What is the WIDA Framework?

What is WIDA?

✗ WIDA is a consortium of 39 State Education Agencies

✗ This is Florida's second year as a member of the WIDA Consortium.

✗ "WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators" (Mission & the WIDA story).
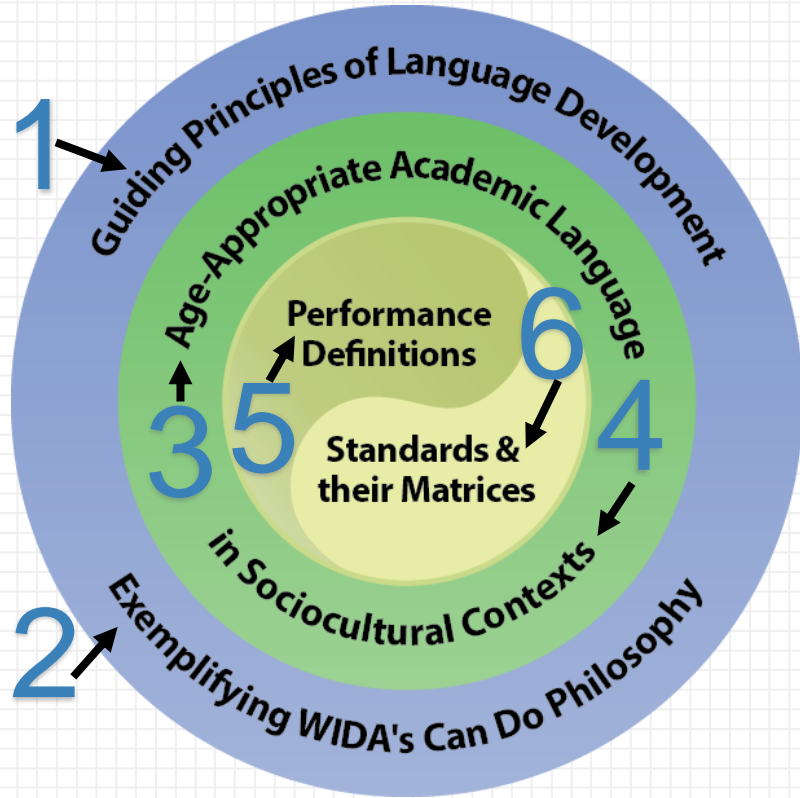
The WIDA Framework

Guiding Principles

Ten research–based principles guide all of the work that WIDA does. These principles are:

- Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
- Students' home, school, and community experiences influence their language development.
- Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
- 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.
- Students learn language and culture through meaningful use and interaction.
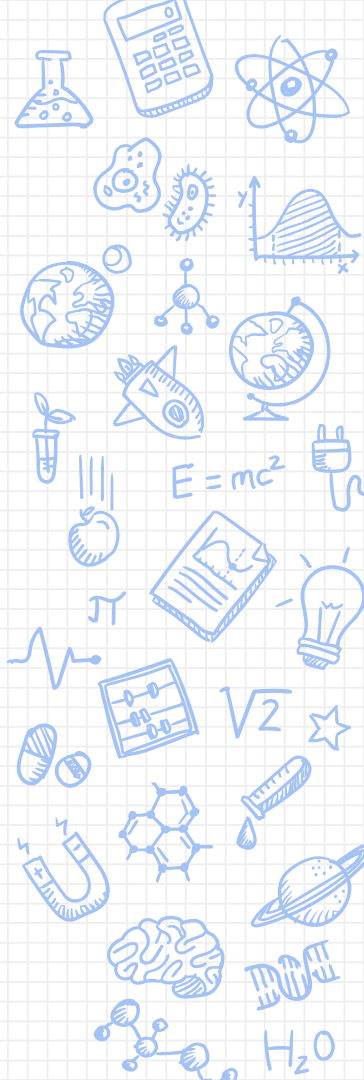
Guiding Principles cont.

- Students use language in functional and communicative ways that vary according to context.
- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
- Students' development of academic language and academic content knowledge are inter-related processes.
- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
- Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

The WIDA Can Do Philosophy

WIDA operates within the "Can Do" philosophy. WIDA firmly believes that English Language Learners can do anything native English speakers can do. The Can Do Philosophy is below.

At WIDA, we believe that everyone brings valuable resources to the education community. Linguistically and culturally diverse learners, in particular, bring a unique set of assets that have the potential to enrich the experiences of all learners and educators. As these young children and students learn additional languages, educators can draw on these assets for the benefit of both the learners themselves and for everyone in the community. By focusing on what language learners can do, we send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds contribute to the vibrancy of our early childhood programs and K–12 schools.

The efforts of every stakeholder in the school community, from home care providers to superintendents, can enhance the education of language learners. The more we know about their cultural backgrounds, home environments and formative experiences, and the positive contributions these experiences afford our school communities, the more effective standards–based instruction will be. We believe practitioners and educators have the power to recognize and unleash the potential that language learners bring to their learning communities.

Everything WIDA does is supported by the Can Do Philosophy. Our work begins with articulating examples of language learners' assets, and continues with how we support education systems, how we design our products, and how we conduct our research.

Age-Appropriate Academic Language in Sociocultural Contexts

WIDA breaks language into three levels. Additionally, the sociocultural contexts in which an English language learner is operating determines how the language is used. See the chart below for more information.

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

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

Language levels

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

Sociocultural Contexts

Performance Definitions

WIDA breaks language domains into two levels: productive (speaking and writing) and receptive: (listening and reading). WIDA provides performance definitions based on the three language levels previously discussed. WIDA provides six language proficiency levels in these definitions at each level which can help teachers determine what English Language Learners can do in the different domains and levels. Below are the productive performance definitions.

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...

Language Proficiency Level	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching	Language that meets all criteria through Level 5, Bridging		
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
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 and social/instructional situations	• 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	• General content words and expressions • Social and instructional words and expressions across the 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/ instructional situations	• General content-related words • Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Performance Definitions

WIDA breaks language domains into two levels: productive (speaking and writing) and receptive: (listening and reading). WIDA provides performance definitions based on the three language levels previously discussed. WIDA provides six language proficiency levels in these definitions at each level which can help teachers determine what English Language Learners can do in the different domains and levels. Below are the receptive performance definitions.

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…

Language Proficiency Level	Discourse Level — Linguistic Complexity	Sentence Level — Language Forms and Conventions	Word/Phrase Level — Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
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 and social/instructional situations	• Specific content language, including expressions • Words and expressions with common collocations and idioms
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns within content areas and social/instructional situations	• General content words and expressions, including cognates • Social and instructional words and expressions across the 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 patterns/forms	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

Standards & their Matrices

WIDA provides five English Language Development standards which should guide instruction for English Language Learners. These standards are K-12 standards which are available on cPalms. The remaining slides provide examples of each of these standards.

	Standard	Abbreviation	Code
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional Language	ELD.K12.ELL.SI.1
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts	ELD.K12.ELL.LA.1
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics	ELD.K12.ELL.MA.1
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science	ELD.K12.ELL.SC.1
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area	The language of Social Studies	ELD.K12.ELL.SS.1

Standard 1: Social & Instructional Language

ELLs **communicate** for **SOCIAL & INSTRUCTIONAL** purposes within the school setting.
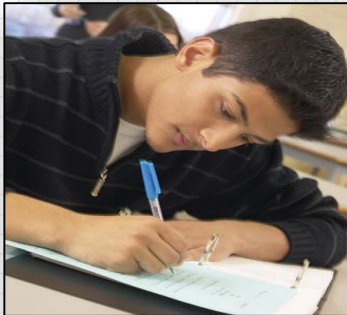

- Today is Monday.
- Where is the book?
- I work after school.
- Label the map.
- Describe the correct procedure.
- Write your answers in detail to explain the process you used.
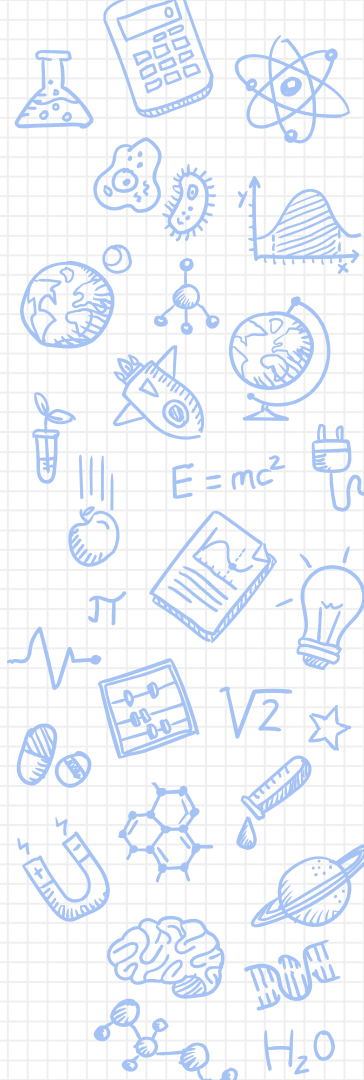
Standard 2: Language Arts

ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

- Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle and ending.
- Identify and use past, present, and future verb tenses properly in writing and speaking.
- Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Standard 3: Math

ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

- Which expression is not equivalent to $(a+b)(x+y)$?
- If $(x+2)^n(x-2)=(x+2)(x^2-4)$ for all values of x, what is the value of n?
- Use the cubes to solve the word problem. Choose the number sentence that shows the equation.
- Graph the following function on the grid.

  $f(2)=-4$ $f(5)=-3$
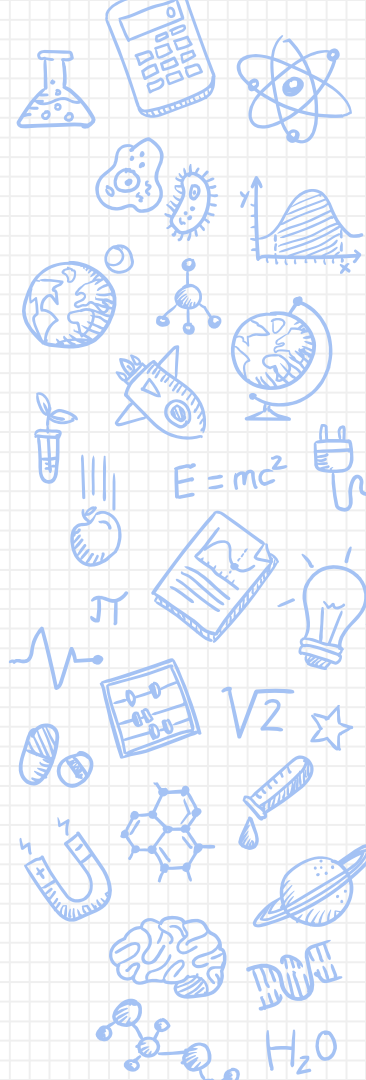
Standard 4: Science

ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

- Make a statement of probability that predicts what the frequency of traits would be in the bacterial population at Time 4, if none of these traits provided a reproductive advantage to the bacteria over the other traits within the environment of the petri dish.
- Create a scatterplot showing the change in the frequency of the two traits over many generations.
- Make a claim for which antibiotic you think the antibiotic resistance traits provides protection from.

Standard 5: Social Studies

ELLs **communicate** information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

- Compare the lives and contributions of Native Americans, such as the Iroquois in the Northeast, the Blackfeet of the Plains, and the Pueblo of the Southwest.
- Demonstrate understanding of the rise and influence of two political parties in the 1800s.
- Compare and contrast the goals and actions of the Allied and Axis powers during World War II.
- Demonstrate knowledge of economics by explaining the importance of barter, credit, trade, supply and demand.