Integrating WIDA ELD Standards to Differentiate Instruction

Urban ELL Directors and Literacy Leaders Meeting

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Presentation Essential Questions

★ Why differentiate?
★ What do we differentiate?
★ How do we differentiate?

Examining an example from *WIDA Focus On: Differentiation (Part I)*

★ What did Mr. Nelson do?
★ What are top priorities for this work?

Why Differentiate?

★ Differentiation is a foundational principle of the WIDA ELD Standards

★ *EQUITY*:

★ To give ELLs access to *grade-level* content area instruction that is comprehensible and challenging

★ To tailor instruction in a way that addresses students language *needs*

★ To scaffold and support ELLs development of English language *proficiency*
## What do we Differentiate?

**MUST differentiate…**
- Language-based expectations *(language objectives)*
- Scaffolding and supports
- In assignments and assessments

**Should NOT differentiate…**
- Content area topic from the standards
- Content objectives
- Higher order thinking skills
How do we Differentiate?

★ How do you differentiate?

★ What did Mr. Nelson do in the *WIDA Focus on Differentiation* article?
## How do we Differentiate?

<table>
<thead>
<tr>
<th>Steps</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select standards-based content or topic <em>(content objective)</em></td>
<td>Curriculum MA Frameworks</td>
</tr>
<tr>
<td>Identify language-based expectations for students at each level of proficiency <em>(language objectives, language functions)</em></td>
<td>CAN DO Descriptors Model Performance Indicators (MPIs) Rubrics</td>
</tr>
<tr>
<td>Identify appropriate scaffolds and supports</td>
<td></td>
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</tbody>
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What did Mr. Nelson do?

- Content topic: *Features of the rainforest before and after deforestation*

- Students:
  - Marco, Level 1 ELL in all language domains
  - Julia, Level 3 ELL but Level 2 in Writing
  - Amitabh, Level 3 ELL but Level 5 in Writing

- Language Objectives:
  - Describe, compare, persuade
  - Vocabulary and grammar

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What did Mr. Nelson do?

All Students
⭐ Write a three-paragraph comparative essay using descriptive language, a variety of academic vocabulary, and complex sentences
⭐ Field trip
⭐ Graphic organizer
⭐ Vocabulary Chant
⭐ Grade-level rainforest texts

Amitabh (Level 5)
⭐ Language-based expectations similar to those provided to proficient students
⭐ Regular supports PLUS:
⭐ Written lyrics for the chant
⭐ Bilingual dictionary

Source: Adapted from WIDA Focus on Differentiation Part 1. [www.wida.us/get.aspx?id=526](http://www.wida.us/get.aspx?id=526)
What did Mr. Nelson do?

Marco (Level 1)
- Produce descriptive words or phrases
- T-chart with vocabulary word picture cards
- Realia
- Texts with pictures
- Think-aloud demo of labeling
- Photos of deforestation

Julia (Level 2)
- Write simple sentences using descriptive language and occasional academic vocabulary
- Venn Diagram
- Texts with pictures
- Realia
- Text with pictures
- Think aloud demo of sentence writing
- Photos of deforestation

Source: Adapted from WIDA Focus on Differentiation Part 1. [www.wida.us/get.aspx?id=526](http://www.wida.us/get.aspx?id=526)
The Big Picture

1. Content Objective

2. Language functions, objectives

3. Scaffolds and supports

Student Profile

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What are top priorities for this work?

★ Understanding language demands embedded in MA Content Frameworks
   ★ Identifying language demands and functions needed to access content area standards

★ Familiarity with WIDA proficiency levels
   ★ Understanding language expectations at different proficiency levels
   ★ Identifying and implementing appropriate supports and scaffolds
What are top priorities for this work?

- Strategies for learning about ELLs language abilities
- Collaboration
  - Key district leaders
  - Content area and ESL teachers
  - Partnering with other districts
- Deciding on a curriculum product that makes sense
  - WIDA 2012 Amplified Standards lesson template
  - Model Units or Lesson plans