Video Transcript
WIDA Webinars: May 8, 2025
Aligning AI for Multilingual Learners: Integrating the WIDA Standards Framework into Prompts

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Welcome to WIDA Webinars. This is a free virtual learning opportunity that offers educators insights and resources on a variety of topics relevant to educators of multilingual learners. If you want to be notified about upcoming WIDA webinars, sign up for our newsletters at wida.wisc.edu/news.

This WIDA webinar is packed with practical takeaways. Today, you'll learn how to create English language development (or ELD) standards-aligned unit goals, lesson objectives, and examples of student language use in content area contexts all with the help of customized artificial intelligence or AI, prompts. Let's move beyond generic language and generic AI results to more appropriately use AI to support content-based language learning.

My name is Lynn Shafer Willner, and I'm one of the developers of the WIDA ELD Standards Framework, 2020 Edition. In my standards development work, I'm looking for ways to improve digital practices around instructional planning, instruction, and their connections with assessment. Today I'm going to share with you AI strategies, prompts, and tools that I use as well as several digital tools I helped design: The WIDA Standards Digital Explorer, WIDA and state content standards to language standards correspondence mappings, and a new digital assessment tool released in May [2025] called The Language Charts.

Today's webinar is divided into four segments. First, I'll talk about the four components of the WIDA ELD Standards Framework. Then we'll play with a basic prompt framework, look at strategies and then from there, I'll introduce you to a method and resources for setting up your own closed AI system. So here we are in the early days of AI. Yes, there are some advantages that are emerging, but AI is just not quite sure what to do with language development standards.

First of all, are ELD standards standalone or are they integrated with content area context? Is the language of schooling generic or somehow shaped by purpose, topic, audience, and mode? Should language development be viewed as separate or integrated with other modalities -- for example, universal design for learning? And finally, should differentiation be dominated by comparisons with grade level? For example, is the student below, at, or above grade level or can differentiation be expanded to include customization by language proficiency level?

So, let's begin by looking at The WIDA English Language Development (ELD) Standards Framework. The 2020 edition has four basic components: They are the WIDA ELD Standard Statements, the Key Language Uses, the Language expectations, and the Proficiency Level Descriptors.

Now, those four questions from the previous slide, these challenges, are tied in with these four components. Let's look at how they might apply artificial intelligence.

So, the first question for the standard statements looks at which content area will serve as the context for targeting language and curriculum, and instruction. Here, the standard statements remind us to teach language and content together. They set the context for language use in your AI prompt.

Four Key Language Uses are found in the the second component. They define the social purpose for language use. Language unfolds in very characteristic stages to achieve its purpose: To narrate, to inform, to explain, or to argue. These purposes each have different organizational patterns -- e.g., different approaches to cohesion, density of language, grammatical complexity of sentences, and so on. These different patterns of language are how AI responses can be customized. So again, just remember there are four choices to think about when you're looking across the WIDA ELD standards framework: Narrate, Inform, Explain, Argue. The second component looks at the Key Language Uses, with Explain and Argue shown here.

The third component [of the WIDA ELD Standards Framework] looks at what students are expected to do with language. These are the Language Expectations. This is where the content areas and the Key Language Uses meet in the six grade level clusters. Those grade-level clusters are kindergarten, first grade, second and third grade, fourth and fifth, sixth through eighth grades, and ninth through 12th grades. The Language Expectations identify what students need to do with to meet the academic content expectations and do so for two communication modes, expressive (speaking, writing, and representing) and interpretive (reading, listening, and viewing).

The Language Expectations supply important information for your AI prompts. They're the building blocks for your integrated goals for content-based language learning -- and they're also the building blocks for your AI prompt.

Finally, the fourth component of the WIDA ELD Standards Framework looks at how student language proficiency might be gauged. There are proficiency level descriptors for six grade-level clusters. They vary by six proficiency levels. This is how you can further customize your AI responses to support multilingual learners developing language proficiency.

As of May 2025, WIDA now has two proficiency level tools: The 2020 PLDs that you see on the left and now the 2025 Language Charts . . . They are an assessment tool that provides an aligned yet streamlined version of the 2020 Proficiency Level Descriptors. And you can find the Language Charts on the Revising Access webpage at https://wida.wisc.edu/revisingaccess.

We'll talk a little bit more and show how you can use these Language Charts with your AI prompt. We'll do that later on in the webinar. One of the neat features you have with the Language Charts is they're in both PDF an Excel spreadsheet formats. You also get PowerPoint toolkits where you can "Meet the Language Charts" as well as a PLC facilitator toolkit. So what do we mean by AI? There are four types of AI large language models: (1) AI-powered tools and apps, multimodal AI, and adaptive or predictive AI.

The large language models are what most of us visualize as AI, myself included. These models excel at generating human-like and understanding this human-like text, and they aid in nuanced content creation. So, during the second section of the webinar, I'm going to give you a basic prompting framework to practice with your favorite large language model. Towards the end of the webinar, we'll move from the large language model AI to look at one AI tool whose interface might offer a good option for drafting instructional plans.

These two other types, multimodal AI and adaptive AI, are becoming much more common. And multimodal AI is more versatile in processing and generating text and images, audio and video. While adaptive or predictive AI models are now beginning to be used to leverage student data to tailor instruction and personalize learning.

During the May 8th webinar, we asked the participants which large language model they were relying on most for drafting instructional planning ideas. About 90% of the Webinar participants chose Chat GPT-4 . They weren't as familiar with the others.

Let me give a quick overview of Claude, Copilot, Gemini, and Perplexity based on their reviews. Claude has advanced self-editing capabilities. It also has Socratic questioning to encourage critical thinking. Copilot is associated with the Microsoft 365 productivity tools. It supports both English and Spanish.

If you're a district that uses the Google suite of tools, you might have access to Gemini. It's extremely good at summarizing information. It also assists with image creation. Gemini has some interesting, advanced features like deep research and audio overviews.

And finally, an AI large language model that folks are becoming more familiar with is Perplexity. It allows real-time web searches and concise cited answers. It's particularly useful for research and content generation. Persplexity compares favorably to ChatGPT -- but ChatGPT has a wide knowledge base and is known for simplifying complex concepts. However, reviewers mention that there are concerns about data reliability and hallucinations.

in the next section of the webinar, I'd like to introduce you to the PREPARE framework. You can use this framework, or a framework with similar features, to generate better AI responses.

The PREPARE framework was created by Dan Fitzpatrick. Initially, it started out with just 4 questions and was called the PREP model.

The first question asks you to introduce what you want. This is the question that most of us typically use when we're working with AI. But you can go beyond that. You can give AI a role, which will help it better filter the information. You can also give it very explicit instructions to follow. And finally, you can set parameters for the response to be generated. These are 4 sets of information that you put together, and you insert it together into the AI chat box.

Let me give you an example. I could use the PREPARE framework. and use it to generate integrated science English language development, or ELD, unit goals. In this case, I used it to generate an integrated science-ELD unit around the water cycle, one that focused on the language for explanation.

When I set the role, I was thinking about two areas. One related to the expertise I wanted the AI app to call upon and then the other, to think about the audience. So here I was saying, you're an expert language educator, who creates engaging activities from there, I might add in characteristics of the students, for example, or the setting or situation.

Next, I can give AI explicit instructions about using my state's content standards, the WIDA Language Expectations, and also the grade level cluster. And finally, I could set the parameters, for example, to generate two examples. I could also ask AI to respond concisely -- and this is an important reminder to add, because sometimes, as you've probably seen, I think. AI can go and create quite a long response. So, it is nice to have a concise unit goal.

If you submitted that [PREP] prompt. You might get this nice initial response using the prep questions. So here, for example, I used the Illinois State Science Standards.

In my goal, I had a content framing, which was the students will observe and measure the effects of natural forces such as water, wind, and ice on the Earth's surface. . . . and then there's the language part of that integrated unit goal: They will construct

explanations using evidence from their observations to describe How these forces shaped the land over time.

Personally, I like to have the content standards and the language standards listed below the integrated unit goal. You can think of this list of standards as the bank that you'll be pulling from during your unit.

After you have that initial response, you can move from a transactional request to more of a dialogue . . . with the artificial intelligence app.

So here at this stage, you'll apply the questions one at a time. First, you might say to AI: Ask me any questions about what other information you may need to perform this task. It'll generate a response.

Then you could ask AI, please rate the response you created. Show me the criteria you use to rate your performance. This is where you can get inside the thinking and the framing, the lenses, the biases that are used to go and create that initial response.

Finally, you can appeal to its emotions. So, a lot of folks like to add here that this task is crucial to my work. It lends a sense of urgency and importance to the task.

For example, when I asked AI to ask me other questions about that other first response I had shown you. It said, great, thanks for offering to provide more details. Here's a few more questions that would help me tailor the unit goals more precisely. I had questions about language needs, assessment methods, instructional strategies, student backgrounds, and integration. So, this will be a nice place where you can pick up any missing information. It's helpful when you're not sure what you should be adding in the explicit instruction part of the prompt.

[Asking AI if it needs any other information to respond] is a nice way to be able to go and check and make sure that you're getting much more information to generate your response. For example, I may have had some students who were doing a unit with a water cycle but had experienced serious flooding -- so it was a sensitive issue. How could we go and do a unit in a way that could be careful of these sensitivities? Or there might be other ways that you might want to extend the unit. I could even think about how I might want to do more integration between science and literacy, for example.

Next, you could ask AI to rate the response. It will first generate more of a generic rating related to whether the response was relevant, accurate, clear and cohesive, and sensitive and appropriate.

So, AI will give its initial response. But then I was looking at it, I was wondering: To what extent did it really go and look at, for example. The WIDA ELD Standards Framework and the theory of action embedded within it. So, I wanted to know, was AI emphasizing purpose for language use: Narrate, inform, explain, argue? Was it using genre-based

pedagogy? Was it thinking about language for learning and disciplinary contexts, or interactions?

You can ask AI to go back and look at these different areas. If it rated itself low, you'd say, please improve the response. So, when I did this, AI went and added a lot of different areas into the response.

To review: In this section, I introduced you to the PREPARE framework. You started with a prompt. You gave it a role. You gave it explicit instructions, and you set the parameter for the response. That created the initial response to your question. But then from there, you can layer in additional questions to help create the customization that you might need. So, you're moving more and more from that generic response.

So now it's your turn. Practice using the PREPare framework. In the handout that you'll find on the webpage with this webinar.

You'll see the following prompt that I'm going to break out into four questions. So, you want to generate two draft integrated Science-ELD unit goals. You have the theme of the unit, or these could be conceptual or essential questions.

From there, you have a role. When I was developing this role to get to this new summary that you see, I actually went over to my bookshelf. And I looked at it and said, "Okay, who are my favorite researchers and teacher trainers? Whose approaches do I really like?" So, I went and I said, "Oh gee, I would like to go AI to look through the lens . . . of let's see. . . Pauline Gibbons, Mary Schleppegrell. Jeff Zwiers, Margo Gottlieb. . . ."

So I put those names all in and then AI came up with this type of high-level summary. If I want to, I can keep this filter on the side if I need to refer back to it to tighten the filter or give more details for AI to focus on. So you can really play with the role part more and frame it in relation to certain work that you've seen. and certain work that you've experienced.

Next, we have explicit instructions and then the parameters for the response. So at this moment, if you're watching the video and you'd like to give this a go. You can pause the video here. And you run this prompt through your local AI.

Let me suggest if you're a district that does use Microsoft tools and you're not quite sure what to start with, you might want to start out with Copilot. If you're a Google district and not quite sure which AI LLM to use, it's likely that you would be approved to use Gemini.

The important thing is to stay within your district's guidelines and ensure that your data is not being used for training data. Look in your settings or talk with your local IT specialist to ensure that you're within the guidelines and you're not having your responses using de-identified student data. You don't want that.

Okay, now we're back and you may have tried to apply the first four questions of the PREPare framework. Now take your prompt and layer on these next few questions. Say to AI, "Ask me any questions about what other information we may need." Then ask it to rate itself. Finally, you can appeal to its emotions using phrases like "This task is crucial for my career."

I tend to favor the first two questions, although some may have luck with the emotions part. So as move more from a transactional approach to AI prompts, you get into the art and the dialogue of prompt writing.

As you're thinking about how you might want to kind of layer on and practice, I want to add that my colleague Maya Martinez-Hartz talks about defining this is a *practice*. Using AI effectively requires more than a formula. You do have to practice it for a number of hours to get the feel of it the prompts and the filters that you want to apply and how you can build out the layers . . . to get the response that really fits your needs.

Let's pause: Take a moment and think about and jot down a few tasks that you might want to do with AI and that involve the WIDA ELD standards framework.

Now we're going to the third section of the webinar which looks at strategies for integrating standards framework into AI prompts. Here's the overview. I'm going to show you how to create reusable prompts: How to pair the WIDA language expectations, how to use templates for unit goals and lesson objectives, and as they become available, how to use state content and language correspondence mappings or mappings, and then how to use a closed AI systems to limit inaccuracies and hallucinations. And finally, a simple way to improve your original prompt.

So, the first big challenge is how to ensure that AI is using the correct standards edition. A lot of AI models and tools may have been trained on old versions of the WIDA ELD Standards Framework. They could even confuse the 2016 Can Do's (examples) with the WIDA Standards.

AI can sometimes confuse ELD standards with English language arts standards. How do you ensure that AI will be using the fourth edition of the standards framework that came out in 2020, or if you're using the Spanish language development standards that WIDA has released in 2023, that would be Marco Dale? So how do you ensure it's either using ELD or DALE and the correct addition?

First, flip the information in your prompt: Instead of putting all the specifics at the beginning, end your prompt with the following phrase: **Ask me and then ask for a specific type of standard information.**

In other words, what you end up doing is, rather than just pulling out just anything from the internet, you'll supply that information. Let me show you what this looks like.

So, you're going from a single use prompt: Which is "Please create a three-week unit for fifth grade science" to "Please create a three-week unit . . . . . .Ask me for my state content standards and the WIDA ELD Standards Framework."

This is nice too if you're working with a lot of different grades. You can take this more general prompt, and you can plug in different grade level clusters, content areas, different key language uses, and different Language Expectations.

Now that you're starting to build a set of reusable prompts, the second tip: When you're creating your units with AI, use the WIDA Language Expectations and their reference codes. Here's a diagram that shows the basics of what a reference code is. It's that mixture of letters and numbers right at the beginning of Language Expectation. It shows the standard statement (here the standard statement is Language for Language Arts or ELD-LA). The second part of the reference code is the grade level cluster and then you have the key language use, and finally, the communication mode.

Now, if you put in the reference code [to AI], that's going to give AI all of this other information. You don't have to tell it the grade level cluster. You don't have to tell it the mode. The reference code goes and helps set AI, to focus it, and filter it to the type of response that you want. Not only is the reference code a good assistant -- a good help for AI -- there's another reason to do this. What we're seeing is that states and districts are now using the Language Expectations reference codes to digitally link similarly tagged instruction, like instructional plans with assessments and curricular resources.

So, you can have an instructional plan -- and you may put in ELD-MA (the Language for Math) for grades 2-3, the Key Language Use of Explain and the Expressive mode. Well, just put that code in and it [the local system] can pull up different resources. So even if your district isn't doing it right now, this will be coming down the road. We're seeing different curriculum vendors embedding these reference codes in their materials. The reference code is going to help you to be able to locate all these different elements.

During the May 8th webinar, folks were asking a related question: "How do we know if a curriculum developer or a content creator is using the WIDA ELD Standards Framework?" One way to tell is that when you look through their materials, you can see if they're using the reference code. I should add too, there are some links in your handout where you can watch videos to see how different districts are doing this [linking instructional plans with curricular resources].

So again, instead of adding the following part to the end of the prompt: Ask me for the standard statement, content area, grade level, key language use, communication mode. All of this information, you can ask for in one piece of information. It's all rolled up in one part: **Just ask me for the Language Expectation [and its reference code].**

So, here's a view of ELD-Math, Grades 2-3, Explain, and Interpretive. (This is a screenshot from our digital explorer.) All of that information is rolled up in the Language Expectation [the third component of the WIDA ELD Standards Framework].

A second tip is when you're using the Language Expectations, pair the Standard 1 Language Expectation with the Standards 2-5 Language Expectations. We do this because we think Standard 1 isn't just the everyday language that you learned *before* you're learning the language for learning in all these content areas, It [everyday language] is part and parcel of the interaction between every day and more technical language. Standard 1 refers to what kids bring to school with them, their cultural background, the language that they're bringing and sharing, their funds of knowledge. This everyday type of language is what [students] are using to process and go deeper as they're thinking in the content areas.

So, when there's AI saying back to you, "Ask me for the Language Expectations. . . You're going to offer all of the possible Language Expectations [expressive, interpretive and Standard 1] because for the unit goal, you're creating your building block.

Here's an example just to show what the difference is. Here's an example unit plan that just uses the WIDA standard statements, and I generated this, and then I was like, wow. They didn't even get the WIDA standard number, right. It was just pulled from the web and it said social and instructional language (ELD-SI) . . . was WIDA Standard 2. Science (ELD-SC) was WIDA Standard 3, which for the Language for Science is Standard Statement number 4 in WIDA. So, they just weren't . . . well, it [AI] just wasn't sure of the standards

. As you look here at the language focus, you can see it's pretty generic: describing, explaining. It doesn't sound as much like science. But when AI used paired Standard 1 and Standard 4 Language Expectations, suddenly you start seeing at the end a focus on developing skills and generating initial questions about observations. So, it [the response] starts to sound more about more like the science and engineering practices, those disciplinary practices. The language just gets that much tighter.

Where's the fastest way to get the current Language Expectations? Well, they haven't changed. But if you don't have time to kind of go through the WIDA standards document. but you just need to do a quick copy/paste, use the WIDA Standards Digital Explorer. I put this on my phone. I have it on my desktop. I could just quickly pull up information from http://standards.wida.us - it's super quick.

Here, you have two ways that you can access the Language Expectations [in the WIDA Standards Digital Explorer]. Here in this top area, you can access them by standard statement. and grade level cluster or, in the second area, by Key Language Use and communication mode. Same language expectations. You just have two ways that you can go and access them.

In the Digital Explorer, the Language Expectations are] arranged by categories. You can then move down that outline and go into the categories and get to the different Language Expectations. Over on the right, you can view them. This area is called a tile. And you can take this tile and use the button right here in the lower left-hand corner to copy and paste them in, or you can just drag your mouse over [and copy the Language Expectation]. These two little [colored] boxes at the bottom connect over to the PLDs for that grade level cluster. Or you could, if you wanted to you could [click on other colored boxes to] connect over to Marco Dale. That shows another view of the Language Expectations and all the tools. You can print them, and you can copy them. When you print, you can go in the background. There are all these different features for font size. You can change things since the text is reflowable. It's very user friendly.

Here's another challenge of what AI commonly leaves out. Language standards are not presented as integrated with content standards. And so, we're trying to create collaborative content-based language development opportunities. One way to get around this is using templates to give AI clear models of what you want.

So, here's the first template, and this is going to help you in a lot of different situations. To start out by just focusing on the content area standards. So, it's in the content area when you're learning -- whatever the unit focus is for the content standards -- tt could be a theme, concept, essential questions. It could be multiple content standards.

Multilingual learners will, and then select the Key Language Use of your choosing: Narrate, Inform, Explain, Argue. Four choices using the language for learning. And then you put in your Language Expectations [here at the end]. Now, you all may remember the 2012 Model Performance Indicators. [Creating integrated unit goals may feel like, oh, you're being asked to put together and create these formulas and generate things. Well. . . that's what you can use AI to do for you. So, you can have this basic template, and AI will develop a draft for your unit goals -- and you can refine it from here. This part here shows an article (in your handout), if you need directions for the digital explorer or you want it to look there for some of the templates as well.

Here's a sample application. This was using Georgia standards. So, in social studies, learning about the lives of historical figures in American history. Here, it lists the Georgia Standard reference code. English learners will interpret and express informational text using the language for learning. And then here's a Standard 1 Language Expectation and a Standard 5 Language Expectation.

The important part is that when you're structuring your prompt, you can ask AI to include the reference codes in your output, in the response that's created. And I'll give you a prompt for doing this. I'll give you a sample for doing this. It's the sample I'm going to give you that is aligned to the PREPare framework. And essentially, it's basically

taking the explicit part and reminding AI to use this template. And then I also like to put in, use the sources that you used. It's nice to have it all kind of together.

Next, there's a lesson objective template. ELD planning is a little different from content planning because you have to integrate both content and language standards. But then you have that unit goal and this unit goal; it's going back to this. This is your bank that you're going to pull from. So, you're listing all these elements and now you can go forward and create your lesson. objectives. So, for ELD standards, we have the Language Expectations as a set. And that is how it's a little different from the content standards. So, we put these together, these sets aligned to a common purpose for language use.

When you're doing your lesson objectives and building them out, think about building out language function lessons. and then related language features lessons. And so, in this area, you start out with content area, the integrated context from the content standards. And then you look at how multilingual learners will learn to explain by . . . and then you pull from the language function... and then you can add in the different types of differentiation, multiple modalities, scaffolding, universal design and other types of supports.

Here [on the right], you have the related language features lesson that ties into the language function. It looks at the language features that we use to carry out [this language function]. And it sounds tricky, but once you look at this type of lesson, you'll see. You have this template that you'll be using, drawing from the complete language function, not just the initial verb.

Here's an example where the student, the multilingual learner, was learning the language to inform. They'll learn to describe characteristics, patterns, and behavior and while they're doing that, they're describing characteristics, patterns, behavior over on the right. They may learn to select and adjust frequently used multi-word noun groups. Here's another example. The student might be describing observations or data about phenomena related to the weathering or the rate of erosion. So, it's not just that they're not just describing: They're describing observations and or data about a phenomenon. So that language functions, there's a full part of it. It's not just verbs.

Finally, to make those descriptions about these phenomena, [in this example], they'll get into specific or even technical vocabulary. The big thing here is to use this basic integrated unit goal. You can do so much because you've clearly established the task, context, and purpose for language use. So here we looked at generating individual language lesson objectives.

Now, I'm going to show you an example of how we're generating examples of content area language use. You can even use it when you're differentiating the complexity of text. There's a lot of ways you can apply these different types of prompts.

So I pop this prompt in. I left this in your handout. First, this is a basic [integrated] unit goal. And then took from the new Expressive Language Chart for Grades 4-5, and I, literally, just copied and pasted from the spreadsheet and put the entire chart right into AI. And I'll even show you it very quickly. Let's see, I believe I have it. Right here.

And so I popped it [the sample prompt in your handout] in [the AI chat box]. And AI asked me for the integrated unit goals. AI asked me for different elements, and it said, "Okay, great! Here's what I need - this information from you." "What would you like me to do beyond this?" And so I added in my integrated unit goal. It [AI] was developing different examples.

And I'll just show you what the language chart looked like that I pulled from. . I'm going to [click here to] go back to the table of contents. So, I'm here in the table of contents. I'm going to go to Grades 4-5 Expressive. Here I am in the correct tab. Drag. Copy, paste, and drop it. It's super easy with reflowable text.

You can go and take these [Language Charts] descriptors, customize them, and build your own rubrics. It's a very user-friendly tool. So, as I built that out, AI said, "Okay, based on your request, Here! I'll generate tables and examples with the following proficiency levels." I asked for End of level one, three, and five.

And then it [AI] looked at the context that it would be applying [from my integrated unit goal], and so it started creating these different examples. For end of level five for Grades 4-5, here's what it might look like in the Discourse Dimension at levels one and three and five. And it's tricky because it's hard to know what a basic organizational pattern might look like? Especially so, if you're considering, how would [these examples] be different from informed versus explain versus narrate.

So, this process really shows you the differences in word choices for different language features. It also shows a particular emphasis on cohesion with the sentence dimension.

If you need to, you can stop the video. You can pause it and look at this more closely, but it just gives an idea of what do we mean when we're talking about "occasionally adding a dependent clause." What does that mean, for example, in End of Level three? And then, in the Word/Phrase Dimension, what does that mean? So, you can create your own examples customized to your unit goals.

It's great. I like those integrated unit goals. They are a good building block that allows you to do a lot of different things with AI to create customized language examples, lessons, and so on.

So, the last step, before you end your session, is to love the output that you have created. Remember to ask AI . . . just say, please improve my original prompt. Take that [newly improved] AI prompt and save it.

One thing I would advise, right now, is to pause for a moment and think about how you might organize your prompts and responses on your desktop. Because I know that I have them in several different folders and am trying to consolidate them down. Think about how do you want to name [these documents? Where do you want to place them? How can you organize your prompts so you can build out this.

Finally, last part, let's look at something a little advanced. So, if you're not as familiar with AI, talk with your school IT director, IT specialist. Ask them to help you set this up [in Google NotebookLM].

So, I want to share that this is a possible solution to address the challenge of too many inaccuracies. and hallucinations. You create what's known as a closed AI system. And essentially what you're doing is having the [AI] large language model only referencing the documents that you've uploaded. Google NotebookLM is designed to be a study tool where you can query different documents with prompts. But we're switching it around and changing it so that you can use it to go and create your own app. Here I created a full unit.

Quick note: This does not necessarily mean that this is the only product that has [these capabilities]. I do see there are other closed AI systems, and they use these types of features.

The one thing I would say is that sometimes AI gets a little unstable as you dig deeper into your prompt chain. You're really going in. I find that sometimes I just have to leave it alone for a bit. And I came back for a fresh session. It's just gotten too many layers [in my prompt chain]. It's gotten too confusing. And sometimes if it's Gemini, it tries to summarize everything -- whether you've asked or not. So, there's just time you need to step away a little [bit]. Let it calm down and start that fresh session and execute the prompt that you want it to do

. So, the first reason to create a closed AI system] is, again, you're restricting your source documents. And on the right, I've shown you how I set up my documents inside [Google NotebookLM] so that I can quickly find what I'm looking for.

So, I have my prompts. I found if you take your prompts, templates, and model responses . . . and put them in a single document, then the prompt can say look at this template and look at this model response. So, it's all together.

You have your standards frameworks [to upload to Google NotebookLM]. Here I've loaded up PDFs. the association [correspondences between content and langauge standards] -- I'll show you how to do that in a little bit. I also have Marco DALE, language functions, and features [in the second group of sources].

My third group of source documents [that I uploaded to Google NotebookLM] is the state academic content standards, ELA Math, Science, and Social Studies. Depending

on which state (where you are), you obtain your documents. You take the PDFs, and you can load them up there.

And finally, you put in your differentiation resources [as a fourth set of uploaded source documents]. I like the CAST Universal Design for Learning guidelines. I find it kind of moves out into the multiple types of just engagement, representation, action & expression, all these different elements to think about as you expand your prompts.

The other reason to be in this closed system is to protect your own personally identifiable information and also the students' needs. So again, carefully review the data ownership, the privacy policy, whether your data is used for training their models. Think about creating anonymous or pseudonyms for your data. And in the language charts, one of our customization tabs, we left this formula in there. So that in a spreadsheet, you could change a full name just initials in the next column. That's super important. We don't want to put student names up in AI. We want to protect their privacy and again, look for different certifications to see if your organization uses what are called enterprise or private hosting options.

Lastly, where do you get your source documents from if you're going to do this closed AI system? There's a new kind of source. I've shown you some other sources, but there's a new kind of source that states are starting to create.

So, Georgia is one of the states that we at WIDA have been learning from. They've been very generous showing the approaches they're using to create connections between standards. But again, there are other ways to do it, but at WIDA we're all about options - so consider your options.

One option to consider is to create a content standards-to-language standards crosswalk and upload it as a digital standards framework in a digital explorer type of platform. We use the same platform as they [Georgia] do right now. But again, there's other ways you can house this information.

States are convening educator panels to create mappings between their content standards and their language standards. They use this information for their peer review evidence that they have to turn in to show that their English language proficiency standards (their English language development standards) are derived and show the language demands of the content standards.

So, on your left, there's a Georgia Standard. That you see right there, a science standard. And on your right, you can see the language standard.

North Carolina has also created a mapping, and I just want to pull this out because it's really interesting to see they have different content and language standards mappings that they've created. Look in your handouts for the North Carolina mappings. They had

actually mappings for standards two, three, four, and five. Excellent mappings. North Carolina standard and on the screen is standard three. That they have.

Another option, if your state doesn't have that standard. You can use the WIDA standards development correspondence mappings that we created when we were looking to create the language expectations.

Here's one piece of the documentation that we [WIDA] did. A lot of our states were using the same standards. So we put together this type of mapping and put it up on our digital explorer. But we also looked at all 41 WIDA consortium member states' standards to create the Language Expectations.

So where do you find these content standards-to-language standards correspondence mappings if you're looking in a digital explorer? So over on the right-hand side You go, and you pull up the framework options, there's like three vertical bullets and you look for the tables and then you can filter them and export them. You can also filter and export what are called the associations between the WIDA ELD standards framework and also Marco Dale, the Spanish standards framework.

So, it's [the WIDA Standards Digital Explorer is] a really neat tool and these spreadsheets, when you download them, you just PDF them [and upload them into Google NotebookLM]. Doesn't have to be something that you can physically read, because AI is going to be reading it. I put these physical copies of these spreadsheets into Google Notebook. They might be 100 pages, but Google Notebook will go through, and it will pull out all the standards that you need. So it's a quick way to get your source documents.

So, in the May 8th webinar, we asked one final poll. We asked, "Do you think AI will help reduce or increase efficiencies?" And at the end of this webinar, folks were thinking, and the vast majority were saying, yeah, we think it will help increase efficiency.

But again, this is the part of how we learn how to customize AI, how do we learn to do all these specialized ways to make language kind of go from generic to much more customized contextually specific approaches.

So just a quick review [of the Webinar]. Today we looked at the PREPARE framework. This is by Dan Fitzgerald. He has a lot of great resources. I like reading his work a lot and watching his videos.

We look at strategies for integrating the standards framework into AI prompts. So, "ask me" for standards information, pairing, creating that big bank of Language Expectations using templates.

And then, we looked at building and improving your prompt, save the good ones, using closed AI systems and correspondence mappings. Get your standard information quickly from the digital explorer if you need it. You just have an option.

Finally, be sure to look for the state standards correspondence mappings [in the future]. So that's [correspondence] between the content standards and the language standards. And that will give you some ideas or it also will give AI some ideas. You can say with the state correspondence mapping, you might say, I'm doing [a unit] with this state standard, "What does my state correspondence mapping suggest?" And again, it's a suggestion. These are the most prominent matches. Based on your context, you might find that you want to do a slight tweak, and that's fine.

But this will give you some help in terms of taking what seemed to be a long and complicated process, using a prompt and having the prompt go do a lot of the work for you. AI can do a lot of work for you.

So, this concludes our webinar. Thank you so much for coming and thank you for watching the video. Look for upcoming WIDA webinars. You can subscribe to WIDA Newsletters, stay informed. There are several different subscriptions. And finally, stay connected. Thank you so much and have a good rest of the day.