

Learning Goals

Main goal:

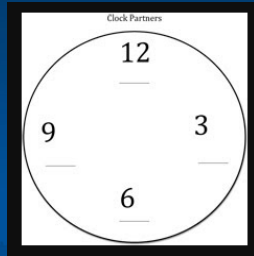
We will become familiar with the WIDA framework.

Specific goals:

We will recognize:

- the importance of getting to know our ELLs.
- the meaning of the **Guiding Principles** and **Can Do** Philosophy.
- the significance of academic language within the WIDA framework.
- the use of ACCESS 2.0 scores as a tool to inform our work with ELLs.

Activity 1: Introducing Yourself - Clock Partner



Task 1: How Familiar Are You With WIDA?





This is the first time I am learning about WIDA.

I am somewhat familiar with WIDA.

I am familiar with the WIDA Can Do Philosophy and Can Do Descriptors.

I got it and feel comfortable applying the WIDA framework in my work with ELLs.

Task 1 - Experience with WIDA

Walk to the  that matches your .

Choose a partner from your color group. In three minutes, briefly introduce yourselves and write your partner's name by the **12 o'clock space**. **Wait** for instructions. Then, get ready to move again!



You will need your "Clock Partner Activity Sheet."

Task 2 - Favorite Animals

Which of the following animals is your favorite?



Walk to the picture that represents your favorite animal. Choose a partner from this group. In three minutes, briefly introduce yourselves, write your partner's name by the **3 o'clock space**. **Wait** for instructions. Then, get ready to move again!



You will need your "Clock Partner Activity Sheet."

Task 3 - Favorite Beverage

Which of the following is your favorite beverage?



Walk to the picture that represents your favorite beverage. Choose a partner from this group. In three minutes, briefly introduce yourselves and write your partner's name by the **6 o'clock space**. **Wait** for instructions. Then, get ready to move again!



You will need your "Clock Partner Activity Sheet."

Task 4: Grade Clusters

Find the star that represents the grade cluster you work in.



Grades Pre-K, K, 1-2



Grades 3-5



Grades 6-8



Grades 9-12

Walk to that person. In three minutes, briefly introduce yourselves and write your partner's name by the **9 o'clock space**. Then, return to your table.

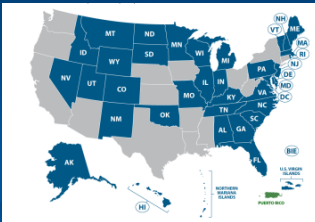


You will need your "Clock Partner Activity Sheet."

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Introducing WIDA

World-Class Instructional Design and Assessment (WIDA)



39 U.S. State Education Agencies belong to the WIDA Consortium, a non-profit consortium hosted by the University of Wisconsin representing over 1,500,000 English Language Learners (ELLs).

[illegible]

Our focus...

English Language Learners (ELLs)

[illegible]

WIDA's Mission

- WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, **assessments**, **research**, and **professional development** for educators.



- It's a comprehensive system grounded in second language acquisition research.

WIDA's Can Do Philosophy

Promotes a **CAN DO** approach to teaching and learning for ELLs that focuses on their strengths and assets rather than their deficits.

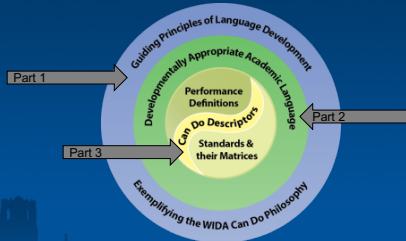
Deficit Thinking

- ☐ These kids can't...
- ☐ These kids have no...
- ☐ You can't expect me to...because these kids...
- ☐ There's no way these students...
- ☐ This is the way we've always done...
- ☐ I tell the parents but they don't understand...

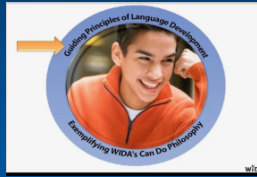
Can Do Philosophy

- ☐ My ELLs can...if I provide these supports...
- ☐ My ELLs bring diverse linguistic and cultural backgrounds, for example...
- ☐ I have high expectations for my ELLs...
- ☐ All the students are able to...
- ☐ I can improve my work with ELLs by...
- ☐ I engage the families of my ELLs by...

Unpacking the WIDA Framework



Part 1 Guiding Principles and Can Do Philosophy: Getting to know your ELLs





Activity 2: WIDA's Guiding Principles



Guiding Principles of Language Development

WIDA

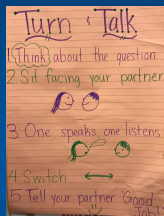
WIDA's Guiding Principles of Language Development are designed to provide a framework for language development instruction and assessment. These principles are based on research and best practices in language development and are intended to guide the development of language development instruction and assessment.

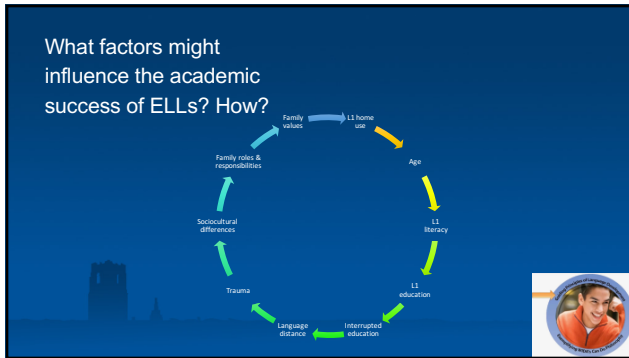
- Which guiding principle is most meaningful to you at this time?
- In what ways might the guiding principles impact your work with ELLs?



Activity 3: Turn & Talk Video

The more you know your students' cultural and linguistic backgrounds, home environments, and formative experiences, the more effective your work with ELLs will be.





Student portraits as a tool for getting to know your ELLs...

Meet Raul

Raul is a 6th Grade Student who immigrated from Mexico to the United States with his family when he was in 4th grade.

Raul is able to read more complex texts when he works with a partner to engage in pre-reading activities.

Raul is literate in his L1, which is Spanish.

ACCESS Scores
Listening: 3.2
Speaking: 4.0
Reading: 2.6
Writing: 2.1

Raul writes stories with simple sentences and general vocabulary. He prefers to write informational texts and is beginning to write more complex sentences.

Raul takes time to prepare his answers to questions in class and prefers time to practice with models of writing and graphic organizers.

He enjoys playing soccer and using tools. He is learning to repair bicycles.

Raul prefers to read graphic novels.

- What type of information do portraits provide us?
- How might this information be useful in your work with ELLs?
- How might it impact classroom instruction with ELLs?

Activity 4: Student Portraits

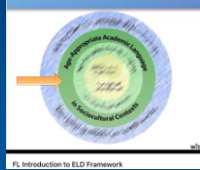
Think & Reflect:

1. How can we obtain this information?
2. How can we support teachers with ELLs? What information can we provide?
3. What other information might be useful?

How does your portrait reflect the Can Do Philosophy?

Part 2

The Significance of Academic Language



PL Introduction to ELD Framework

Activity 5: Partnered Video on Academic language

Partnered Video Response

Choose 3-5 questions to focus on while watching the video. Discuss with your partner.

1. What was interesting or surprising to you in this video clip? Why?
2. What do you think you learned as you watched the clip?
3. What questions are bubbling up for you as a result of watching the clip?
4. Did the video reinforce any ideas for you? If so, which ones?
5. Was there anything that was said or was seen in the clip that stood out to you? Explain.
6. Is there a message to educators in the clip?
7. What was your favorite part of the clip? Explain.



WIDA ELD Standards represent the social, institutional, and academic language that students need to engage with peers, educators, and the curriculum across grade levels and language proficiency levels.



Why Academic Language?





Activity 6: Heart, Mind and Soul


In groups of 5, you will describe an object from the perspective of a:

Person 1: Describe the object to a **"FRIEND."**
 Person 2: Describe the object as if you were a **"POET."**
 Person 3: Describe the object as if you were a **"SCIENTIST."**
 Person 4: Describe the object as if you were a **"MATHEMATICIAN."**
 Person 5: Describe the object as if you were a **"HISTORIAN."**

Object: **an ORANGE**








Creating Awareness of Academic Language

3 cans of soda for \$3.75
 1 can of soda = \$ _____


How do I express my ideas using math language?




How much change will John get back from \$5.00 if he buys two notebooks that cost \$1.80 each?

a. \$1.40
 b. \$2.40
 c. \$3.20
 d. \$3.60

- What do ELLs need to know in order to take this test?
- How would you modify the language in a way that is comprehensible for ELLs while maintaining its complexity?








Activity 7: Let's put the pieces together!

As you watch the video, keep these questions in mind:

- What are Moises' strengths?
- What challenges does he face?
- How might you connect these questions to the WIDA framework?

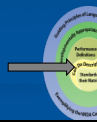
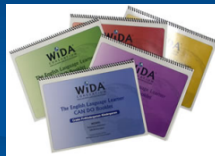




Part 3: Can Do Descriptors



What Are The Can Do Descriptors?

- A simplified, quick start description of what ELLs CAN DO
- Grade level clusters (K, 1-2, 3-5, 6-8, 9-12)
 - Proficiency levels (1-6)
 - Domains (Listening, Speaking, Reading & Writing)



WIDA
Can Do Descriptors: Grade Level Cluster 1-2

WIDA
Can Do Descriptors: Grade Level Cluster 3-5

WIDA
Can Do Descriptors: Grade Level Cluster 6-8

WIDA
Can Do Descriptors: Grade Level Cluster 9-12

Domain	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
LISTENING	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages with some support.	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages.
READING	Understand and respond to simple written messages.	Understand and respond to simple written messages with some support.	Understand and respond to simple written messages.	Understand and respond to simple written messages.	Understand and respond to simple written messages.	Understand and respond to simple written messages.
WRITING	Understand and respond to simple written messages.	Understand and respond to simple written messages with some support.	Understand and respond to simple written messages.	Understand and respond to simple written messages.	Understand and respond to simple written messages.	Understand and respond to simple written messages.
Speaking	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages with some support.	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages.	Understand and respond to simple spoken messages.

The Can Do Descriptors are a simplified, quick start description of what ELLs CAN DO. They are organized by grade level clusters (K, 1-2, 3-5, 6-8, 9-12) and proficiency levels (1-6). The descriptors are organized by domain (Listening, Speaking, Reading & Writing) and are designed to be used as a starting point for developing language instruction.

Charting **Can Do** Descriptors

WIDA ACCESS Overall Composite Score:
35% Reading, 35% Writing, 15% Listening, 15% Speaking

Fatima

Overall: 3.4

Sayuri

Overall: 3.4

	Level 1 Beginning	Level 2 Developing	Level 3 Proficient	Level 4 Advanced	Level 5 Bridge
LISTENING	<ul style="list-style-type: none"> Identify words and phrases in audio, video, and print. Identify main idea and details. Identify information from audio and video. 	<ul style="list-style-type: none"> Identify main idea and details. Identify information from audio and video. Identify information from audio and video. 	<ul style="list-style-type: none"> Identify main idea and details. Identify information from audio and video. Identify information from audio and video. 	<ul style="list-style-type: none"> Identify main idea and details. Identify information from audio and video. Identify information from audio and video. 	<ul style="list-style-type: none"> Identify main idea and details. Identify information from audio and video. Identify information from audio and video.
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Activity 8: Let's get to work using the **Can Do** Descriptors!!!

Get together in groups according to grade clusters:

Pre-K, K, 1-2:

3-5:

6-8:

9-12:


- Follow instructions on the handout.

Handout: ACCESS 2.0 scores

Grade	Listening	Reading	Writing	Speaking
Pre-K	1.0	1.0	1.0	1.0
K	1.5	1.5	1.5	1.5
1	2.0	2.0	2.0	2.0
2	2.5	2.5	2.5	2.5
3	3.0	3.0	3.0	3.0
4	3.5	3.5	3.5	3.5
5	4.0	4.0	4.0	4.0

Checkpoint

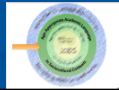
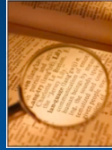
- On any device that is connected to the internet, look up Kahoot on your safari/internet browser.
<https://kahoot.it>
- Use the pin number provided on the screen to log into Kahoot.
- You can either use your name or a pseudonym to log in.
- Get ready to Kahoot! ☺



<https://create.kahoot.it/#survey/c7884b51-357f-4c4d-8907-f7678b20a960>

Main Takeaways

- Instruction should be adjusted so the language demands of a task are varied while cognitive challenge is maintained.
- Educators should include linguistic supports for ELLs, paying specific attention to their diverse language and learning needs in order to empower them to achieve academic success.



TAKEAWAYS

What did you like the most about this PD?	What did you learn?	What would you like to know more about?
My favorite part of the PD/activity/topic was...	I learned (more) about/ how to...	I would like to learn more about...
