



CPS Framework for Teaching Companion Guide

English Learners (EL) Addendum

Version 2.0 – September 2017



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Overview

About the CPS Framework for Teaching Companion Guide English Learners (EL) Addendum

Purpose of the Addendum

It is well known – certainly by teachers – that every teaching situation is unique. Every day, in every classroom, a particular combination of factors defines the events that occur. The personalities of both teacher and students interacting with one another and with the content create a unique environment. Some educators believe that, because of this uniqueness, there can be no generic framework that defines teaching for all grade levels and content areas. Yet, beneath the unique features of each grade level or content area are powerful commonalities. It is these commonalities that the CPS Framework for Teaching addresses.¹

The purpose of this Addendum is to share how important and unique aspects of English Learner (EL) teaching practice align with the CPS Framework for Teaching. School administrators and EL teachers should review this document prior to and during the REACH Students pre-observation conference, observation, and post-observation conference for more information about EL teacher practice.

How to use the Addendum

The CPS Framework for Teaching Companion Guide English Learners (EL) Addendum should be used in conjunction with the full [CPS Framework for Teaching Companion Guide](#). In the full Companion Guide, each component is described and every element is defined. There are reflection questions by component and examples of artifacts to develop a deeper understanding of the CPS Framework for Teaching.

The CPS Framework for Teaching describes what teachers should know, understand, and be able to do, but purposely does not list strategies for achieving those objectives. For example, the CPS Framework for Teaching says teachers must use assessment in instruction (3d), but doesn't prescribe specific strategies teachers must incorporate into their practice to achieve that end. Instead, teachers have the autonomy to select the tasks and instruction they believe will best engage their particular students in learning.

Teachers of ELs and school administrators should use this *Addendum* as a guide to help “see” where practices specific to the teaching of English Learners (ELs) are already embedded in the CPS Framework for Teaching and also to find places where the alignment of best practices may need to be particularly underscored. School administrators, classroom observers, and other readers should use this guide as a resource for understanding what is unique about instruction of ELs. Teachers and administrators may find this *Addendum* useful as a reference in pre- and post-observation discussions. Across the school community, it can be used as a resource to improve the education of ELs, to build common understanding and vision, and to further professional discourse and collaboration.

Examples of EL teaching practice at the proficient and distinguished levels of performance are provided for components in Domains 2 and 3.

¹ Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Overview

Notes for Classroom Observers

When observing English Learner classes...

- The information in this Addendum is generally applicable to the teaching of English Learners (EL). However, it should be noted that there are significant **differences between Bilingual and English as a Second Language (ESL) instruction**, and so certain items in this Addendum may be more specifically relevant to either Bilingual-endorsed teachers or ESL-endorsed teachers.²
- Likewise, some items in this Addendum may be more or less applicable depending on the type of program³ in which the teacher works. There are two main **types of programs for ELs** in CPS⁴:
 - Transitional Program of Instruction (TPI) – Instruction for ELs primarily in English with native language supports as possible.
 - Transitional Bilingual Education (TBE) – Instruction for ELs in both native language and English across all core content areas.
 - Some schools may have a Dual Language (DL) program, providing instruction for ELs and native English speakers in both English and the language other than English (LOTE) across the entire curriculum, with the goal of full bilingualism and biliteracy for all students.
- Teachers of ELs work in a **variety of instructional contexts**: self-contained, departmentalized, push-in, pull-out, and team-teaching. In these contexts, collaboration and coordination with grade level colleagues, general education teachers, and others is critical. Observers should be aware of the extent of opportunities for collaborative planning among colleagues that have preceded a lesson and how the objectives for the lesson by the Bilingual or ESL teacher complement and support the instruction of other educators who are working with the same students.
- During observations, it is especially important to move around the room to hear **discussions between the teacher and students, and also discussions among students**. Intentionally-orchestrated opportunities for rich discourse with peers and with the teacher are particularly critical in promoting second language acquisition. Observers may find that some of the discussion takes place in a language other than English (LOTE). This is not only required by law in a Transitional Bilingual Education (TBE) program, but is also a best practice to facilitate students' depth of understanding. Likewise, in a Transitional Program of Instruction (TPI) program, taking advantage of students' LOTE strategically, regardless of whether or not the teacher speaks that language, promotes students' understanding of content and supports general language development and biliteracy. Some of the considerations for developing meaningful discourse in both TBE and TPI programs may include: designing structured opportunities for interactions (in English or LOTE), planning strategically when grouping students, and sharing rationale for doing so (e.g. heterogeneously or homogeneously with regards to language proficiency, abilities, achievement level, learning styles, etc.).

² See the Key Terms in the Education of ELs on page 7.

³ See Appendix A to learn more about types, components and settings of English Learner programs.

⁴ Illinois defines minimum requirements for TBE and TPI. State mandates for education of ELs do not explicitly define or stipulate requirements for Dual Language education but Dual Language programs are recognized as meeting (and exceeding) the requirements for TBE.

Overview

Notes for Classroom Observers – continued

- In Bilingual and ESL instructional contexts, it is important to apply a **broad definition of “text”** to include not only different languages but also visual and physical representations (e.g. gesture, body language, illustrations, wordless picture books, symbols, film, music, etc.), recognizing that these are key supports to second language development.
- Observers should be aware of the wide **spectrum of diversity among ELs⁵** and of the unique factors affecting ELs that may not be common among other students in general education programs. ELs vary in their native cultures, native languages, and stages of English language development. They also represent a wide range of academic proficiencies: from having experienced full schooling and possessing grade-level skills to having interrupted formal schooling that has resulted in a lack of development of typical academic skills for their grade level. (This is often the case among ELs who are refugees.⁶) These and other dimensions of diversity among ELs are critical for the teacher to understand and be responsive to – and for observers to take into account in gaining a deeper understanding of the context of instruction for ELs.
- It is essential for both observers and teachers to recognize that the level of agency EL students display can be influenced by their stage of acculturation to mainstream U.S. culture (i.e. in some cultures, displays of student agency may be taboo). Likewise, a student’s stage of second language development can also influence his/her engagement in the classroom. For example, in earlier stages, it is normal and common for ELs to go through a silent period. Some ELs may feel inhibited to express ideas verbally in their second language and instead rely on their native language or other modes of communication. It is important to be cognizant of the fact that **ELs’ agency may manifest itself differently** than that of other learners and on a different timetable than native English speakers.
- Just as in other observations, it may not always be possible to observe every *element* of components in Domains 2 and 3 during a classroom observation. **Observation ratings should be assigned based on the preponderance of evidence for the component**, regardless of the number of elements observed.

⁵ See Appendix F on page 34 for more information on the dimensions of diversity among English Learners.

⁶ The website www.brycs.org (Bridging Refugee Youth & Children’s Services) is a good reference for more information about refugees.

Overview

Key Terms in the Education of English Learners (ELs)

ACCESS: The Assessing Comprehension and Communication in English State-to State (ACCESS) for English language learners (ELs) test is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains: listening, speaking, reading, and writing. ACCESS is administered to kindergarten through twelfth-grade students who have been identified as ELs. It is given annually in WIDA Consortium member states.

Additive Approach: An approach to bilingual education in which a second language/culture is “added” without replacing or “subtracting” the first language/culture. An additive bilingual program values learning English and integrating into the American culture as well as the preservation, nurturing, and development of ELs' cultural and linguistic heritage.

Alternate ACCESS for ELs: An assessment of English language proficiency for students in grades one through twelve who are classified as ELs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELs' assessment.

Code-Switching: Switching from one language to another within the context of a conversation; code-switching often occurs because the speaker wishes to enrich the conversation and knows that the listener understands both languages. Sometimes it occurs because the speaker does not know the terminology or labels in one language but knows them in another language.

Cognate: A word related in meaning and form to a word in another language or languages because the languages have the same ultimate source, such as *mater* (Latin), *mother* (English), *madre* (Spanish), *mutter* (German), *moeder* (Dutch), and *matr* (Sanskrit); word or words with the same historical and/or linguistic source, such as Romance languages, which are each derived from Latin.

Content-Based English as a Second Language: Instruction in English designed to develop language skills in the context of content-area instruction or using themes, connections, and concepts from content-area curriculum.

Cross-Linguistic Transfer: The process by which concepts (including academic and linguistic skills) that can be articulated in the native language are transferred to a speaker's ability to express themselves in a second language. Concepts already learned in the native language do not have to be re-learned in English; instead, students only have to learn the new terms in the English. For example, if a student knows what photosynthesis is in Spanish, the student doesn't have to relearn the concept, only the English language associated with photosynthesis. Or, a student who learns to infer while reading in Polish at home or in school does not have to relearn that skill when learning to read in English.

Culturally-Responsive Teaching: A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning; this pedagogy draws on the experiences, knowledge, and ways of understanding of culturally diverse students.

Dual Language (DL): An academic program in which ELs (in a “one-way” or “developmental” DL program) or both ELs and native-English speakers (in a “two-way immersion” DL program) *learn* two languages and *learn in* two languages; a defining goal of dual language programs is for all students to achieve full and balanced levels of bilingualism and biliteracy.

English as a Second Language (ESL): A course of curriculum and instruction specifically designed to facilitate and accelerate ELs' development of English so that ELs can increasingly engage with and learn content taught in English and communicate increasingly well in English; ESL instruction should be: tailored to ELs' English language development level, responsive to their academic needs, complementary to intentional language and literacy development instruction within the content areas, and grounded in content-area themes and skills.

English Learners (ELs): A classification term for students who have indicated that another language is spoken in their home and who have not met the State proficiency criteria in English.



Overview

Key Terms in the Education of ELs – continued

Funds of Knowledge: A term coined by Luis Moll to refer to the diverse bodies of knowledge and skills that exist within families. Luis Moll’s research revealed that, when teachers capitalize upon the funds of knowledge relationships among teachers, students, and parents, instruction is strengthened, enriched, and transformed.

Home Language: The language indicated on the Home Language Survey (HLS) as being spoken either by the student or by an individual in a student’s home. This may or may not be the student’s first language (which is sometimes referred to as native language or L1) or the dominant language of the student. *See also: LOTE, Native Language.*

Intercultural Flexibility: The ability to navigate among different and various cultures and demonstrate understanding of the norms and behaviors that define them.

LOTE: Acronym for “language other than English,” a general term to reference any language (that is not English) used for instruction; any non-English language that represents the language background of a student; may broadly replace terms such as home language, native language, or first language (L1). *See also: Home Language, Native Language.*

Meta-linguistic Awareness Skills: The ability to talk about, analyze, think about, and judge language, separate from content.

MODEL K: The Measure of Developing English Language-Kindergarten (MODEL K) is an English language proficiency screener used to identify kindergarten students who may be classified as ELs.

Native Language: A term often applied to the first or dominant language of an EL. *See also: Home Language, LOTE.*

Newcomer: A person who has recently immigrated to the U.S from another country.

Pre-IPT: The Preschool-IDEA Proficiency Test (Pre-IPT) is an oral English proficiency test designed for preschool children who are not yet familiar with taking tests; the Pre-IPT centers around a story, giving young students a low-anxiety context in which to demonstrate their language abilities; the Pre-IPT designates three-, four-, and five-year-olds as Non-, Limited-, or Fluent-English Speaking.

Realia: Objects from real life used in classroom instruction.

Refugee/Asylee: Refugees and asylees are immigrants who are unable or unwilling to return to their country of origin or nationality because of persecution or a well-founded fear of persecution.⁷ Families who have come to the United States with official United Nations Refugee Status are typically assigned a sponsoring settlement agency. A representative from the agency usually accompanies a refugee newcomer to a school to help facilitate enrollment.

Scaffolded Content Instruction in English: Content-area instruction in which the teacher uses scaffolds – or temporary structures – to make the content more accessible to the students. Scaffolds amplify, not simplify, content.

Student with Interrupted Formal Education (SIFE): A student who has gaps in their schooling and whose knowledge base is therefore not commensurate with grade-level expectations.

W-APT: The WIDA-ACCESS Placement Test (W-APT) is an English language proficiency “screener” that is given to incoming students who may be designated as ELs.

WIDA: World-Class Instructional Design and Assessment, or WIDA, is a consortium from Wisconsin that has created a list of English Language Development (ELD) Standards, Spanish Language Arts Standards, and descriptions of what ELs can be expected to do at a given English proficiency level. WIDA is responsible for the creation and maintenance of the annual ACCESS for ELs test, in addition to the MODEL K and the W-APT.

⁷ See <http://www.migrationinformation.org/usfocus/display.cfm?ID=734> for more information.

English Learners and the CPS Framework for Teaching

This section lists unique characteristics of English Learner teaching practice. School Administrators may wish to seek understanding of these practices prior to observing the EL teacher for REACH Students. Teachers of English Learners may wish to utilize the pre-observation conference to explain and discuss any applicable unique characteristics of their practice.

For Domains 2 and 3 examples of practices are identified for each component. These are activities/strategies that align with the component, which might be used to support English Learners. All examples provided in this section are meant to develop teacher and administrator understanding of how FFT is aligned with supporting English Learners. Educators should use their knowledge of students and current research/policies to determine what support are appropriate.

		Domain 1 Planning and Preparation	Domain 2 Classroom Environment
Components	1a: Demonstrating Knowledge of Content and Pedagogy		2a: Creating an Environment of Respect and Rapport
	1b: Demonstrating Knowledge of Students		2b: Establishing a Culture for Learning
	1c: Selecting Learning Objectives		2c: Managing Classroom Procedures
	1d: Designing Coherent Instruction		2d: Managing Student Behavior
	1e: Designing Student Assessment		
		Domain 3 Instruction	Domain 4 Professional Responsibilities
Components	3a: Communicating with Students		4a: Reflecting on Teaching and Learning
	3b: Using Questioning and Discussion Techniques		4b: Maintaining Accurate Records
	3c: Engaging Students in Learning		4c: Communicating with Families
	3d: Using Assessment in Instruction		4d: Growing and Developing Professionally
	3e: Demonstrating Flexibility and Responsiveness		4e: Demonstrating Professionalism

Domain 1: Planning and Preparation

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>1a: Demonstrating Knowledge of Content and Pedagogy <i>Knowledge of:</i></p> <ul style="list-style-type: none"> • Content Standards Within and Across Grade Levels • Disciplinary Literacy • Prerequisite Relationships • Content-Related Pedagogy 	<ul style="list-style-type: none"> ➤ Teacher values the students’ native language as they acquire English. ➤ Teacher includes opportunities to use native language to further English language development. He or she capitalizes upon the social-emotional and academic benefits of maintaining the native language whenever possible. Teacher scaffolds content instruction, supporting students’ access to cognitively-challenging work and <i>amplifying</i> engagement with content, rather than <i>simplifying</i> content. ➤ Teacher recognizes that some ELs may be conditioned to school contexts, norms for classroom interactions, teaching styles, etc. that differ from those of the US mainstream. ➤ Teacher demonstrates a deep understanding of the Common Core State Standards (CCSS) and of the content knowledge specific to the discipline taught, as well as how to present it to students of varying degrees of English language proficiency. ➤ Teacher uses World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards⁸ to plan and adjust instruction. ➤ Teacher demonstrates a deep understanding of language acquisition and is pedagogically strategic in advancing students from one proficiency stage to another.⁹ <p style="text-align: right;">⁸ See Appendices B and C to learn more about WIDA English Language Development Standards. ⁹ See Appendix D, <i>WIDA Can Do Descriptors, Preschool-12</i> for more information about language proficiency stages.</p>
<p>1b: Demonstrating Knowledge of Students <i>Knowledge of:</i></p> <ul style="list-style-type: none"> • Child and Adolescent Development • The Learning Process • Students’ Skills, Knowledge, and Language Proficiency • Students’ Interests and Cultural Heritage • Students’ Special Needs and Appropriate Accommodations/Modifications 	<ul style="list-style-type: none"> ➤ Teacher knows who the ELs are, and their English language proficiency levels. ➤ Teacher knows which ELs have refugee or newcomer status and seeks guidance and/or resources as needed specific to these unique circumstances. ➤ Teacher gains knowledge of <i>both</i> linguistic <i>and</i> special learning needs for ELs with Individualized Education Plans (IEPs) and collaborates with colleagues (e.g. special education teachers, etc.) to make sure there is a common understanding of the students’ abilities and that both special education and bilingual/ESL services are provided in a coherent, complementary way. ➤ Teacher recognizes the value and role of students’ native language, actively structuring opportunities for its use, regardless of teacher’s proficiency of students’ native language. ➤ Encourages ELs to draw on their native language and culture to scaffold and enhance learning through access to content to ensure participation in meeting the rigorous demands of the CCSS. ➤ Teacher knows who the ELs are, and their English language proficiency levels ➤ Teacher knows the history of students with limited/ interrupted formal education (SIFEs).
<p>1c: Selecting Learning Objectives</p> <ul style="list-style-type: none"> • Clarity of Objectives • Sequence and Alignment of Objectives • Balance of Objectives 	<ul style="list-style-type: none"> ➤ Teacher is attentive to the language demands implicit in academic standards and reflects on appropriate WIDA Can-Do Descriptors to select learning objectives and to scaffold students’ access to CCSS. ➤ Teacher selects learning objectives that reflect intentional furthering of second language development in the context of academic learning.

Domain 1: Planning and Preparation

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>1d: Designing Coherent Instruction</p> <p><i>Design Incorporates:</i></p> <ul style="list-style-type: none"> • Knowledge of Students and Their Needs • Learning Tasks • Materials and Resources • Instructional Grouping • Lesson and Unit Structure 	<ul style="list-style-type: none"> ➤ In Transitional Bilingual Education (TBE) programs, teacher teaches to the CCSS in both the native language and English and uses the native language to provide content-based instruction according to District-suggested time and language allocations. Teacher ensures materials are available in students’ first language whenever possible, including glossaries, dictionaries and other resources. ➤ Teacher’s use of instructional materials and texts for ELs does not compromise rigor or cognitive complexity. Teacher scaffolds to afford access to CCSS and to promote language acquisition for all students. Teacher selects developmentally-appropriate and qualitatively-challenging texts when students’ language proficiency levels prevent them from accessing quantitatively-difficult texts. ➤ Teacher considers students’ cultural and linguistic resources to be assets (i.e. Funds of Knowledge) and structures opportunities for students to use and share their culturally- or linguistically-based understandings, skills, and experiences with their peers as part of the course of instruction. ➤ Teacher designs culturally-responsive curriculum; tasks reflect both the cultural and linguistic backgrounds of the students as well as an understanding and appreciation of American culture and democratic ideals. ➤ In Transitional Bilingual Education (TBE) programs, teacher uses high-quality and engaging native language materials when teaching in the native language. ➤ When possible, teacher of ELs incorporates books in multiple languages so that students can access suitable texts (e.g. audio books, books that promote the cultural and linguistic backgrounds of the students). ➤ Teacher uses students’ English Language Development (ELD) levels (as identified by composite and domain-specific ACCESS scores) to strategically and flexibly group students for various purposes, including differentiating and scaffolding instruction in order to develop: linguistic skills, the content required by the CCSS, as well as academic knowledge. ➤ Teacher schedules time for guiding cross-linguistic transfer and building meta-linguistic awareness (e.g. a mini-lesson on cognates) into CCSS lesson/unit plans so that these processes are facilitated intentionally.
<p>1e: Designing Student Assessment</p> <ul style="list-style-type: none"> • Congruence with Standards-Based Learning Objectives • Levels of Performance and Standards • Design of Formative Assessments • Use for Planning 	<ul style="list-style-type: none"> ➤ Teacher is careful not to conflate ELs’ underlying academic skills and proficiencies with their ability to demonstrate academic skills and proficiencies in English. Instead, teacher carefully designs and adapts instruction and assessments to capture the truest picture of what ELs know and are able to do. ➤ Teacher designs ongoing formative assessments to monitor students’ linguistic and academic development and to modify/design/plan future instruction with language and content objectives in mind. ➤ Teacher designs rich, multimodal assessments in a variety of media to allow students at different levels of language development to demonstrate attainment in multiple ways. ➤ Teacher aligns assessment to WIDA Can-do Descriptors appropriate to student proficiency level.

Domain 2: The Classroom Environment

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • <i>Teacher Interactions with Students</i> • <i>Student Interactions with Other Students</i> 	<ul style="list-style-type: none"> ➤ Teacher facilitates meta-cultural awareness with all students to help them understand, navigate and respect cultural differences while promoting students' intercultural flexibility. This may include posting visuals like maps & flags, as well as multicultural role models, etc. ➤ Teacher and students demonstrate value of all languages. ➤ Teacher supports, nurtures and/or celebrates multilingualism in the classroom. Teacher articulates the expectation for respect and collaboration among peers across linguistic levels. For example, the teacher expects all students to demonstrate support and respect for ELs of different proficiency levels and/or students with more advanced English language proficiency may initiate opportunities to help their less proficient peers. ➤ Teacher translates or adds visual supports to anchor charts and word wall when possible (provides anchor charts in both languages, noting specific language differences, etc.).
Examples of Practices	
<ul style="list-style-type: none"> ❖ A teacher with students who come from families where women wear the hijab, the Muslim headscarf, might post a book cover such as The Librarian of Basra or The Green Apple that reflects the culture of his/her students. ❖ The teacher references the poster during the lesson respectfully. The bilingual teacher encourages students to use both English and the native language when working together on a group activity. For some projects, the bilingual teacher requires the end product to be in English, while other projects are to be completed in the native language. ❖ The teacher understands that in many Spanish-speaking countries the title “Maestra” is an appropriate and respectful way to address a teacher, and also knows that the translation to “Teacher” to address teachers in the US can be misperceived as disrespectful. The teacher explains this to her students so that they are aware of these cultural norms and make choices about how to navigate between them. 	

Component and elements	Unique Characteristics of Instruction for English Learners
<p>2b: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • <i>Importance of Learning</i> • <i>Expectations for Learning</i> • <i>Student Persistence</i> • <i>Student Ownership of Learning</i> 	<ul style="list-style-type: none"> ➤ Teacher encourages ELs to initiate topics and questions for exploration in the classroom; the range of inquiry is inclusive of EL's interests and aptitudes, accommodates varying levels of English proficiency, and is sensitive to a variety of academic strengths and needs. ➤ Students embrace their peers' culture and may initiate explorations to learn more about traditions, cultures, and linguistic practices.
Examples of Practices	
<ul style="list-style-type: none"> ❖ A teacher of ELs makes sure that ELs initiate projects and questions for classroom explorations along with their general education peers. ❖ A teacher of ELs makes sure ELs' ideas and talents are visibly displayed across the classroom in writing and other visual representations. 	

Domain 2: The Classroom Environment

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Classroom Routines</i> • <i>Direction of Volunteers and Paraprofessionals</i> 	<ul style="list-style-type: none"> ➤ Teacher explains to para-professionals how to employ a linguistic, academic or social EL strategy (ex. When to translate, when to use native language or English.) (This evidence may also be shared at the pre- or post-observation conference.) ➤ Teacher utilizes appropriate visual supports to aid students in routine procedures and curricular items and materials management. ➤ Teacher has instructional materials that represent the languages present in the classroom, and collaborates with school administration/OLCE in procuring such materials when needed. ➤ Teacher communicates and/or models expectations to paraprofessionals/volunteers to include how to employ a linguistic, academic, or social-emotional strategy. This may include, but is not limited to when to translate, when to use native language, etc.
Examples of Practices	
<ul style="list-style-type: none"> ❖ Materials and supplies are labeled in English, in students' home languages, and with pictures. ❖ The teacher of ELs has a newcomer from Nepal who has never been to school. She is fortunate to have a Nepali tutor who comes to the classroom several times per week. The teacher works with the Nepali tutor to teach the student basic math concepts using manipulatives and speaking Nepali so that the student has maximum access to his/her learning. ❖ When teaching a unit on nutrition, the teacher invites family members who may own or work in a restaurant to speak about food preparation and nutritional facts; in a unit about geometry and measurement, the teacher invites family members who are seamstresses or tailors. 	

Component and elements	Unique Characteristics of Instruction for English Learners
<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • <i>Expectations and Norms</i> • <i>Monitoring of Student Behavior</i> • <i>Fostering Positive Student Behavior</i> • <i>Response to Student Behavior</i> 	<ul style="list-style-type: none"> ➤ Teacher scaffolds communication to ELs regarding behavioral expectations (using images, physical cues, native language, etc.) to ensure that ELs understand the expectations. ➤ Teacher is sensitive to cultural differences and respectfully guides students to developmentally appropriate behavioral conventions and expectations of mainstream US/ school culture. ➤ In instances of conflict resolution between students, teacher recognizes the challenge for students who do not speak English proficiently to explain their perspectives and provides support and opportunities for ELs to express themselves (in native language as needed).
Examples of Practices	
<ul style="list-style-type: none"> ❖ The teacher with a variety of backgrounds and languages spoken in her classroom, including many students who have recently arrived and speak minimal English, teaches all students the process of conflict resolution. ❖ Teacher builds a protocol for addressing conflicts with a student who is not comfortable with English by asking a student who speaks the same language to help mediate the conflict in a language that the teacher might not speak. 	

Domain 3: Instruction

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> • <i>Standards-Based Learning Objectives</i> • <i>Directions for Activities</i> • <i>Content Delivery and Clarity</i> • <i>Use of Oral & Written Language</i> 	<ul style="list-style-type: none"> ➤ Teacher uses a variety of communication modalities (e.g. oral communication, written communication, visual media, physical gestures, realia¹⁰, etc.) to communicate with students. ➤ Teacher uses repetition, visual scaffolding, labeling, chunking of instructions, etc. to ensure that directions for learning and social activities are comprehensible for ELs. ➤ Teacher uses both English and the language other than English (LOTE) strategically. ➤ Teacher models control over code-switching, favors staying in one language of instruction for the majority of a lesson, and uses instructional scaffolds to maximize ELs’ access to core content rather than relying on translation. <p>¹⁰Realia are objects or activities used to relate classroom teaching to real life. (Merriam-Webster Dictionary)</p>
Examples of Practices	
<ul style="list-style-type: none"> ❖ A teacher of ELs might give directions to students orally as he/she types or projects text and images onto a screen to give another source of information. ❖ A teacher of ELs posts anchor charts in the languages represented by the students so that academic and/or procedural information is available in multiple languages. ❖ If a teacher of ELs does not speak the language of an EL in the class who is a newcomer, other students who are more balanced bilinguals in that language can be asked to explain directions to that student so that he/she can participate more fully. 	

Component and elements	Unique Characteristics of Instruction for English Learners
<p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • <i>Low- and High-Level Questioning</i> • <i>Discussion Techniques and Explanation of Thinking</i> • <i>Student Participation</i> 	<ul style="list-style-type: none"> ➤ Teacher utilizes culturally-sensitive questioning and discussion techniques as required of the CCSS, understanding that the norms for whether or how children are expected to question and challenge ideas vary across cultures. ➤ Teacher making strategic and informed decisions about language-use based on student needs to promote critical thinking, exploration of ideas and opportunities for meaningful conversations (ex, uses text-dependent questions and evidence-based questioning techniques in both English and students’ native language, etc.). ➤ Teacher accepts responses from ELs in their native language or with nonverbal means of communication to supplement what they can express in English according to their ELD level. ➤ Teacher of ELs is aware that students need extra time to process in their second language, so waits for an extended length of time before calling on a student in order to give them the chance to process.
Examples of Practices	
<ul style="list-style-type: none"> ❖ Knowing that some ELs come from a culture that considers more challenging-type questioning a form of defiance, the teacher works with students to increase their cultural awareness and scaffolds their participation in constructive discussion and critique. ❖ The teacher of ELs poses lower-level, text-based or recall questions when starting a discussion (e.g. “What happened in this chapter?”) to ensure basic comprehension before moving onto higher-level, abstract, inferential or evaluative-type questions. ❖ During reading or writing activities, the teacher leads a discussion about the similarities between students’ native language and English such as cognates and phonology, including aspects of literacy that are universal across languages (e.g. text structure, summarizing, predicting, etc.). ❖ The teacher raises students’ meta-linguistic awareness by having them share with each other the difference and similarities between their native language(s) and English. 	

Domain 3: Instruction

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> • <i>Alignment of Learning Objectives</i> • <i>Task and Text Complexity</i> • <i>Scaffolding and Differentiating Instruction</i> • <i>Pacing and Sequencing Grouping</i> 	<ul style="list-style-type: none"> ➤ Teacher scaffolds learning by using assistive technology (when available) to provide support for students with special needs (e.g. translators). ➤ Teacher keeps a reasonable pace of instruction while providing for the needs of ELs. ➤ Teacher encourages students to use their native language strategically during tasks to promote academic thinking and collaborative conversations.
Examples of Practices	
<ul style="list-style-type: none"> ❖ The teacher of ELs takes a CCSS-based content objective (e.g. “Students will explore narrative points of view”) and uses WIDA ELD standards to distinguish the language function that guides the objective. For example, an EL at Level 2 may be asked to identify language that indicates narrative points of view with the support of a word or phrase bank while a Level 4 student may be asked to compare narrative points of view using a graphic organizer and working with a partner. While the tasks differ, the content objective remains the same: exploring narrative points of view. ❖ Using Shakespeare’s Hamlet to do a history lesson, instead of giving a watered-down version of the story to ELs (simplifying), the teacher provides pre-reading scaffolds like showing a short clip of the play, filling out a graphic organizer of the characters and timeline of the events in the play, reviews key vocabulary and makes connections to a current story or film with which the students may be familiar (amplifying). ❖ A teacher who only speaks English and has a new student from China asks the student to write a first draft of an essay in Chinese so that she can express all her ideas and exercise all her skills as a writer. Then, the teacher asks the student to work with a partner to translate or summarize the first draft in English. ❖ The teacher of ELs asks students questions such as “How does knowing the Spanish language help you to recognize and understand words in English?” or “How did explaining the math problem to your dad in Urdu last night help you to understand the concept?” or “How was having your book club in Chinese different from when you normally do it in English?” to get ELs to reflect on their use of language as they learn. The teacher supports a newcomer at the beginning stages of English language development by having peers or tutors explain an assignment and support them to produce the project in their native language. For example, if students are interviewing their parents about their immigration experience, writing a narrative and making a book based on the story, an EL newcomer might do the project in Vietnamese and then work with other students to help translate the writing into English. ❖ The teacher supports a newcomer at the beginning stages of English language development by having peers or tutors explain an assignment and support them to produce the project in their native language. For example, if students are interviewing their parents about their immigration experience, writing a narrative and making a book based on the story, an EL newcomer might do the project in Vietnamese and then work with other students to help translate the writing into English. Ultimately, the student can make their book bilingual. ❖ The teacher provides students extra opportunities to practice oral language (e.g. with a partner, small group and/or the entire class) during instructional time. For example, after presenting a new concept, the teacher of ELs gives students ample time to turn and talk so that they have the opportunity to process the information orally. ❖ A self-contained ESL teacher might have Arabic speakers at a variety of levels of language development and content knowledge. She intentionally groups these students, putting their desks together to make a group and encouraging them to use their native language as they do group work. ❖ A teacher of ELs from multiple language groups might spend a few minutes during math time having kids from the same language group “skip count” for the class in their home language. Everyone is encouraged to practice skip-counting in their native language at home. 	

Domain 3: Instruction

English Learners and the CPS Framework for Teaching

Component 3c – Examples of Practices - continued

- ❖ A teacher honors a parent’s request to abide by cultural and religious conventions and does not pair up their daughter with a boy for a science project.
- ❖ A teacher pairs up a newcomer student with another student of their same language background to work on math problems with manipulatives to ensure that the student is included and actively participating in learning. The teacher engages the students in exploring the cultural variations among United States mainstream population (e.g. music, food, language, etc.) and between different regions of the United States (e.g. rural, urban and suburban). The students then make comparisons between two cultures within and outside the United States, explore stereotypes and how/where they originate.

Component and elements	Unique Characteristics of Instruction for English Learners
<p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> • <i>Monitoring of Student Learning with Checks for Understanding</i> • <i>Assessment Performance Levels</i> • <i>Student Self-Assessment Feedback to Students</i> 	<ul style="list-style-type: none"> ➢ Teacher provides ELs with many opportunities for self-reflection and peer review/support, including: guided opportunities to develop understanding of the language structures and functions, awareness of one’s own language development (i.e. meta-linguistic awareness) and academic strengths and needs. ➢ If ELs can demonstrate learning more accurately in their native language, teacher assesses ELs in their native language, especially in Transitional Bilingual Education (TBE) programs for students at English proficiency levels 1, 2, and 3. ➢ When assessments are not feasible in the students’ native language, assessments in English (especially in Transitional Program of Instruction programs) take into account students’ English language proficiency levels. ➢ Teacher-created assessments are varied, multidimensional and multimodal to maximize ELs’ ability to demonstrate knowledge in a variety of ways. ➢ Teacher’s feedback is clear, ongoing, and accessible, taking into consideration students’ English proficiency as well as academic strengths and needs. ➢ Teacher checks with ELs for understanding frequently.
Examples of Practices	
<ul style="list-style-type: none"> ❖ During group activities, the bilingual or ESL teacher assigns each student a role that is appropriate for his/her stage of language development. For example, a newcomer with less English might be responsible for drawing the steps of a lab while students who are more proficient in English might write a paragraph describing the results. All students are held accountable for their part of the project or assignment. ❖ A teacher of an EL at a lower level of English proficiency might invite that student to write their explanation of a math problem in their native language and then find someone to translate for them if they’re not familiar with that language. Or, the student could be invited to draw pictures demonstrating their knowledge of the concept as opposed to writing it down. 	

Domain 3: Instruction

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • <i>Response to Student Needs</i> • <i>Teacher’s Persistence Lesson Adjustment</i> 	<ul style="list-style-type: none"> ➢ Teacher recognizes that code-switching¹¹ is a natural part of the language acquisition process and values genuine communication over linguistic “correctness” or precision. Students may code-switch to express an idea for which they do not yet have all of the terms/labels in English. When codeswitching occurs, teacher first affirms and responds to the content of the student’s communication. At an appropriate time, teacher finds sensitive and effective ways to provide the terms/vocabulary in English if necessary. ➢ Teacher anticipates possible misconceptions and takes advantage of teachable moments, including meta-linguistic explorations during a content lesson, always with interwoven linguistic and academic objectives in mind. ➢ Teacher recognizes ELs’ academic progress, regardless of their ELD level, and provides opportunities for linguistically-scaffolded enrichment during content instruction. ➢ Teacher distinguishes between academic challenges that require intervention and natural challenges of acquiring a second language; teacher’s interventions demonstrate attention to the needs of ELs, knowledge of ESL specific pedagogy, and the ability to choose suitable CCSS instructional strategies. <p style="text-align: right;">¹¹See Key Terms in the Education of ELLs on page 7.</p>
Examples of Practices	
<ul style="list-style-type: none"> ❖ The teacher of ELs is aware that ELs might not have the background knowledge of American history or culture, so he/she checks for understanding and takes time to clarify the historical significance when cultural holidays such as Thanksgiving or Martin Luther King, Jr. Day arise. ❖ To build metalinguistic awareness, a teacher of ELs teaches an impromptu mini-lesson on the value of knowing and recognizing cognates. For example, the word “content” comes up in a text students are reading and when the teacher asks for inferences, students are off-base. ❖ The teacher takes the time to ask what “contento” means in Spanish and helps students see the similarity between the meanings of the two words. 	

Domain 4: Professional Responsibilities

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
4a: Reflecting on Teaching and Learning <ul style="list-style-type: none"> • Effectiveness • Use in Future Teaching 	> Teacher reflects on the effectiveness of the lesson for ELs (ex. Use of linguistic supports or cultural relevance across language proficiency levels.)
4b: Maintaining Accurate Records <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-Instructional Records 	> Teacher maintains record of who the ELs are, as well as the frequency and results of intervention supports provided to ELs with language development, literacy and/or math. Teacher provides justification of language of instruction for interventions aligned to the assigned program.
4c: Communicating with Families <ul style="list-style-type: none"> • Information and Updates about Grade Level Expectations and Student Progress • Engagement of Families as Partners in the Instructional Program • Response to Families • Cultural Appropriateness 	> Teacher ensures (or seeks support from school administration to ensure) that communication to parents (i.e. written, parent conferences, telephone calls) is provided in the home language as often as possible. > Teacher supports school efforts (including those of the Bilingual Advisory Committee) to ensure that an infrastructure exists for positive, active and ongoing relations among the school, students' families and the community. > Teacher collaborates with parents of ELs and utilizes them as strategic partners in better understanding their child linguistically, culturally and academically. > Teacher communicates with parents and students about the importance of maintaining and nurturing native language and culture at home, while learning English and developing understanding of US culture, as well. > Teacher skillfully navigates the inter-cultural terrain when communicating with parents of ELs. > Teacher facilitates families as they navigate school and community resources (e.g. health clinics, immigration support, social welfare locations, district information).

Domain 4: Professional Responsibilities

English Learners and the CPS Framework for Teaching

Component and elements	Unique Characteristics of Instruction for English Learners
<p>4d: Growing and Developing Professionally</p> <ul style="list-style-type: none"> • <i>Enhancement of Content Knowledge and Pedagogical Skill</i> • <i>Collaboration and Professional Inquiry to Advance Student Learning</i> • <i>Participation in School Leadership Team and/or Teacher Teams</i> • <i>Incorporation of Feedback</i> 	<ul style="list-style-type: none"> ➢ General program teachers with ELs in their classrooms actively seek learning opportunities to educate themselves about effective teaching practices for working with ELs. ➢ Teachers of ELs attend professional development (including accredited college courses) and/or seek resources pertaining to education of ELs, including teaching CCSS and monitoring EL’s academic and language development – and then implement new strategies in the classroom. ➢ Teacher seeks collaboration with teaching partners to ensure a coherent approach in meeting the content and language needs of the students for whom they are jointly responsible (e.g. a classroom teacher seeks out a push-in colleague, or a math teacher seeks the ESL teacher for joint planning). ➢ Self-contained and push-in/pull-out teachers collaborate to ensure coherence of instruction for ELs. Classroom teachers and push-in teachers plan together and divide responsibilities in leading instruction. ➢ Teacher seeks to collaborate with other teachers across content areas to ensure consistent, accessible CCSS instruction for ELs and to provide appropriate interventions.
<p>4e: Demonstrating Professionalism</p> <ul style="list-style-type: none"> • <i>Integrity and Ethical Conduct</i> • <i>Advocacy</i> • <i>Decision-Making</i> • <i>Compliance with School and District Regulations</i> • <i>Attendance</i> 	<ul style="list-style-type: none"> ➢ Teacher makes all CCSS and content instructional decisions with ELs and language learning in mind. ➢ Teacher’s professional conduct conveys respect for diversity and values multi-literacy and multilingualism as important skills for success in the 21st century. ➢ Teacher seeks support of the school administration when the provision of additional supports is outside of the teacher’s purview (e.g. interpreters, translators, counselors, etc.). ➢ Teacher advocates for the needs and rights of ELs in becoming successful learners and productive members of a global society. ➢ Teacher is knowledgeable about and complies with policies and regulations regarding the education of ELs. ➢ Teacher holds high ambitions for ELs and addresses the unique cultural, academic, and linguistic factors that may inhibit ELs’ ability to navigate the path to college and career.

Appendix A

Education of ELs: Program Types, Components, and Settings

Types of Programs of Instruction for English Learners (ELs)

Transitional Program of Instruction (TPI): ELs receive most or all instruction in English, using English as a Second Language (ESL) strategies and scaffolds to amplify access to content learning and the development of English language skills; native language supports may also be provided. ELs who are at earliest levels of English language development and part of TPI programs receive instruction in ESL, acculturation and academic subjects in a short-term program. Some newcomers may also be refugees and/or students with interrupted formal education (SIFE). ELs receive instruction in the culture and history of their origins, per state law.

Transitional Bilingual Education (TBE): ELs receive instruction in both English and students' native language. Instruction in ELs' native language is provided to maximize access to content learning, develop academic native language, and develop academic skills in the language other than English (LOTE) for optimum transfer to English. Instruction in English uses ESL strategies and scaffolds to amplify access to content learning and development of English language skills. ELs receive instruction in the culture and history of their origins, per state law.

Dual Language (DL): In two-way dual language, native speakers of English also participate by developing their first language and the LOTE alongside ELs. In one-way dual language, all (or a majority of) students are ELs. Content is scaffolded for language learners of both English and the LOTE. The program goals are that students develop high levels language and literacy in both languages, achieve balanced bilingualism and biliteracy, attain high levels of academic achievement and develop cross-cultural competences. ELs receive instruction in the culture and history of their origins, per state law.

Instructional Components of Programs for English Learners (ELs)

Content-Area Instruction in the Language Other Than English (LOTE) aims to:

- Meet grade-level content standards (CCSS, NGSS).
- Maximize access to and engagement with complex concepts for ELs who are dominant in their native language.
- Allow ELs to focus on the content learning objectives in a language they know best.
- Provide an opportunity for building academic language and disciplinary literacies in the LOTE.

Content-Area Instruction in English aims to:

- Build ELs' proficiency toward grade-level content standards (CCSS, NGSS, etc.) using WIDA English Language Development Standards (Model Performance Indicators) and Can-Do Descriptors to differentiate and scaffold instruction appropriately.
- Scaffold instruction to amplify ELs' access to core curriculum and increase their engagement with complex concepts that are presented and explored in English.
- Provide a forum for building academic language and disciplinary literacies in English.

English as a Second Language (ESL) aims to:

- Facilitate and accelerate ELs' development of English so that ELs can increasingly engage with content taught in English and communicate increasingly well in English toward full proficiency.
- Tailor ESL instruction to ELs' English language development levels and respond to their academic needs.
- Complement intentional language and literacy development instruction within the content areas, and be grounded in content area themes and skills.



Appendix A

Education of ELs: Program Types, Components, and Settings - continued

Instructional Components of Programs for English Learners (ELs) - continued

Intentional and Integrated Language and Literacy Development aim to:

- Develop academic language and literacies in context of content learning throughout the curriculum.
- Ensure that language and literacy instruction is rigorous and robust in both the LOTE and English.
- Recognize that knowledge and skills learned in one language will transfer to the other (i.e. high-quality LOTE language and content instruction) and will strengthen English language development and academic achievement in English.

Language Other Than English (LOTE) Support aims to:

- Increase access to and engagement with academic content taught in English.
- Demonstrate the value of the LOTE even when formal instruction in the LOTE is not possible.
- Provide ELs the option of using the LOTE for certain tasks, pair ELs of the same native language background for peer-to-peer negotiation of meaning, provision of materials in the LOTE, push-in tutors who speak the LOTE, etc.

History and Culture of Home Country aims to:

- Maintain ELs' understanding and sense of value of their home country and heritage.

History and Culture of the US aims to:

- Build background knowledge and provide context about the US.

Instructional Settings/Contexts in Programs for English Learners (ELs)

Self-Contained: ELs receive bilingual/ESL instruction (for more than 50 percent of the day) from their classroom teacher in an elementary school setting.

Team Teaching/Co-Teaching: Bilingual or ESL teacher and general education teacher plan and provide instruction together.

Departmentalized: ELs rotate to different teachers for content area instruction taught bilingually (TBE) or in English using ESL strategies and scaffolds (TPI) during a regular class period (usually in the middle or secondary school setting).

Push-In: Bilingual or ESL teacher goes into the general education classroom to provide instruction to ELs.

Pull-Out: ELs are pulled out of the general education classroom to receive ESL or bilingual content instruction (usually in an elementary school setting).

Appendix B

The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.¹²
2. Students' home, school, and community experiences influence their language development.¹³
3. Students draw on their metacognitive, metalinguistic, and meta-cultural awareness to develop proficiency in additional languages.¹⁴
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.¹⁵
5. Students learn language and culture through meaningful use and interaction.¹⁶
6. Students use language in functional and communicative ways that vary according to context.¹⁷
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.¹⁸
8. Students' development of academic language and academic content knowledge are inter-related processes.¹⁹
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.²⁰
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.²¹

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¹² Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

¹³ Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

¹⁴ Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

¹⁵ Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

¹⁶ Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

¹⁷ Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

¹⁸ Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

¹⁹ Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

²⁰ Anstrom, et al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

²¹ Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)



Appendix C

Overview of the WIDA English Language Development (ELD) Standards

The different aspects of second language development for ELs described in the preceding section are guided by second language proficiency standards. Second language proficiency standards need to be considered when planning for instruction and presenting the curriculum to ELs. It is especially important for teachers to understand the English language development standards at each language proficiency level in order to make appropriate modifications and adaptations to instructional delivery, instructional materials, and assessments.

The WIDA English Language Development (ELD) Standards provide descriptors of what ELs at various stages of second language proficiency can reasonably – consistent with high expectations but avoiding high frustration – be expected to do in English. The WIDA standards also offer Model Performance Indicators and Can-Do Descriptors, which serve as examples of what appropriate tasks and supports look like for ELs at different proficiency levels which educators can use to transform the curriculum they are developing to meet the needs of all students.

WIDA’s English Language Development Standards (ELD) guide teachers’ instruction for ELs within a curriculum that is aligned to the Common Core Standards. The ELD Standards represents the social, instructional, and academic language that students need to engage with peers, educators and the curriculum in schools. Figure 13 presents the five ELD standards.

Standard 1 Social/Instructional Language	English language learners communicate in English for social and instructional purposes in the school setting.
Standard 2 The language of Language Arts	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
Standard 3 The language of Mathematics	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.
Standard 4 The language of Science	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
Standard 5 The language of Social Studies	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The WIDA ELD Standards are aligned with the Common Core Standards and are appropriate for students at each level of language development. These five language development levels identify the benchmarks for developing English as a second language. These levels are associated with specific performance competencies describing ELs’ abilities in listening, speaking, reading, and writing.

Appendix D

WIDA Can Do Descriptors Preschool through 12

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, with support, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Appendix E

WIDA Can Do Descriptors by Grade Band

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

		Level 6 - Reaching				
		Level 5 Bridging	Level 4 Expanding	Level 3 Developing	Level 2 Beginning	Level 1 Entering
LISTENING	Level 5	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., "stand up"; "sit down") Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally
	Level 4	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects
SPEAKING	Level 5	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., "stand up"; "sit down") Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally
	Level 4	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 6 - Reaching				
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real-life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language
SPEAKING	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

		Level 6 - Reaching				
		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING		<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different
	WRITING	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 	<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated "notes" and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> Create content-based representations through pictures and words Make "story books" with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

		Level 6 - Reaching				
		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Level 1 Entering	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house")
	Level 2 Beginning	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences
WRITING	Level 1 Entering	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house")
	Level 2 Beginning	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Retell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments) 	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity, 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

		Level 6 - Reaching				
		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Level 1 Entering	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level
	Level 2 Beginning	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports
WRITING	Level 1 Entering	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports
	Level 2 Beginning	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:



	Level 6 - Reaching				
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally
SPAKING	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles
WRITING	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

Level 6 - Reaching					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly
SPEAKING	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix E

WIDA Can Do Descriptors by Grade Band - continued

Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

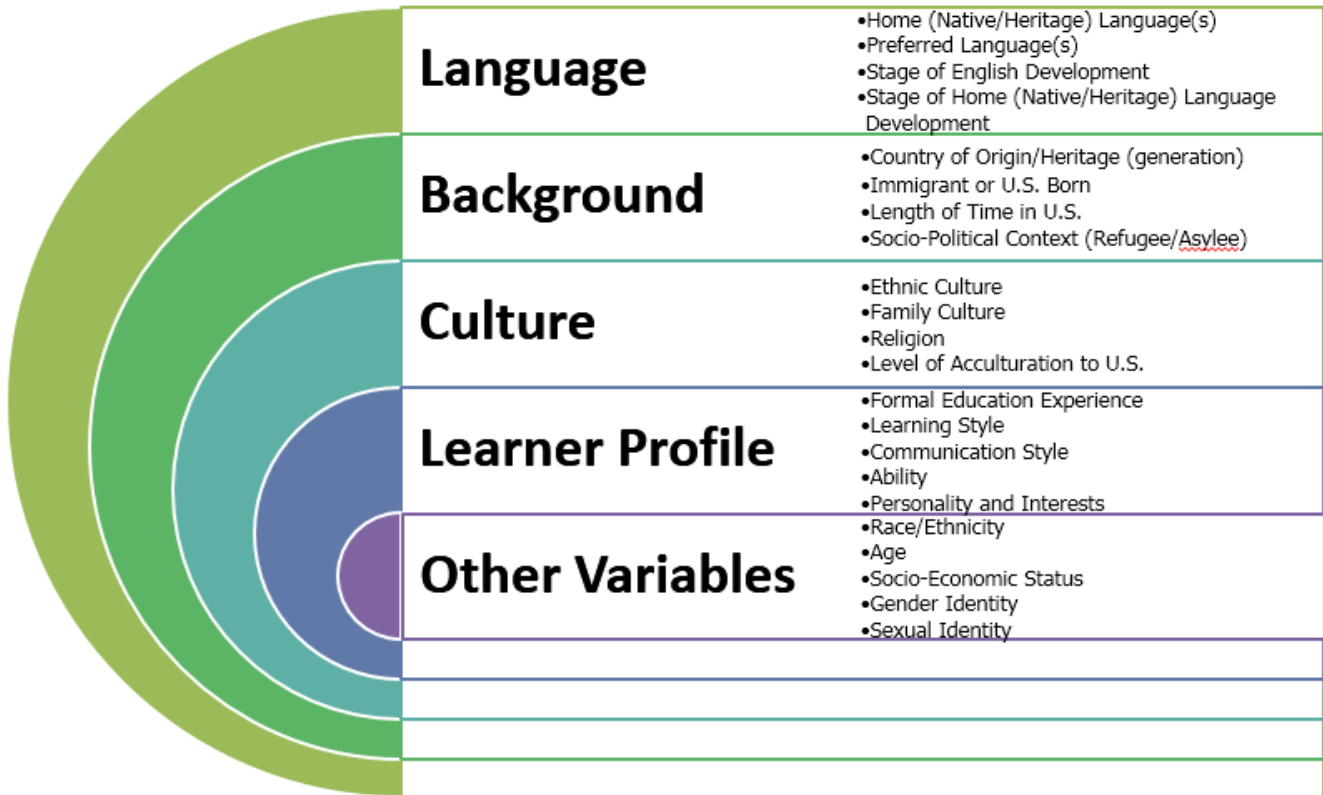
		Level 6 - Reaching				
		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Level 1 Entering	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source
	Level 2 Beginning	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures
WRITING	Level 1 Entering	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures
	Level 2 Beginning	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Appendix F

Understanding Dimensions of Diversity among English Learners

Like all students, English learners (ELs) represent a variety of skills, affinities, challenges, aptitudes, interests, stages of language development, experiences, and cultural lenses. These variables, however, often span a different spectrum or present unique factors among ELs as compared to students in general education classrooms. Below are some of the variables one must consider to understand the wide diversity among ELs.



Appendix G

Resource List for Educators of English Learners

Office of Language and Cultural Education (OLCE) Resources:

- [OLCE KC](#)
- [Bilingual Handbook](#)
- [High School English Learner Scheduling Guidance - 2017](#)
- [High School English Learner Program Designs and Scheduling Guidance Webinar](#)
- [High School Graduation Requirements SY17](#)

Instructional Resources:

- [K-5 ESL Framework and Integrated ELD/ELA/SS Units](#)
 - [Exemplar Kindergarten ELD/ELA/SS Unit](#)
 - [Exemplar 1st grade ELD/ELA/SS Unit](#)
 - [Exemplar 2nd Grade ELD/ELA/SS Unit](#)
 - [Exemplar 3rd Grade ELD/ELA/SS Unit](#)
 - [Exemplar 4th Grade ELD/ELA/SS Unit](#)
 - [Exemplar 5th Grade ELD/ELA/SS Unit](#)
- [K-3 Spanish Literacy Framework and Bilingual Units](#)
 - [Exemplar Kindergarten Bilingual Unit](#)
 - [Exemplar 1st Grade Bilingual Unit](#)
 - [Exemplar 2nd Grade Bilingual Unit](#)
 - [Exemplar 3rd Grade Bilingual Unit](#)
- **WIDA Can Do Descriptors**
 - [Early Years](#)
 - [Kindergarten](#)
 - [First Grade](#)
 - [Second through Third Grade](#)
 - [Fourth through Fifth Grade](#)
 - [Sixth through Eighth Grade](#)
- [WIDA Can Do Name Charts](#)
- [Language Allocations](#)

Appendix G

Resource List for Educators of English Learners - continued

High School Resources:

- [High School ESL Resource Framework](#) (with Exemplar Units attached)
 - [High School ESL Resource Framework](#)
 - [Exemplar Narrative Unit](#)
 - [Exemplar Informative Unit](#)
- [High School English Learner Scheduling Guidance - 2017](#)
- [High School English Learner Program Designs and Scheduling Guidance Webinar](#)
- [High School Course Catalog](#): See pages 23-25 and 27-28 of the English Language Arts section for the ESL and Communications Courses
- [High School Graduation Requirements SY17](#)
- [WIDA HS Can Do Descriptors](#)
- [WIDA Can Do Name Charts](#)

MTSS & RtI:

- ISBE's [RtI Framework](#)
- [WIDA's RtI2](#)

Standards:

- <https://www.wida.us/>
 - [English Language Development](#)
 - [Early English Language Development](#)
 - [Spanish Language Development](#)
 - [Spanish Language Arts](#)
 - [Common Core en Español - Math](#)
 - [Common Core en Español - SLA/Literacy](#)
- [Seal of Biliteracy](#)
- [WIDA 101: Introduction to the WIDA ELD Foundational Framework: recorded webinar](#)
- [Introduction to WIDA and EL Programs for Early Childhood](#)

Federal Resources:

- [English Learner Toolkit](#)
- [Guidance on the rights of English-language learners to a high-quality education issued by the U.S. Departments of Education and Justice](#) (1/7/15)
- [Identifying and supporting English learner students with learning disabilities: Key issues in the literature and state practice](#)



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