Meeting the Needs of Culturally & Linguistically Diverse Students

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Champion Charter School Excellence
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Session Objectives

- This session will provide elementary and secondary school teachers and administrators information related to the new ESSA Title III requirements related to English learners in NM classrooms.

- Participants will be provided information on how to use the WiDA© English Language Development Standards to scaffold second language acquisition and the development of academic language to support student success aligned to the NMTEACH Observation Protocol.

- Participants will also be provided an overview of the WiDA Essential Practices Handbook as a support to help teachers and administrators plan for the academic success of their EL students.
New Mexico
Initiatives related to supporting EL students

ACCESS: Assessing Comprehension and Communication in English State to State
Every Student Succeeds Act

Under Title III, ESSA deletes the accountability-related provisions of NCLB (because accountability for progress of ELs in gaining English Language proficiency and making academic progress is now incorporated into Title I) but requires states to have standardized statewide entrance and exit procedures.

1. We use the WiDA Access for ELLs
2. We use the W-APT as a screening assessment
3. Exit Criteria in New Mexico (for now) 5.0 Overall Composite on either Tier B or Tier C
Annual Measurable Achievement Objectives (AMAOs)

- **Context:** Many states that implemented new assessments in the 2014-2015 school year are preparing to submit new AMAOs for Eds review and approval in January 2016.

- **ESSA:** States will “establish ambitious State-designed long-term goals... for all students and separately for each sub group of students”. There is no AMAO requirement as there was under NCLB.

- **Going forward for SY 2015-2016:** In January 2016, States do not need to submit AMAO’s for the 2014-2015 or 2015-2016 school years for ED approval.
Annual Measurable Achievement Objectives (AMAO) 1,2,3

- **Context:** Many States were approved for AMAO3 accountability waivers under Title III; districts are implementing interventions based on performance on AMAO 1 (students making progress) and AMAO 2 (exited students).

- **ESSA:** States will “establish ambitious State-designed long term goals... for all students and separately for each subgroup of students.” There is no AMAO requirement as there was under Title III. Goals for EL students are now embedded in Title I and are different from NCLB.

- **Going forward in SY 2015-2016:** ED will require States to make new AMAO accountability determinations based on SY 14-15 and 16-16 assessments.
Reporting Requirements

- **Context:** Reporting requirements exist under NCLB and ESSA.

- **ESSA:** Reporting remains a part of Title I, but AMO’s and AMAOs have a different construction under ESSA

- **Going forward in SY 15-16:** States are still required to publish annual report cards for the 2014-2015 and 2015-2016 school years, and beyond. The components of this reporting include –
  - LEA student achievement compared to State performance
  - Student subgroup information
  - School student achievement compared to all students and subgroups of students in the LEA
  - School student achievement compared to all students and subgroups of student in the State

- **Going forward,** States do not need to include in their reporting a comparison to the States’s AMO for each group of students as described in section IIII (h)(C)(ii) of NCLB
Highlighted in every domain is the need for teachers to understand and address the WIDA© English Language Development Standards and IEPs for students with disabilities.
NM English Language Development Standards & WiDA 2012 Amplified English Language Development Standards
ACCESS:
Assessing Comprehension and Communication in English State to State

Turn and Talk

How is your school currently using the ACCESS for ELL data?
WiDA 2012 Amplification of The English Language Development Standards
The Language of an Apple
Activity
Number 1 to 5

• 1’s - Describe an apple from a Poet’s perspective
• 2’s - Describe an apple from an Economist’s perspective
• 3’s - Describe an apple from a Biologist’s perspective
• 4’s - Describe an apple from a Historian’s perspective
• 5’s - Describe an apple from a Cultural/Social perspective
Variations of Language

- Language of Mathematics
- Language of Science
- Language of Social Studies
- Language of Language Arts
- Language of Computer Science
- General academic language for knowing, thinking, reading, writing, visualizing
- Foundation of home and community language and cultural factors

Adapted from Zwiers (2008)
The Features of Academic Language in WIDA’s Standards

The Features of Academic Language operate within sociocultural contexts for language use.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discourse Level</strong></td>
<td></td>
</tr>
<tr>
<td>Linguistic Complexity</td>
<td>Amount of speech/written text</td>
</tr>
<tr>
<td><em>(Quantity and variety of oral and written text)</em></td>
<td>Structure of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Density of speech/written text</td>
</tr>
<tr>
<td></td>
<td>Organization and cohesion of ideas</td>
</tr>
<tr>
<td></td>
<td>Variety of sentence types</td>
</tr>
<tr>
<td><strong>Sentence Level</strong></td>
<td></td>
</tr>
<tr>
<td>Language Forms and Conventions</td>
<td>Types and variety of grammatical structures</td>
</tr>
<tr>
<td><em>(Types, array, and use of language structures)</em></td>
<td>Conventions, mechanics, and fluency</td>
</tr>
<tr>
<td></td>
<td>Match of language forms to purpose/perspective</td>
</tr>
<tr>
<td><strong>Word/Phrase Level</strong></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Usage</td>
<td>General, specific, and technical language</td>
</tr>
<tr>
<td><em>(Specificity of word or phrase choice)</em></td>
<td>Multiple meanings of words and phrases</td>
</tr>
<tr>
<td></td>
<td>Formulaic and idiomatic expressions</td>
</tr>
<tr>
<td></td>
<td>Nuances and shades of meaning</td>
</tr>
<tr>
<td></td>
<td>Collocations</td>
</tr>
</tbody>
</table>

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the:

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants’ identities and social roles
**ELD Standards**

- Academic language development
- Language-based
- Reflective of the varying stages of second language acquisition
- Representative of social and academic language contexts

**State Content Standards**

- Academic achievement
- Content-based
- Reflective of conceptual development
- Representative of the school’s academic curriculum
Our Standards Framework for English Language Development

Features of Academic Language

Performance Definitions

Standards Matrix
Using WIDA Standards to Shape Interaction Activities

ELD STANDARD 2: The Language of Language Arts

CONNECTION: Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students participate in teacher-guided or media-based read-alouds and relate character traits quoted from the oral text with a partner.

<table>
<thead>
<tr>
<th>COGNITIVE FUNCTION:</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 - Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice</td>
<td>Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because…”)</td>
<td>Identify character traits based on evidence from oral text using visual and graphic support</td>
<td>Make predictions from character traits based on evidence from oral text using visual and graphic support</td>
<td>Infer character traits based on evidence from oral text</td>
<td></td>
</tr>
</tbody>
</table>

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency PROVIDE evidence, direct quotations

Conversation Prompt:
As you listen to the story, jot down notes on possible character traits. Compare them with your partner and predict which will change the most; try to explain how the changes might help the story.

J. Zwiers, 2012 WIDA Debut
## Language Stems for thinking skills and complex ideas

### Identify causes & effects
- I think ....was caused by..., The main cause was probably..., I hypothesize that...caused..., The most likely cause was..., The ... led to ....which led to..., The effects of... were...
- That wasn’t caused by...because..., Just because it happened after ..., doesn’t mean it was caused by...; The...meant that...

### Compare
- They are similar because..., The two differ because one..., while the other..., If we look closely at..., we will see that .... is different from...
- This is much like when...Notice how the two compare. On the other hand, ...

### Interpret
- This part meant that...For us today, it could mean that...
- The author used that analogy because..., It’s a figurative way to describe how..., We predicted that..., yet the data indicate that...
- This means the problem is asking for the solution in units of...

### Solve Problems
- We need to define the problem, The main problem is...The conflict is mainly between...
- There are different ways to solve it, The best solution is...because...
- I think that the answer is...because...
Structured Interaction: Quotation Cafe

1. Choose key quotations from the text and put them on strips.
2. Tell students the title and have them read their own quotation. (They can memorize it, too)
3. Students meet with students who have different quotations, read quotes to each other, and both predict what the text will be about. (They can also ask questions.)
4. They can use frames such as:

   “I predict that the text will be about _____ because _____”
   “Given the clues I have heard so far, such as ______, I think the text will _____”

Title: The Human Body as an Ecosystem
Challenging an Idea: InfoGap-Negotiation Cards

A. The main theme of *To Kill a Mockingbird* was “People are essentially good at heart”:

B. The main theme of *To Kill a Mockingbird* was “People are essentially evil at heart”:

1. Teacher previews key vocabulary on cards & goes over sentence starters.
2. Students read and try to memorize points on the cards.
3. A and B pairs converse (friendly debate) the issue and come to a conclusion. They can look at the cards, if needed.
A: Why do you think the author wrote this story?
B: Maybe to teach us that we should be who we’re born to be.
A: Can you elaborate?
B: You know, in the story Charlie wants to be smart and his operation makes him smart. But then people don’t like him. It wasn’t natural.
A: Hmm. I guess, but I also think it showed that we all can be smart. And so what if science helps us? Science helps us be better in lots of ways.
B: Can you give an example?
A: Like drugs. When we are sick, they help cure us.
B: That’s different. Drugs and operations get us normal.
A: Maybe, OK, but maybe we are supposed to get smarter through science, you know? I guess it depends.
Academic Language

Review: WIDA Features of Academic Language

**Discourse**
- Amount of speech/written text
- Structure of speech/written text
- Density of speech/written text
- Organization and cohesion of ideas (thinking)
- Variety of sentence types

**Sentence**
- Types and variety of grammatical structures
- Conventions, mechanics, and fluency
- Match of language forms to purpose/perspective

**Word/Phrase**
- General, specific, and technical language
- Multiple meanings of words and phrases
- Formulaic and idiomatic expressions; collocations
- Nuances and shades of meaning

J. Zwiers, 2012 WIDA Debut
Academic Language

- Academic Conversation Samples
- InFo Negotiation Cards
- Academic Conversation Placemat
- Practice Conversations
Figure 5B: Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
</table>
| 6- Reaching | • specialized or technical language reflective of the content areas at grade level  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
• oral or written communication in English comparable to English-proficient peers |
| 5- Bridging | • specialized or technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
• oral or written language approaching comparability to that of English-proficient peers when presented with grade level material |
| 4- Expanding | • specific and some technical language of the content areas  
• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| 3- Developing | • general and some specific language of the content areas  
• expanded sentences in oral interaction or written paragraphs  
• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Beginning | • general language related to the content areas  
• phrases or short sentences  
• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | • pictorial or graphic representation of the language of the content areas  
• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support  
• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support |
WIDA Performance Definitions – **Listening and Reading** Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrase Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<tr>
<td><strong>Level 6 - Reaching</strong></td>
<td>Language that meets all criteria through Level 5 - Bridging</td>
<td></td>
</tr>
</tbody>
</table>
| **Level 5 Bridging** | • Rich descriptive discourse with complex sentences  
   • Cohesive and organized related ideas | • Compound, complex grammatical constructions (e.g., multiple phrases and clauses)  
   • A broad range of sentence patterns characteristic of particular content areas | • Technical and abstract content-area language, including content-specific collocations  
   • Words and expressions with shades of meaning across content areas |
| **Level 4 Expanding** | • Connected discourse with a variety of sentences  
   • Expanded related ideas | • A variety of complex grammatical constructions  
   • Sentence patterns characteristic of particular content areas | • Specific and some technical content-area language  
   • Words or expressions with multiple meanings across content areas |
| **Level 3 Developing** | • Discourse with a series of extended sentences  
   • Related ideas | • Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions  
   • Sentence patterns across content areas | • Specific content language, including expressions  
   • Words and expressions with common collocations and idioms across content areas |
| **Level 2 Emerging** | • Multiple related simple sentences  
   • An idea with details | • Compound grammatical constructions  
   • Repetitive phrasal and sentence patterns across content areas | • General content words and expressions, including cognates  
   • Social and instructional words and expressions across content areas |
| **Level 1 Entering** | • Single statements or questions  
   • An idea within words, phrases, or chunks of language | • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)  
   • Common social and instructional forms and patterns | • General content-related words  
   • Everyday social and instructional words and expressions |

…within sociocultural contexts for language use.
WIDA Performance Definitions – **Speaking and Writing** Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Sentence Level</th>
<th>Word/Phrasal Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic Complexity</strong></td>
<td><strong>Language Forms and Conventions</strong></td>
<td><strong>Vocabulary Usage</strong></td>
</tr>
<tr>
<td>Level 6 - Reaching</td>
<td>Language that meets all criteria through Level 5, Bridging</td>
<td></td>
</tr>
</tbody>
</table>
| **Level 5 Bridging** | • Multiple, complex sentences  
 • Organized, cohesive, and coherent expression of ideas  
 | • A variety of grammatical structures matched to purpose  
 • A broad range of sentence patterns characteristic of particular content areas  
 | • Technical and abstract content-area language, including content-specific collocations  
 • Words and expressions with shades of meaning across content areas  
 | **Level 4 Expanding** | • Short, expanded, and some complex sentences  
 • Organized expression of ideas with emerging cohesion  
 | • A variety of grammatical structures  
 • Sentence patterns characteristic of particular content areas  
 | • Specific and some technical content-area language  
 • Words and expressions with expressive meaning through use of collocations and idioms across content areas  
 | **Level 3 Developing** | • Short and some expanded sentences with emerging complexity  
 • Expanded expression of one idea or emerging expression of multiple related ideas  
 | • Repetitive grammatical structures with occasional variation  
 • Sentence patterns across content areas  
 | • Specific content language, including cognates and expressions  
 • Words or expressions with multiple meanings used across content areas  
 | **Level 2 Emerging** | • Phrases or short sentences  
 • Emerging expression of ideas  
 | • Formulaic grammatical structures  
 • Repetitive phrasal and sentence patterns across content areas  
 | • General content words and expressions  
 • Social and instructional words and expressions across content areas  
 | **Level 1 Entering** | • Words, phrases, or chunks of language  
 • Single words used to represent ideas  
 | • Phrase-level grammatical structures  
 • Phrasal patterns associated with common social and instructional situations  
 | • General content-related words  
 • Everyday social and instructional words and expressions  

…within sociocultural contexts for language use.
WIDA’s ELD Standards

Social & Instructional Language

Language of Language Arts

Language of Mathematics

Language of Science

Language of Social Studies

Academic Language

Standard 1  Standard 2  Standard 3  Standard 4  Standard 5
### Organization of the 2007 Standards Matrix

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td>Resources &amp; supplies Identify needed resources or supplies for activities from pictures and oral statements (e.g., &quot;pencil,&quot; &quot;paper,&quot; &quot;computers&quot;)</td>
<td>Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators and math books)</td>
<td>Categorize needed resources or supplies with types of activities from pictures and oral statements (e.g., instructions)</td>
<td>Analyze tasks or projects by activities and match with needed resources based on pictures and oral statements</td>
<td>Evaluate and select needed resources for tasks or projects based on oral discourse</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td>Instructions/Assignments Respond to WH-questions or commands based on oral instructions or visually supported assignments</td>
<td>Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)</td>
<td>Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)</td>
<td>Summarize oral instructions or visually supported assignments</td>
<td>Explain, with details, reasons for instructions or assignments appropriate for grade level</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td>Use of information Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., oral posters)</td>
<td>Identify sentence-level information on socially-related topics from indicated paragraphs</td>
<td>Summarize information on socially-related topics from indicated paragraphs</td>
<td>Interpret information on socially-related topics from visually supported text (e.g., direction for web games)</td>
<td>Infer information on socially-related topics from text</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>School life Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)</td>
<td>Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)</td>
<td>Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T-chart)</td>
<td>Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers</td>
<td>Propose changes to school life and give reasons for choices (e.g., policies or procedures)</td>
</tr>
</tbody>
</table>

**ELP Standard 1: Social and Instructional Language, Summative Framework**

**Grades 6-8**
### ELD STANDARD 4 - The Language of Science

**EXAMPLE TOPIC:** Forms of energy

**Cognitive Function:** Students at all levels of English language proficiency will **analyze** energy transfer.

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking</strong></td>
<td><strong>STAND</strong></td>
<td><strong>MPI</strong></td>
<td><strong>STAND</strong></td>
<td><strong>MPI</strong></td>
</tr>
<tr>
<td>State how energy transfers using visual supports (e.g., “heat,” “light,” “sound”)</td>
<td>Give examples of how energy transfers using sentence frames and graphic supports</td>
<td>Describe how energy transfers using sentence frames and graphic supports (e.g., “____ energy is transferred, ____ energy is stored.”)</td>
<td>Compare and contrast how energy transfers using graphic supports</td>
<td>Discuss how energy transfers using graphic supports</td>
</tr>
</tbody>
</table>

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WIDA Consortium

Intro to WIDA ELD Standards 31
Grade Levels & Clusters

2007 ELP Standards
- PreK-Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

2012 ELD Standards
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grades 9-10
- Grades 11-12
Language Domains

**Listening**
Process, understand, interpret and evaluate spoken language in a variety of situations

**Speaking**
Engage in oral communication in a variety of situations for a variety of purposes and audiences

**Reading**
Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

**Writing**
Engage in written communication in a variety of situations for a variety of purposes and audiences
COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE energy transfer.

LEVEL 1 - Entering:
State how energy transfers using visual supports (e.g., “heat,” “light,” “sound”)

LEVEL 2 - Emerging:
Give examples of how energy transfers using sentence frames and graphic supports (e.g., “____ energy is transferred. ____ energy is stored.”)

LEVEL 3 - Developing:
Describe how energy transfers using sentence frames and graphic supports (e.g., “____ energy is transferred. ____ energy is stored.”)

LEVEL 4 - Expanding:
Compare and contrast how energy transfers using graphic supports

LEVEL 5 - Bridging:
Discuss how energy transfers using graphic supports

LEVEL 6 - Reaching:

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy.
Standards Connection

- Provides a direct connection to grade-level content standards, including:
  - The Common Core State Standards (CCSS)
  - The Next Generation Science Standards
  - Other state standards

- The example below draws from the CCSS:

**ELP STANDARD 2: Language of Language Arts**

**EXAMPLE TOPIC: Narration**

**CONNECTION:** Common Core Reading Standards for Literature, Craft and Structure #6 (Grade 4): Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Example Context for Language Use

• Highlights the importance of teaching language in a meaningful context

• Provides examples for teachers to think about possible:
  • instructional tasks
  • audiences
  • registers
  • genres

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore features of print in a variety of books with unique topics, formatting, and styles.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.
Cognitive Function

- Adopted terms from Bloom’s revised taxonomy

- All MPIs across a strand now relate to a common cognitive function

- Expect higher cognitive functioning from ALL students
Cognitive Function

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
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<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Label drawings</td>
<td>Describe the stages</td>
<td>Describe in detail the stages</td>
<td>Discuss the stages</td>
<td>Reproduce stories</td>
</tr>
</tbody>
</table>

Analyze
• Gives students access to a grade-level language-rich environment while they are acquiring English

• Grade 3 *Language of Mathematics* example:

**TOPIC-RELATED LANGUAGE**: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: square unit, unit squares, length, width, area
The Elements of the MPI

The Language

Function

The Content

Stem/Example Topic

The Support
The Model Performance Indicator (MPI) consists of three elements:

- **Language function**: describes how students use language to demonstrate their proficiency

- **Content stem/example topic**: specifies context for language instruction; derived from state content standards

- **Support**: sensory, graphic, or interactive resources embedded in instruction and assessment that help students construct meaning from language and content
Elements of MPIs

Follow oral directions to design area maps using manipulatives and illustrated examples in small groups

Language Function

Content Stem/Example Topic

Instructional Support
<table>
<thead>
<tr>
<th>Language Function</th>
<th>The Model Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Describe</em> objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)</td>
<td></td>
</tr>
<tr>
<td>labeled natural objects (e.g., sources) to make from magazine</td>
<td></td>
</tr>
<tr>
<td>Search for words and pictures in big books or illustrated trade books associated with natural objects</td>
<td></td>
</tr>
<tr>
<td>Identify illustrative phrases associated with the use of natural resources in activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>demonstrations using real-life objects (e.g., “Show me which is the fastest: bikes, buses, airplanes.”)</td>
</tr>
<tr>
<td>objects of land or sky observation, photographs or models</td>
<td></td>
</tr>
<tr>
<td>State relationships between objects or sky using diagrams, photographs or models (e.g., “Mercury is closest to the sun.”)</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The table above is from the Intro to WIDA ELD Standards by WIDA Consortium.
<table>
<thead>
<tr>
<th>Describing using language (e.g., “Push. Watch it move. stop.”)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>backwards. The car then goes forwards. Finally, it stops.”)</td>
<td>State relationships between objects of the earth or sky using diagrams, photographs or models (e.g., “Mercury is closest to the sun.”)</td>
<td>searching for words and phrases associated with natural objects (e.g., “Look for things that are big and yellow.”)</td>
</tr>
<tr>
<td>Describe objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)</td>
<td>Identify illustrated resources in activities with the use of natural language (e.g., “Look for things that are big and yellow.”)</td>
<td></td>
</tr>
<tr>
<td>Labeled natural objects (e.g., sources) to make from magazine</td>
<td>Search for words and pictures in big books or illustrated trade books associated with natural objects (e.g., “Look for things that are big and yellow.”)</td>
<td></td>
</tr>
</tbody>
</table>
### The Model Performance Indicator

**Support or Strategy**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe objects of the earth or sky</strong> from observation, photographs or models (e.g., “The sun is big and yellow.”)</td>
<td>**Search for words and pictures in big books or illustrated trade books associated with natural scenes (e.g., “The wind blows.”)</td>
<td>**Identify illustrated phrases associated with the use of natural resources in activities (e.g., “Cut the wood.”)”</td>
</tr>
<tr>
<td>**Demonstrating understanding of real-life objects (e.g., “Show me which is the fastest: bikes, buses, airplanes.”)”</td>
<td>**State relationships between objects on or sky (e.g., “Mercury is closest to the sun.”)”</td>
<td>**Buffering (e.g., “Push. Watch it move. Stop.”)”</td>
</tr>
<tr>
<td><strong>Objects of earth or sky observation, photographs or models</strong></td>
<td>**Labeled natural scenes (e.g., sources)” to make from magazine pictures”</td>
<td>**Review of labeled natural scenes (e.g., sources)” to make from magazine pictures”</td>
</tr>
</tbody>
</table>
### Support Examples

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Real-life objects (realia)</td>
<td>- Charts</td>
<td>- In pairs or partners</td>
</tr>
<tr>
<td>- Manipulatives</td>
<td>- Graphic organizers</td>
<td>- In triads or small groups</td>
</tr>
<tr>
<td>- Pictures &amp; photographs</td>
<td>- Tables</td>
<td>- In a whole group</td>
</tr>
<tr>
<td>- Illustrations, diagrams &amp; drawings</td>
<td>- Graphs</td>
<td>- Using cooperative group structures</td>
</tr>
<tr>
<td>- Magazines &amp; newspapers</td>
<td>- Timelines</td>
<td>- With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>- Physical activities</td>
<td>- Number lines</td>
<td>- In the native language (L1)</td>
</tr>
<tr>
<td>- Videos &amp; Films</td>
<td></td>
<td>- With mentors</td>
</tr>
<tr>
<td>- Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Specific Examples of Sensory Supports

<table>
<thead>
<tr>
<th>Supports related to the Language of Language Arts</th>
<th>Supports related to the Language of Mathematics</th>
<th>Supports related to the Language of Science</th>
<th>Supports related to the Language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated word/phrase walls</td>
<td>Blocks/Cubes</td>
<td>Scientific instruments</td>
<td>Maps</td>
</tr>
<tr>
<td>Felt or magnetic figures of story elements</td>
<td>Clocks, sundials and other timekeepers</td>
<td>Measurement tools</td>
<td>Globes</td>
</tr>
<tr>
<td>Sequence blocks</td>
<td>Number lines</td>
<td>Physical models</td>
<td>Atlases</td>
</tr>
<tr>
<td>Environmental print</td>
<td>Models of geometric figures</td>
<td>Natural materials</td>
<td>Atlases</td>
</tr>
<tr>
<td>Posters or displays</td>
<td>Calculators</td>
<td>Actual substances, organisms or objects of investigation</td>
<td>Compasses</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>Protractors</td>
<td>Posters/Illustrations of processes or cycles</td>
<td>Timelines</td>
</tr>
<tr>
<td>Photographs</td>
<td>Rulers, yard/meter sticks</td>
<td></td>
<td>Multicultural artifacts</td>
</tr>
<tr>
<td>Cartoons</td>
<td>Geoboards</td>
<td></td>
<td>Arial &amp; satellite photographs</td>
</tr>
<tr>
<td>Audio books</td>
<td>Counters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs/Chants</td>
<td>Compasses</td>
<td></td>
<td>Video clips</td>
</tr>
<tr>
<td></td>
<td>Calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

# Example Use of Graphic Organizers

<table>
<thead>
<tr>
<th>ELP standard</th>
<th>1 - Social and Instructional language</th>
<th>2 - The language of Language Arts</th>
<th>3 - The language of Mathematics</th>
<th>4 - The language of Science</th>
<th>5 - The language of Social Studies</th>
</tr>
</thead>
</table>
| Venn Diagrams - Comparing and Contrasting Two Entities | - Two friends or family members  
- Two traditions | - Two characters  
- Two settings  
- Two genres | - Two operations  
- Two geometric figures  
- Two forms of proportion | - Two body systems or organs  
- Two animals or plants | - Two conflicts  
- Two forms of government  
- Two forms of transportation |
| T-Charts - Sorting or Categorizing Objects or Concepts | - Colors  
- Classroom objects | - Facts/Opinions  
- Points of view  
- Pros/Cons | - Area/Perimeter  
- Fractions/Decimals  
- Addition/Subtraction | - Forms of matter  
- Forms of energy  
- Senses  
- Vertebrates/Invertebrates | - Types of transportation  
- Types of habitats |
| Cycles - Producing a Series of Connected Events or a Process | - Conflict/Resolution  
- School or classroom routines | - Plot lines | - Steps in problem-solving | - Scientific inquiry  
- Life cycles  
- Water cycle | - Elections in a democracy  
- Passage of a law |
| Cause and Effect - Illustrating a Relationship | - Classroom or school rules  
- Health and safety at home or in school | - Responses of characters to events | - Variables in algebraic equations  
- Geometric theorems | - Chemical reactions  
- Adaptation  
- Weather events | - Political movements  
- Economic trends |
| Semantic Webs - Connecting Categories to Themes or Topics | - Personal interests  
- Idiomatic expressions  
- Multiple meanings of words and phrases | - Root words and affixes  
- Main idea/Details | - Types and features of polygons  
- Types and characteristics of angles | - Foods and their nutritional ingredients  
- Types and characteristics of rocks | - Types of human and civil rights  
- Impact of economic policies |

A Blank Template for customizing strands

**Grade:**

**ELD Standard:**

**Example Topic:**

**Connection:**

**Example Context for Language Use:**

**Cognitive Function:**

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 Reaching</th>
</tr>
</thead>
</table>

**Domain:**

**Topic-Related Language:**
CAN DO Descriptors

• Provide teachers with information on the language students are able to understand and produce in the classroom in within all five ELD standards.

• Available in both English and Spanish for the following grade-level clusters:

  PreK-K       Grades 6-8
  Grade 1-2    Grades 9-12
  Grades 3-5
Let’s plot Jose Carlos’ ACCESS for ELLs results on the CAN DO Descriptors:

- Listening 4.1
- Speaking 6.0
- Reading 5.0
- Writing 3.8
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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
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</tr>
</tbody>
</table>

**LISTENING**
- 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.")

**SPEAKING**
- 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

**Level 4**
- 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-construct scenarios from oral reading

**Level 6 - Reaching**
- 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

4.1

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.
## 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
- 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

### Level 2: Beginning
- 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

### Level 3: Developing
- 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

### Level 4: Expanding
- Order paragraphs
- Identify summaries of passages
- Identify figurative language (e.g., “dark as night”)
- Interpret classic 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)

### Level 5: Bridging
- 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

### Level 6: Reaching

**3.8**

- 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)

**5.0**

- Complete patterns 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

- 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

- 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)

- Create expository text to explain graphs/charts
- Produce research reports using multiple sources/citations
- Begin using analogies
- Critique literary essays or articles
WiDA Essential Actions

- Ideas for School-wide next steps

| ACTION 1: Capitalize on the inroads and experiences that have been made to develop and enrich their academic language. |
| ACTION 2: Analyze the academic goals and standards related to the language used in grade-level teaching and learning. |
| ACTION 3: Apply the foundational knowledge of ELLs, including their language proficiency profiles, to planning differentiated language teaching. |
| ACTION 4: Comprehend language and content to make teaching relevant and meaningful for ELLs. |
| ACTION 5: Focus on the developmental nature of language learning within grade-level curricula. |
| ACTION 6: Repurpose content standards and language development standards including the content area learning. |
| ACTION 7: Understand the language needed for functional and academic language learning. |
| ACTION 8: Provide opportunities for all ELLs to engage in higher-order thinking. |
| ACTION 9: Create supportive learning environments that provide opportunities for language practice and use. |
| ACTION 10: Plan for language scaffolding and learning around discipline-specific topics. |
| ACTION 11: Provide opportunities for all ELLs to engage in higher-order thinking. |
| ACTION 12: Use instructional supports to help scaffold language learning. |
| ACTION 13: Collaborate with colleagues in planning for language and content teaching and learning. |
| ACTION 14: More responsibility is given to ELLs and teachers as language teachers and support of one another within communities of practice. |
Contact Information

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