 shows a WIDA example of correspondences between M-ESS1-4 and WIDA ELD-SC.6-8.Explain Language Expectations.

Figure 5: Screenshot of WIDA Standards Digital Explorer and Correspondences

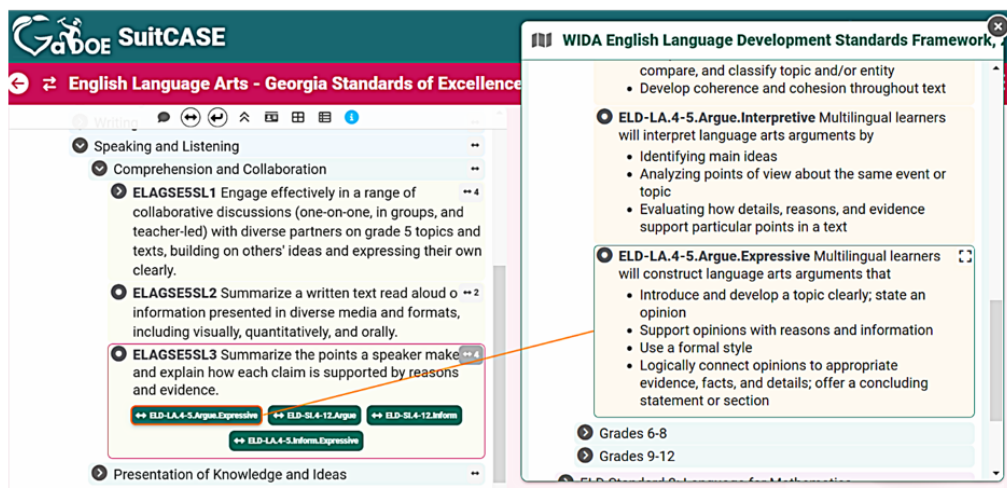


Source: WIDA Digital Explorers: Next Generation Science Standards. <https://wida.satchelcommons.com/03e26f3e-b2f6-11e9-b654-0242ac150005/03e2d46a-b2f6-11e9-a3d1-0242ac150005/8>

Georgia Department of Education Correspondence Mapping

Figure 6 is an example of the Georgia Department of Education (GaDOE) correspondence mapping between Georgia Standards of Excellence ELA standards and its correspondences with the WIDA Language Expectations.

Figure 6: Screenshot of Georgia Standards Digital Explorer and Correspondences



Source: Georgia Department of Education. (2022). *English language arts—Georgia standards of excellence*. <https://case.georgiastandards.org/355bdb74-46f9-11e7-9dd8-56d474a21250/4091b986-46fa-11e7-8f4d-2570a4173d78/647>

North Carolina Correspondence Mappings

Figure 7 shows a correspondence mapping created by the North Carolina Department of Education—[Standard Courses | NC DPI](#). (Scroll down the page to download PDFs.)

Figure 7: Screenshot of Correspondence Between North Carolina Mathematics Standards and WIDA Language Expectations

ELD-MA.2-3.Argue.Interpretive	Grade 2	Grade 3
Interpret mathematics arguments by: Identifying conjectures about what might be true	*Note: Standard 1 applies across standards and should be integrated throughout mathematics.	*Note: Standard 1 applies across standards and should be integrated throughout mathematics.
Interpret mathematics arguments by: Distinguishing connections among ideas in justifications	NC.2.MD.10 Organize, represent, and interpret data with up to four categories. <ul style="list-style-type: none"> Draw a picture graph and a bar graph with a single-unit scale to represent a data set. Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph. NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a	*Note: Standard 1 applies across standards and should be integrated throughout mathematics.



Adapted from WIDA English Language Development Standards Framework, 2020 Edition © 10

Source: North Carolina Department of Public Instruction. (2022). *Alignment mappings between North Carolina courses of study in English language arts, mathematics, science, and social studies and the NC English language development standard course of study*. <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/english-language-development>

Resources

Center for Applied Special Technology (CAST). (2024). *Universal design for learning guidelines version 3.0*.

Author. <https://udlguidelines.cast.org/>

Churchill, M., Dominguez, K., & Gardiner, D. (2025). Creating instructional units aligned to English and Spanish language development standards. *NJTESOL/NJBE Annual Voices Journal*. <https://voices.njtesol-njbe.org/annual-voices-journal-2025/creating-esl-bilingual-units/>

Churchill, M., & Shafer Willner, L. (May, 2024). *Road map for implementation of the WIDA ELD standards framework*. New Jersey TESOL/New Jersey Bilingual Education Association Spring Virtual Conference.

Kray, F., Gottlieb, M., & Shafer Willner, L. (2022). *WIDA focus on: Supporting multilingual learners' language growth through language development portfolios*. WIDA and the Board of Regents of the University of Wisconsin System. <https://wcer.wisc.edu/publications/abstract/wcer-working-paper-no-2023-3>

Shafer Willner, L. (2022a). *Correspondences [Associations] between the Common Core State Standards for English language arts and the WIDA English language development standards framework, 2020 edition: Kindergarten–grade 12*. Board of Regents of the University of Wisconsin System. <https://satchel.commongoodlt.com/c64961be-d7cb-11e8-824f-0242ac160002/6b33a300-d7cc-11e8-824f-0242ac160002/608>

Shafer Willner, L. (2022b). *Correspondences [Associations] between the Common Core State Standards for mathematics and the WIDA English language development standards framework, 2020 edition: Kindergarten–grade 12*. Board of Regents of the University of Wisconsin System. <https://www.satchelcommons.com/c6496676-d7cb-11e8-824f-0242ac160002/77fda01e-4a52-42a8-bee2-1bc9a61382b2/349>

Shafer Willner, L. (2022c). *Correspondences [Associations] between the Next Generation science standards and the WIDA English language development standards framework, 2020 edition: Kindergarten–grade 12*. Board of Regents of the University of Wisconsin System. <https://www.satchelcommons.com/03e26f3e-b2f6-11e9-b654-0242ac150005/03e2aaee-b2f6-11e9-ab40-0242ac150005/258>

Shafer Willner, L. (2022d). *Correspondences [Associations] between the College, Career, and Civic Life (C3) framework for social studies state standards and the WIDA English language development standards framework, 2020 edition: Kindergarten–grade 12*. Board of Regents of the University of Wisconsin System. <https://satchel.commongoodlt.com/34421374-5367-4a10-8197-68c5d492bfbf/35064ff4-b18d-4ba0-acf2-e6424218e9c3/720>

Shafer Willner, L. (2023). Save time! Streamline your unit and lesson planning using the WIDA standards digital explorer. *NJTESOL/NJBE Voices*. <https://voices.njtesol-njbe.org/annual-voices-journal-2023/streamline-your-unit/>

- Shafer Willner, L. (2023). *WIDA correspondence mapping of the match, breadth, consistency, and depth of language opportunities in state K–12 English language arts, mathematics, science, and social studies standards* (WCER Working Paper No. 2023–3). Wisconsin Center for Education Research and the Board of Regents of the University of Wisconsin System. <https://wcer.wisc.edu/publications/abstract/wcer-working-paper-no-2023-3>
- Shafer Willner, L. (2024). *Poster—A digital mapping of high leverage communicative practices in school-age content-area contexts*. Poster presented at Language Testing Research Colloquium (LTRC). Innsbruck, Austria. <https://www.posterpresentations.com/research/posters/VH-98144/>
- Shafer Willner, L., & Gottlieb, M. (2024). *Aligning proficiency level descriptors with audiences and uses: Enhancing equitable communication in a K–12 language assessment system*. Paper presented at Language Testing Research Colloquium (LTRC). Innsbruck, Austria.
- Shafer Willner, L. (forthcoming). *AI-powered, integrated unit goals and lesson objectives for K–12 English learners*.
- Shafer Willner, L., Kray, F., & Gottlieb, M. (2021). What’s the same and what’s been updated in the WIDA English language development standards framework, 2020 edition? *MinneTESOL*, 37(2). <https://minnetesoljournal.org/whats-the-same-and-whats-been-updated-in-the-wida-english-language-development-standards-framework-2020-edition/>
- Shafer Willner, L., Lundgren, C., Monroe, M., & Cortada, J. (2017). *WIDA focus on: Providing ELLs with disabilities with access to complex language* [Bulletin]. WIDA and the Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/resources/providing-ells-disabilities-access-complex-language>
- WIDA. (2020). *WIDA English language development (ELD) standards Framework, 2020 edition: Kindergarten–grade 12*. The Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/teach/standards/eld>
- WIDA. (2023). *Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE)*. The Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/teach/spanish/marco-dale>

Participant Resources Shared During the May 8th Webinar

Lesson Planning Template (Shared by Michelle Arquines)

[CCSS WIDA–Integrated Lesson Plan–BLANK–Google Docs](#)

Insta~Lesson (Shared by Kristina Robertson)

[Insta~Lesson](#) is an AI-powered tool that helps educators quickly create editable, student-facing lessons, ideal for sub plans, makeup work, and individualized instruction. It allows students to access lessons at their own pace, either in school or at home, while teachers provide targeted support.

AI in Education Webinars (Shared by Kristina Robertson)

The [NEA's AI in Education webinar series](#), in collaboration with ISTE, explores the integration of AI in classrooms, focusing on ethics, equity, and innovative teaching practices. These webinars provide educators with strategies to enhance learning and support students with special needs using AI tools.

Project MOMENTUM (Shared by Kristina Robertson)

[Project MOMENTUM](#) offers professional learning opportunities for educators, focusing on improving instruction for multilingual learners through courses, micro-credentials, and licensure pathways. It aims to build educators' capacity to support diverse student populations effectively.

Playlab (Shared by Kristina Robertson)

[Playlab](#) is a community-driven platform where educators and students collaboratively create AI tools tailored to their educational needs, fostering AI literacy and responsible experimentation. It emphasizes hands-on learning and sharing within a supportive global community to advance education through AI.

Google's Prompt Library (Shared by Jessica Herrera)

[Google's Prompt Library](#) provides a comprehensive guide for writing effective AI prompts, tailored for various applications within Google Workspace. It includes practical examples and best practices to help users maximize the potential of AI tools in their workflows (refer also to [A quick-start handbook for effective prompts](#) and [Google's official Gemini prompting guide](#)).

Cor Creative Partners (Shared by Sarah Riemens)

[Cor Creative Partners](#) provides professional development for educators, focusing on leadership development, curriculum design, and the integration of social-emotional learning. Their services include coaching, consulting, and workshops aimed at enhancing educational practices and supporting school leaders and teachers.

Question to Be Considered in Future Discussions (Shared by Marisol Bundtzen)

I am wondering if we are talking about AI's impact on the energy grids and what the full-steam-ahead adaptation can cause in terms of negative environmental impacts.

General Reading About AI

Ethan Mollick (Interview for Ezra Klein podcast)

<https://www.nytimes.com/2024/04/02/podcasts/transcript-ezra-klein-interviews-ethan-mollick.html> (March 2024)

- Consider the following AI “Personalities.”
 - Chat GPT—More of a workhouse; neutral; get things done. No real time for Chit Chat.
 - Google Gemini—It really wants to help.
 - Claude—The warmest of the large language models: Acts like a person; a little more literary; artsy.
 - CoPilot—More focused on business-oriented abilities
- **Advice:** Use the AI tool for 10 hours to develop a sense of how each generative AI tool works. (No one can master an AI app in a single session.)

Dan Meyers article: [In Edtech, You Either Bet On Teachers or You Have to Build One](#)

- Khanmigo has exactly one intervention here—asking “Need help?”—and it intervenes under exactly one condition. There is only one of them [interventions] where human teachers have 100. This is what happens when companies realize, perhaps belatedly, that they need human teachers, and when trying to build one out of software, they get 1% of a teacher.

Eric Curts’ list: [The ABC’s of AI: What Educators Need to Know—Google Docs](#)

Andrew Davies’ list: [Best AI Tools for Teachers \(curated by Andrew Davies\)](#)

Additional Standards-Related Resources and Readings

Achieve the Core. (2020). *2020–2021 priority standards for English language arts/literacy and mathematics*.

<https://achievethecore.org/page/3267/priority-instructional-content-in-english-language-arts-literacy-and-mathematics>

C3 Teachers. (n.d.). *C3 teachers hubs*. <https://c3teachers.org/c3-hubs/>

C3 Teachers. (n.d.). *C3 teachers inquiries*. <https://c3teachers.org/inquiries/>

Civics Alliance. (2022). *American birthright: The Civics Alliance’s model K–12 social studies standards*. <https://civicsalliance.org/american-birthright/>

Florida Department of Education. (2017). *Florida state academic standards*. <https://www.fldoe.org/academics/standards/> and <https://www.cpalms.org/search/Standard>

Georgia Department of Education. (2022). *Georgia state academic content standards*. <http://case.georgiastandards.org>

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom*. Heinemann.

- Hess, K., Jones, B., Carlock, D., & Walkup, J. R. (2009). *Cognitive rigor: Blending the strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to enhance classroom-level processes*. <https://files.eric.ed.gov/fulltext/ED517804.pdf>
- National Association of Scholars. (2022). *American birthright: The Civics Alliance's model K-12 social studies standards*. <https://civicsalliance.org/american-birthright/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common core state standards for English language arts and literacy in history/social studies, science, and technical subjects*. <https://www.corestandards.org/ELA-Literacy/>
- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common core state standards for mathematics*. <http://www.corestandards.org/Math/>
- National Research Council. (2012). Appendix F: Science and engineering practices in the NGSS. In *A science framework for K-12 science education*. <https://www.nextgenscience.org/sites/default/files/Appendix%20F%20%20Science%20and%20Engineering%20Practices%20in%20the%20NGSS%20-%20FINAL%20060513.pdf>
- Next Generation Science Standards Lead States. (2013). *Next Generation Science Standards: For states, by states*. The National Academies Press. <https://www.nextgenscience.org/>
- North Carolina Department of Public Instruction. (2022). *Alignment mappings between North Carolina courses of study in English language arts, mathematics, science, and social studies and the NC English language development standard course of study*. <https://www.dpi.nc.gov/teach-nc/curriculum-instruction/standard-course-study/english-language-development>

AI Use Statement

The prompts and materials in this handout were developed with the support of AI tools, including Copilot, Gemini, Google's NotebookLM, and ChatGPT. While these tools contributed to the drafting process, all final content reflects the professional judgment and expertise of experienced educators. Every concept, framework, and recommendation presented here originated from our team's deep knowledge of literacy instruction and thoughtful consideration of AI's role in education. All content was carefully reviewed, refined, and validated by our team to ensure it aligns with best practices and pedagogical integrity. This document exemplifies the kind of intentional, human-led AI integration we advocate for in educational settings—where AI serves as a supportive tool to enhance, not replace, professional insight and creativity.

Appendix A: Sample Integrated Unit Goal/Target

Sample Integrated Unit Goal Response [Using Template]

Draft Integrated Unit Goal 1

[4-ESS2-1; ELD-SC.4-5.Explain.Interpretive] In **Science**, when learning **about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**, multilingual learners will **Explain** using the language for learning in **ELD-SC.4-5.Explain.Interpretive**.

ELD-SC.4-5.Explain.Interpretive: Multilingual learners will interpret scientific explanations by:

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

Draft Integrated Unit Goal 2

[4-ESS2-1; ELD-SC.4-5.Explain.Expressive; ELD-SI.4-12.Explain] In **Science**, when learning **about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation**, multilingual learners will **Explain** using the language for learning in **ELD-SC.4-5.Explain.Expressive** and **ELD-SI.4-12.Explain**.

ELD-SC.4-5.Explain.Expressive: Multilingual learners will construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

ELD-SI.4-12.Explain: Multilingual learners will:

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

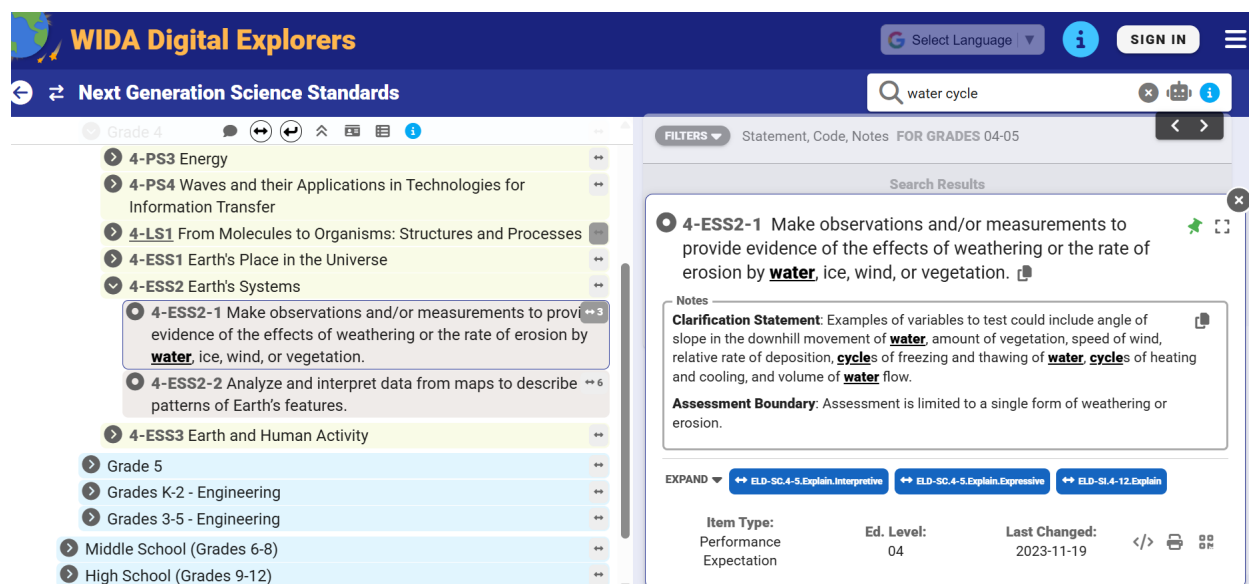
Resources

- **Prompt sources:** User-provided content standards and WIDA Language Expectations
- **Template sources:** Integrated unit goal template
- **Creative Commons attributions:** WIDA English language development (ELD) standards framework, 2020 edition: Kindergarten–grade 12

Sample Integrated Unit Goal (Using WIDA Correspondence Mapping)

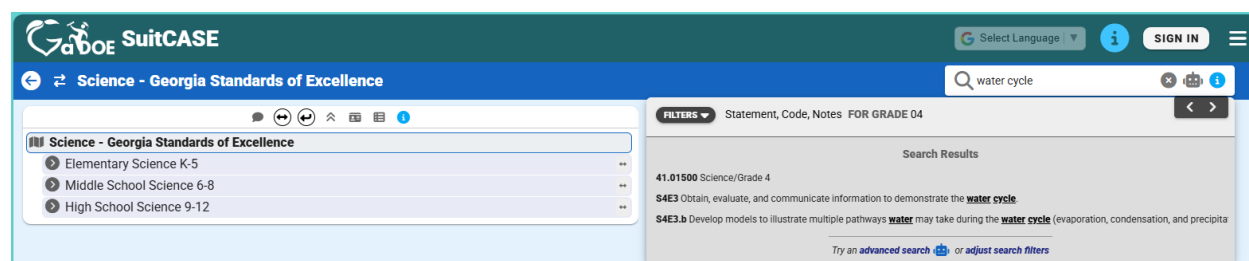
Correspondence mappings used to match possible state standards.

Figure 8: WIDA Digital Explorers: Next Generation Science Standards Webpage



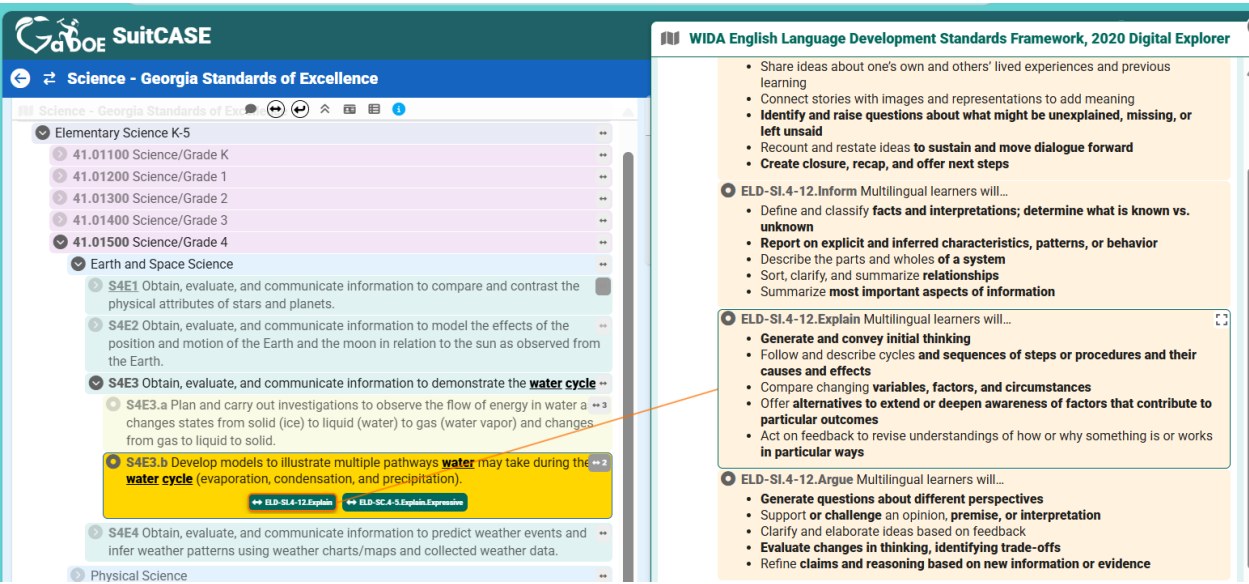
Source: WIDA Digital Explorers. <https://wida.satchelcommons.com/03e26f3e-b2f6-11e9-b654-0242ac150005/03e2a4a4-b2f6-11e9-8211-0242ac150005/234>

Figure 9: Georgia Department of Education: SuitCASE Webpage (1)



Source: Georgia Department of Education. (2022). *Science-Georgia standards of excellence*. <https://case.georgiastandards.org/27a08dc6-416e-11e7-ba71-02bd89fdd987/27a08dc6-416e-11e7-ba71-02bd89fdd987>

Figure 10: Georgia Department of Education: SuitCASE Webpage (2)



Source: Georgia Department of Education. (2022). *Science-Georgia standards of excellence*. <https://case.georgiastandards.org/27a08dc6-416e-11e7-ba71-02bd89fdd987/52b5bd56-416e-11e7-90a6-f825c128532d/666>

Sample Integrated Unit Goal Response—Created May 5, 2025

Drawing on the state correspondence mappings shown in Figures 8–10, here are two draft integrated unit goals that connect the given content standard (4–ESS2–1) with the WIDA ELD Language Expectations for Science in grades 4–5 for the Key Language Use Explain.

Integrated Unit Goal 1

Multilingual learners will interpret scientific explanations about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. **[4–ESS2–1 & ELD-SC.4–5.Explain.Interpretive]**

Multilingual learners will interpret scientific explanations by:

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

Integrated Unit Goal 2

Multilingual learners will construct scientific explanations that describe observations and data about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. **[4-ESS2-1, ELD-SC.4-5.Explain.Expressive]**

Multilingual learners will construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Sample Lesson Objectives

Thank you for providing the integrated unit goal:

[4-ESS2-1 & ELD-SC.4-5.Explain.Expressive] Multilingual learners will construct scientific explanations that describe observations and data about the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

This unit goal draws on the WIDA ELD Standard ELD-SC.4-5.Explain.Expressive, specifically focusing on constructing scientific explanations in science for grades 4–5. The associated Language Functions for this standard include describing observations and/or data, establishing objective stance, developing reasoning, and summarizing/comparing solutions. The content standard referenced, 4-ESS2-1, aligns with grade 4 Earth and Space science topics, such as weathering and erosion, which are phenomena requiring scientific explanation.

Based on this unit goal and the specified formats from the source document beginning with “1-A.Prompt_Integrated,” here are two sample Language Function lesson objectives and two sample Language Feature lesson objectives.

Language Function Lesson Objectives (using Table 2 format)

Lesson objectives focusing on the **purpose** for using language in the content area:

1. Students will be able to **describe observations and/or data about a phenomenon** related to **the effects of weathering or the rate of erosion** by creating diagrams or writing short sentences describing how water changed rocks in a science experiment.
 - **Standards:** ELD-SC.4-5.Explain.Expressive, 4-ESS2-1
2. Students will be able to **develop reasoning to show relationships between evidence and claims** about **the effects of weathering or the rate of erosion** by using sentence frames to connect evidence from photos of landforms to a claim about the cause of their shape.
 - **Standards:** ELD-SC.4-5.Explain.Expressive, 4-ESS2-1

Language Feature Lesson Objectives (using Table 3 format)

Lesson objectives focusing on the **particular forms of language** used to achieve language functions in the content area:

1. Students will be able to use **specific and technical vocabulary** (e.g., weathering, erosion, sediment, wind, ice, water) to **describe observations and/or data about a phenomenon** related to **the effects of weathering or the rate of erosion** by labeling diagrams of eroded landforms and participating in a vocabulary matching activity.
 - **Standards:** ELD-SC.4-5.Explain.Expressive, 4-ESS2-1
2. Students will be able to use **linking words to show cause and effect relationships** (e.g., because, so, as a result of, causes) to **develop reasoning to show relationships between evidence and claims** about **the effects of weathering or the rate of erosion** by completing sentences that explain how water erosion changed a landform based on photographic evidence.
 - **Standards:** ELD-SC.4-5.Explain.Expressive, 4-ESS2-1

Resources

CASE. (2022a, April 23). *WIDA ELD SF CCSSforMathematics CASE associations*.

CASE. (2022b, April 23). *WIDA ELD SF MarcoDALE CASE associations*.

CASE. (2022c, April 23). *WIDA ELD SF NGSS CASE associations*.

CASE. (2024, September 17). *WIDA ELD SF MarcoDALE CASE associations*.

WIDA. (2025, January). *WIDA English language development standards framework, 2020 edition: Kindergarten–grade 12*. Board of Regents of the University of Wisconsin System.

CASE. (2025, April 9). *WIDA ELD SF NGSS CASE associations*.

wida.wisc.edu

