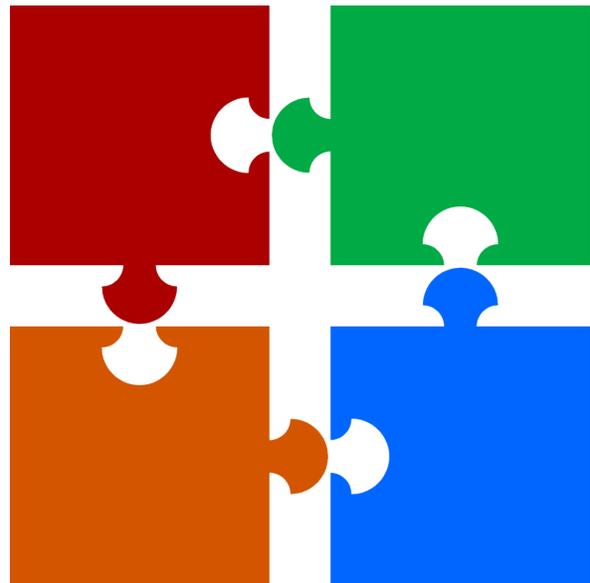
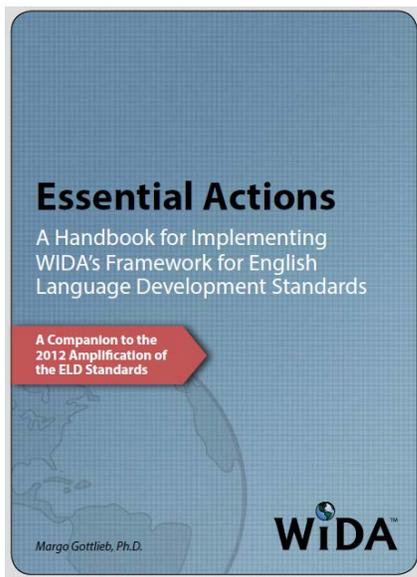




Taking Action!

Ideas for Implementing the WIDA Standards Framework



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<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>
<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>	<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>
<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>	<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>
<p>ACTION 10 Identify the language needed for functional use in teaching and learning.</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>

Gottlieb, M. (2013). *Essential actions: A handbook for implementing WIDA's framework for English language development standards*. Madison, WI: Board of Regents of the University of Wisconsin System on behalf of the WIDA Consortium—www.wida.us.

Evidence of *Essential Actions!*

- Ongoing collaboration between language and content teachers can further the academic development of all students (Davison, 2006-15).
- At the level of classroom instruction for ELLs, “one must do discipline-specific work with academic and discipline-specific language” (Scarcella, 2003, p. 9-11).
- Matching content standards to language standards encourages collaboration among teachers serving ELLs (Morita-Mullaney, 2007-6).
- Tasks that are engaging and provide a reasonable challenge will be both cognitively involving and motivating for ELLs (Ellis, 2005-9).
- By using students’ “funds of knowledge,” we are mobilizing their cultural resources for teaching and learning (Gonzalez, Moll, & Amanti, 2005; Moll, 1992-1).
- Language and content teachers can and must engage in collaborative professional practices for the benefit of ELLs (Lacina, New Levine, & Sowa, 2006-14).
- Influences on second language acquisition include students’ age, age of arrival in U.S. schools, motivation, attitudes, and educational background (Lightbown & Spada, 2006-5).
- The communication goals of each content area guide the choice of language structures, register, and discourse (Askehave & Swales, 2001; Anstrom et al., 2010-2).
- Within curriculum, each content area has its own language or communicative functions (Schleppegrell, 2004-10).
- Tasks that are engaging and provide a reasonable challenge will be both cognitively involving and motivating for ELLs (Ellis, 2005-8).
- Different amounts of time are necessary to reach proficiency depending on where a student begins on the scale (Cook & Zhao, 2011-3).
- Oral language, especially for ELLs, is foundational to literacy and impacts its development (August & Shanahan, 2006-13).
- Inquiry-based, authentic activities can be thought of as more accessible because they draw on gestural and visual modes of communication (Hart & Lee, 2003-7).
- A variety of instructional supports provide the leverage for students to engage in grade-level learning (Egbert & Ernst- Slavitz, 2010; Gottlieb, Katz, & Ernst-Slavitz, 2009; Himmele & Himmele, 2009-12).
- The systematic integration of language, content, and thinking skills often results from activities that are planned and implemented with attention to both language and content (Short, Echevarría, & Richards-Tutor, 2011; Gibbons, 2008-4).

Figure F: An Overlay of the Essential Actions onto the WIDA Standards Matrix

GRADE:



ELD STANDARD:

EXAMPLE TOPIC:

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:	Language Domain(s)	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching	
TOPIC-RELATED LANGUAGE:								