Integrating WIDA into Bilingual Content Area Instruction

Axis

North Pole

South Pole

Direction of Earth's spin

Equator

Sun's rays
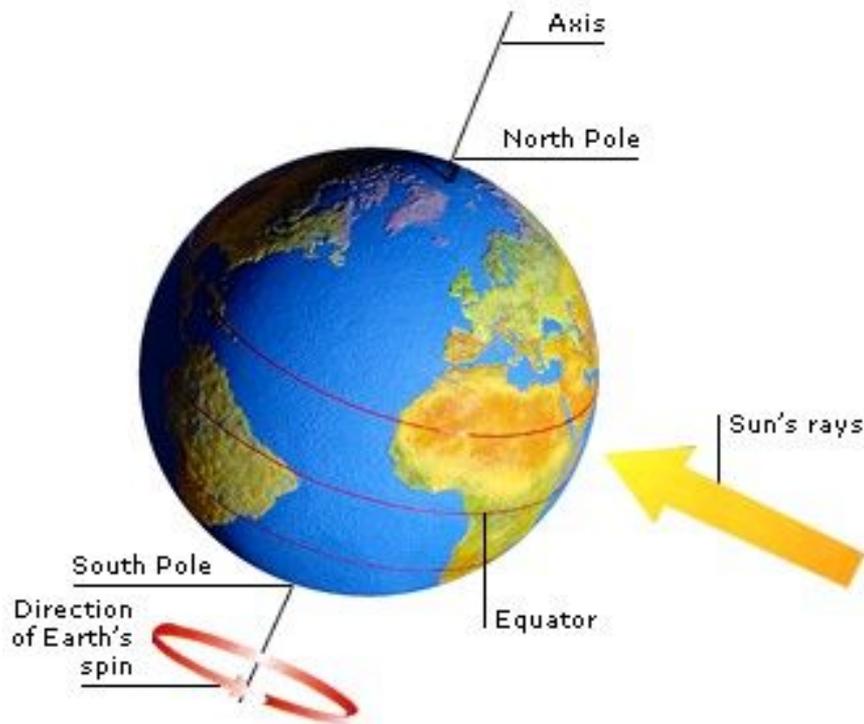
Paulina Mitropoulos
Bilingual Science Teacher
Certified WIDA Trainer

MATSOL Conference 2016

Who's in the room?

How do you currently integrate content and language in your instructional planning process?

Content Objective:

Participants will analyze an instructional planning process to integrate and develop content and language into the planning process
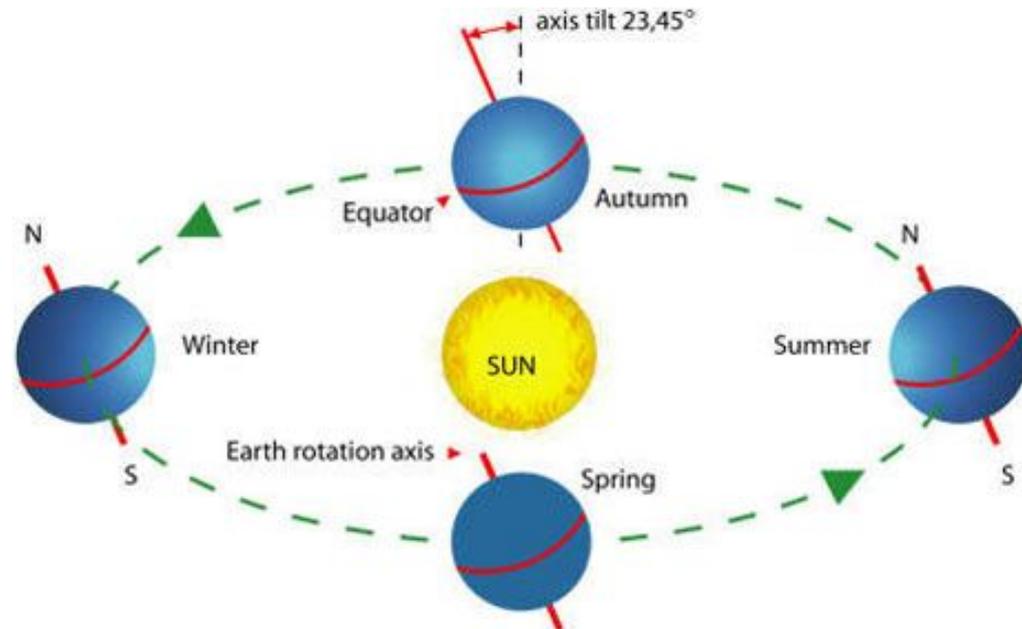
Language Objective:

Participants will discuss how to incorporate an instructional planning tool into their own teaching context
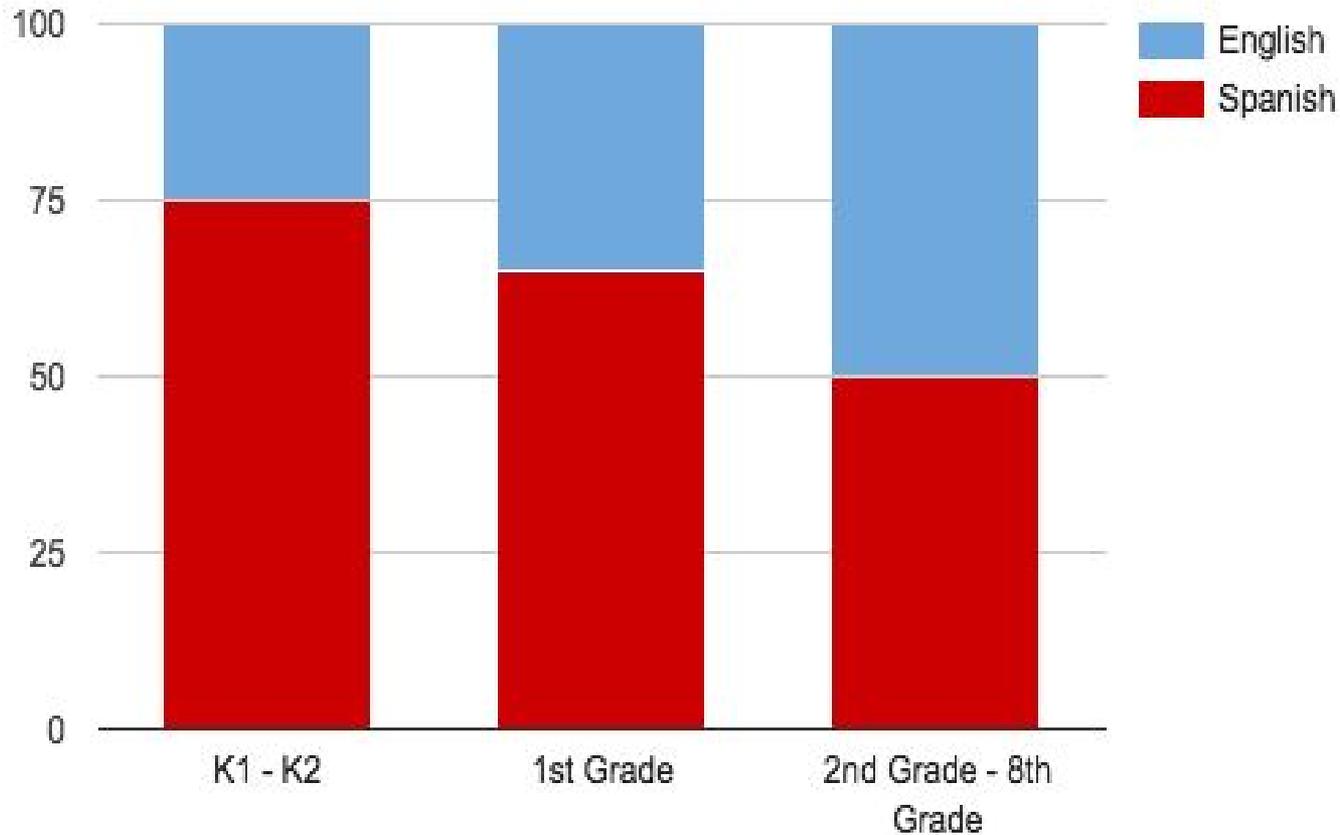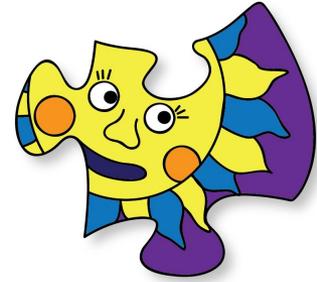
Agenda

★ School Context and Students

★ Science Practices

★ WIDA's Academic Language

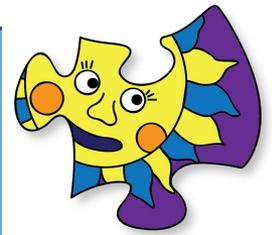★ Planning and Integrating Content and Language

★ Instructional Planning Tool

Language Model at Rafael Hernández K-8 Dual Language School

	K1 - K2	1st Grade	2nd Grade - 8th Grade
Spanish	75	65	50
English	25	35	50

Rafael Hernández Enrollment by Race/Ethnicity ('15-'16)

Race	% of School	% of District
Hispanic	**92.2**	41.5
White	**4.0**	14.2
African American	**2.3**	32.4
Multi-Race, Non-Hispanic	**1.5**	2.8
Asian	**0.0**	8.7
Native American	**0.0**	0.3
Native Hawaiian, Pacific Islander	**0.0**	0.2

Rafael Hernández Enrollment By Special Populations ('15-'16)
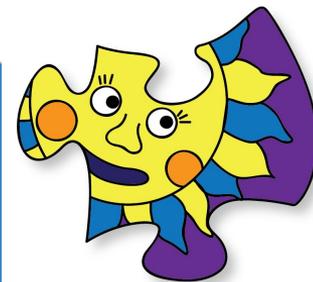
Title	% of School	% of District
High Needs	**84.0**	72.4
First Language not English	**76.7**	47.8
English Language Learner	**57.1**	30.3
Economically Disadvantaged	**54.6**	49.5
Students With Disabilities	**10.5**	19.6

Massachusetts Department of Elementary and Secondary Education, 2015 School Enrollment Data

Who are our ELL students?

Hernández School ELL Data 2015-2016
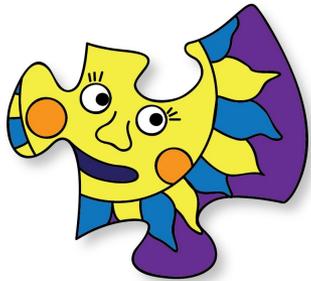
Grade Levels	ELD Levels					Total ELLs per Grade
	1	2	3	4	5	
K1			23	14		37
K2	2	4	16	10		32
1	1	2	14	13		30
2	1	11	13	5	8	38
3		1	15	10	4	30
4		1	12	6	3	22
5			1	12	1	14
6			1	8	5	14
7			1	2	4	7
8			2	4	2	8
Total ELLs per ELD Level	4	19	98	84	27	232

KEY PRACTICES FOR K-12 SCIENCE CLASSROOMS

1. Asking questions (for science) and defining problems (for engineering)

2. Developing and using models

3. Planning and carrying out investigations

4. Analyzing and interpreting data

5. Using mathematics and computational thinking

6. Constructing explanations (for science) and designing solutions (for engineering)

7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas (page 42)

What are the Key Uses to communicate content?	What does it mean?	Some Examples
RECOUNT	To display knowledge or narrate experiences or events	- Information reports - Biographies - Historical accounts - lab reports
EXPLAIN	To clarify the "why" or the "how" of ideas, actions, or phenomena	- Presentations - Classroom discussions - Projects and research papers examining relationships, causes and effect, components of systems, natural or historic phenomena
ARGUE	To persuade by making claims supported by evidence	- Debates - oral presentations defending points of view - Persuasive texts - Critiques - Scientific arguments/ conclusions
DISCUSS	To interact with others to build meaning and share knowledge	- Academic conversations on various topics - Small or large group activities or projects

CAN DO Descriptors Key Uses Edition 2016

WiDA™

Features of Academic Language in WIDA's Standards

> What academic language is used to communicate content?

The Features of Academic Language operate within 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

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

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Las características del lenguaje académico en los estándares de WIDA

Las características del lenguaje académico se ubican dentro de un contexto sociocultural para el uso del lenguaje.

	Criterios para el desempeño	Características
En el discurso	**Complejidad lingüística** *(Cantidad y variedad de texto oral o escrito)*	Cantidad de texto hablado/escrito Estructura del texto hablado/escrito Densidad del texto hablado/escrito Organización y cohesión de ideas Variedad en tipos de oraciones
En la oración	**Formas y convenciones del lenguaje** *(Tipos, variedad y uso de estructuras del lenguaje)*	Tipos y variedad de estructuras gramaticales Convenciones, reglas y fluidez Uso de formas del lenguaje apropiadas al propósito/perspectiva
En la palabra y/o en frase	**Uso del vocabulario** *(Elección de palabras y frases específicas)*	Lenguaje general, específico y técnico Significados múltiples de palabras y frases Expresiones típicas y predecibles Significados semejantes con diferencias tenues Locuciones del lenguaje

Los contextos socioculturales para el uso del lenguaje incluyen la interacción entre el estudiante y el ambiente en el que se encuentra, el cual incluye...

- el registro
- el género/tipo de texto
- el tema
- la actividad/la situación
- las identidades de los participantes y los roles sociales

WIDA

WIDA's Language Supports

Figure K: Examples of Sensory, Graphic, and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	
Videos & films		In the native language (L1)
Broadcasts		With mentors
Models & figures		

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Content and Language Integration

Instructional Strategy	WIDA *Support Type & Academic Lang. Level*	Content *How does it develop content?*	Language *How does it develop language?*
Scaffolded Information Table	★ Graphic ★ Word/ Sentence	★ Organizes content ★ Structures content	★ Highlights key vocab ★ Uses sentence frames for key concepts
Infographic	★ Sensory ★ Word/ Sentence	★ Connects content words & concepts with visual representation	★ Apply content word & concept knowledge to visual representation
Scientific Explanations	★ Interactive ★ Sentence/ Discourse	★ Integrates content concepts	★ Vocab lists ★ Sentence starters ★ Practice orally

# Planning for Content & Language Development

★ *What are the key science concepts for this unit?*

★ *What is the academic language in this unit?*

★ *What is the final product/ assessment for this unit?*

★ *How can the science concepts be broken down into specific lessons?*

★ *What are the specific content and language objectives of the lessons?*

★ *Which science practices are targeted within each lesson?*

★ *What are they key uses to communicate the content?*

★ *Which strategies and supports develop students' content and language?*

★ *What pre-assessment can gather data on students' content and language knowledge?*

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Instructional Planning Tool *for Content and Language Development*

★ *Where do you see a focus on content?*

★ *Where do you see a focus on language?*
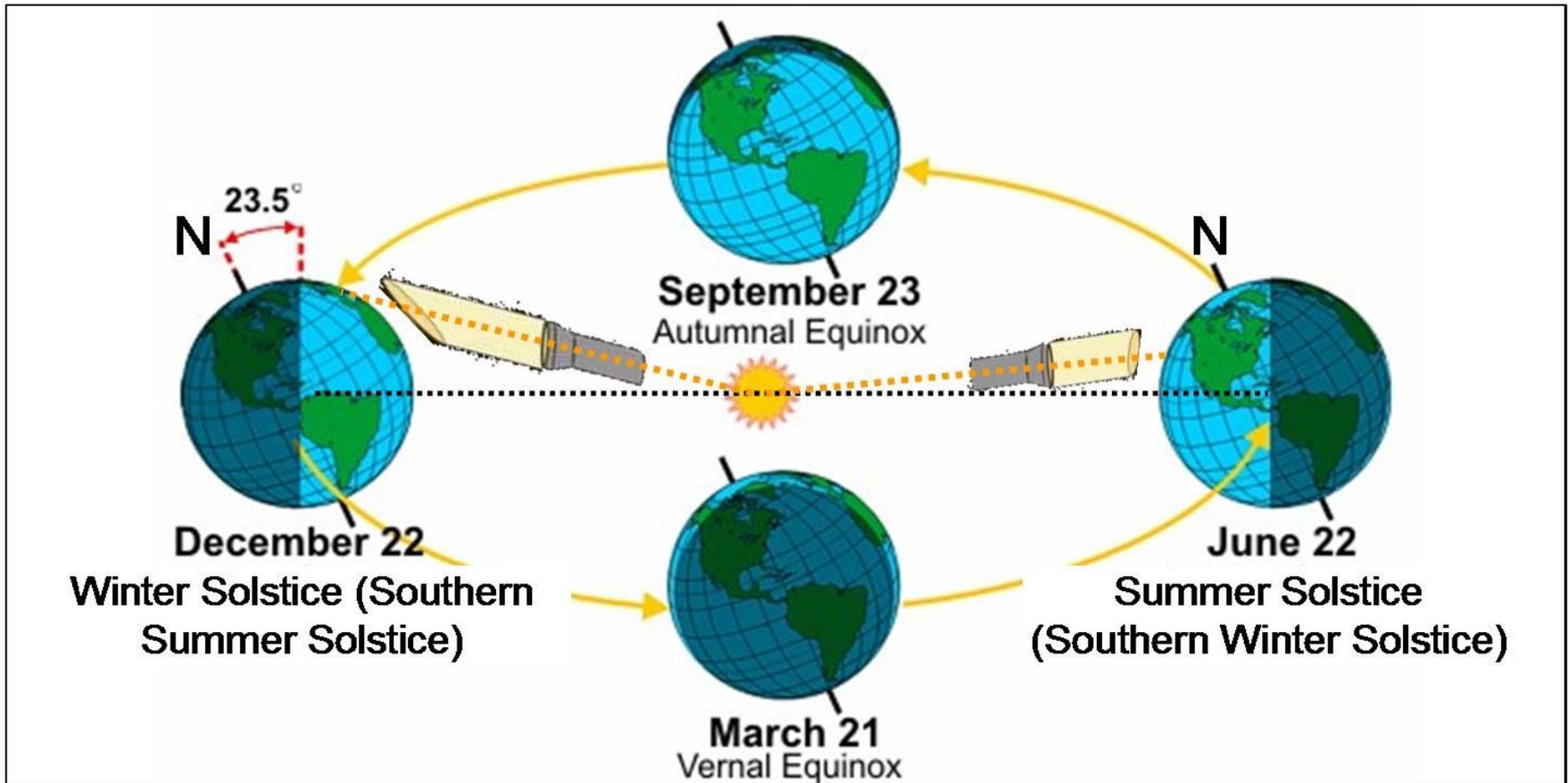
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