**UNPACKING ACADEMIC LANGUAGE**

Consider what language your students will be processing and producing at their particular ELP levels: *See Performance Definitions below!*

This chart can be useful:

a) In UbD Stage 1 as you unpack the *Focus Language Goals* and determine the *Knowledge* and *Skills* driving the unit;

b) As you develop UbD Stage 3 (*Summary of Key Learning Events*) and consider the language progression within the unit;

c) As you further unpack, plan, and sequence the teaching and learning around academic language in each lesson plan.

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|  | **Performance Criteria** | **Features** | **In this unit, students will process and produce….** |
| **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 |  |
| **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 |  |

**ELLs: Consider the language the student is able to process and produce at each level.**

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| WIDA Performance Definitions – Discourse Level: Linguistic Complexity  At each grade, toward the end of a given level of English language proficiency, and with instructional support, ELLs will process and produce the following within sociocultural contexts for language use: | | | | | | | | | | | | | |
| **Level 1-Entering** | | **Level 2 – Emerging** | | | **Level 3 - Developing** | | | | **Level 4 – Expanding** | | | **Level 5 - Bridging** | |
| **RECEPTIVE**  • **Single** statements or questions  • An idea within **words, phrases, or chunks of language** | **PRODUCTIVE**  • Words, phrases, or chunks of language  • **Single words** used to represent ideas | **RECEPTIVE**  • **Multiple related simple sentences**  • An idea **with details**  • | | **PRODUCTIVE**  • Phrases or **short sentences**  • **Emerging expression** of ideas | **RECEPTIVE**  • **Discourse** with a series of **extended sentences**  • Related ideas  • | | **Productive**  • **Short and some expanded** sentences with **emerging complexity**  • Expanded expression of one idea or **emerging** expression of **multiple related ideas** | | **RECEPTIVE**  •**Connected discourse** with a **variety of** **sentences**  • **Expanded** related ideas | **PRODUCTIVE**  • **Short, expanded, and some complex** sentences with **emerging complexity**  • **Organized expression** of ideas with emerging cohesion | | **RECEPTIVE**  •**Rich descriptive discourse, with complex sentences**  • **Cohesive and organized**  related ideas | **PRODUCTIVE**  • **Multiple, complex** sentences  • **Organized, cohesive and coherent expression** of ideas |
| From the CCSSO’s “Proficiency Level Descriptors for English Language Proficiency Standards” (2013):  *What is the amount of content-specific language that can be quickly processed or easily produced?* | | | | | | | | | | | | | |
| * **simple information** about an event, experience, and/or topic * **short sentences** composed of **simple or predictable** phrases or sentences * **limited (i.e., initial) cohesion** among sentence structures | | | * **a brief sequence of events** in order and/or **introduction of a topic** with **supporting details** * **multiple, related, simple sentences** **containing content-area descriptions** in grade-appropriate text or word problems * **loose cohesion** of information and/or ideas using **frequently occurring linking words**, accomplished by **repetition** of words or phrases | | | * **related** events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) * **related paragraphs** on grade-appropriate **content-area texts** * developing application of an **increasing range of temporal and linking words and phrases** to connect and organize events, ideas, and opinions | | * **related** events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) * **multiple paragraphs** containing a variety of sentences on grade-appropriate **content-area text** * **increasingly accurate application of transitional words and phrases** to connect and organize events, ideas, and opinions in a (yet may struggle with naturalness of phrasing) | | | * **complex sequences** of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation) * **multiple paragraphs, chapters, and essays** on grade-appropriate **content-area text** * **accurate application of a variety of linking words and phrases** to connect and organize ideas, information, or events | | |

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| **WIDA Performance Definitions – Sentence Level: Language Forms and Conventions**  At each grade, toward the end of a given level of English language proficiency, and with instructional support, ELLs will process and produce the following within sociocultural contexts for language use: | | | | | | | | | |
| **Level 1-Entering** | | **Level 2 – Emerging** | | **Level 3 - Developing** | | **Level 4 – Expanding** | | **Level 5 - Bridging** | |
| **RECEPTIVE**  • **Simple** grammatical constructions (e.g., commands, Wh- questions, declaratives)  • **Common** social and instructional forms and patterns  patterns | **PRODUCTIVE**  • **Simple** grammatical constructions (e.g., commands, Wh- questions, declaratives)  • Phrasal patterns associated with common social and instructional situation | **RECEPTIVE**  • **Compound** grammatical constructions  • **Repetitive** phrasal and **sentence patterns** across content areas | **PRODUCTIVE**  •**Formulaic** grammatical structures  and variable use of conventions  • Repetitive phrasal and sentence patterns across content areas | **RECEPTIVE**  •**Compound and some complex** (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions  • Sentence patterns across content areas | **PRODUCTIVE**  •**Repetitive grammatical structures** with occasional variation and emerging use of conventions  • Sentence patterns across content areas | **RECEPTIVE**  •**A variety of complex grammatical constructions**  • Sentence patterns characteristic of particular content areas | **PRODUCTIVE**  •**A variety of grammatical structures and generally consistent use of conventions**  • Sentence patterns characteristic of particular content areas | **RECEPTIVE**  •**Compound, complex grammatical constructions** (e.g., multiple phrases and clauses)  • A broad range of sentence patterns characteristic of particular content areas | **PRODUCTIVE**  •**A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect**  • A broad range of sentence patterns characteristic of particular content areas |
| From the CCSSO’s “Proficiency Level Descriptors for English Language Proficiency Standards” (2013):  *How much information is packed within a sentence structure (clause) or sentence?* | | | | | | | | | |
| **syntactically simple** sentences including:   * verb tenses such as **present**, **present progressive**, **simple future** (going to), **simple past** * **modifiers** such as **adjectives, adverbs** * **simple grammatical constructions** (e.g. commands, some *wh-*questions, declaratives) * **common** **social and instructional** patterns or forms | | **combinations of simple sentence structures** including:   * verb tenses such as **past tense (irregular), past progressive, simple future** * modifiers such as **frequently occurring prepositions, adjectives, adverb**s * **repetitive** phrases and sentence patterns **across content areas** | | **descriptive sentences** characterized **by frequently occurring complex sentence structures** including:   * verb tenses such as **present perfect** * modifiers such as **subordinating conjunctions, and prepositional phrases** * **simple, compound and some complex** grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas | | **descriptive sentences** characterized by **increasingly complex sentence structures** including:   * verb tenses such as past perfect * modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers * expanded simple compound, and complex sentence patterns characteristic of content area | | **descriptive sentences** characterized by **wide variety of sophisticated sentence structures** including:   * verb tenses such as passive voice and subjunctive * modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) * a wide range of idiomatic and unique sentence patterns characteristic of content area | |

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| **WIDA Performance Definitions – Word/Phrase Level: Vocabulary Usage**  *At each grade, toward the end of a given level of English language proficiency, and with instructional support, ELLs will process and produce the following within sociocultural contexts for language use:* | | | | | | | | | |
| **Level 1-Entering** | | **Level 2 – Emerging** | | **Level 3 – Developing** | | **Level 4 – Expanding** | | **Level 5 - Bridging** | |
| **RECEPTIVE**  • **General** content-related words  • **Everyday** social and  instructional words and expressions | **PRODUCTIVE**  • General content-related words  • Everyday social and instructional words and familiar expressions | **RECEPTIVE**  • General content words **and expressions,** including cognates  • Social and instructional words **and expressions across content areas** | **PRODUCTIVE**  • General content words and expressions (including common cognates)  • Social and instructional words and expressions across content areas | **RECEPTIVE**  • **Specific content language**, including expressions  • Words and expressions with **common collocations and idioms** across content areas | **PRODUCTIVE**  • Specific content words and expressions, including content- specific cognates  • Words or expressions related to content areas | **RECEPTIVE**  • **Specific and some technical content- area language**,  • Words and expressions with **multiple meanings or collocations and idioms** for each content area | **PRODUCTIVE**  • Specific and some technical content-area language  • Words and expressions with **multiple meanings or common collocations and idioms** across content areas | **RECEPTIVE**  • **Technical and abstract content- area language**  • Words and expressions with **shades of meaning** for each content area | **PRODUCTIVE**  • Technical and abstract content- area language, including content specific collocations  • Words or expressions with **precise meaning** related to content area topics. |
| From the CCSSO’s “Proficiency Level Descriptor for English Language Proficiency Standards” (2013):  *What is the range and specificity of words, phrases, and expressions used at the* ***vocabulary level?*** | | | | | | | | | |
| a **limited** (i.e., initial) range of simple vocabulary including:   * **very frequently occurring** words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) * **a small number of frequently occurring** words, phrases, and formulaic expressions based on literal definition of words * **frequently** **occurring pronouns** used with **initial** control (and occasional misapplications) * **nonverbal communication** | | a **simple** vocabulary including:   * **frequently occurring** words and phrases * **one to two forms of** words and phrases based on specific context, such as **social, instructional, and general terms**, cognates, and expressions across content areas * **frequently occurring pronouns** used with **increasing** precise control * **a few transparent idioms** (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically **simple** in form | | a **developing** vocabulary including:   * words and phrases in spoken and written forms in a **growing number of contexts**, such as **specific content-area terms**, cognates, and expressions * an **emerging awareness** of how to **create new words** from familiar words (i.e., *electricity from electric*), **collocations** (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and **multiple-meaning words** * **relative pronouns** (e.g., *who*, *whom*, *which*, *that***), relative adverbs** (e.g., *where*, *when*, *why*) * **transparent idioms** with **developing grammatical complexity** | | a **wider** vocabulary including:   * a **increasing proportion of less frequently occurring words and phrases**; increasing use of vivid words and phrases * **multiple meanings of wo**rds and phrases across contexts, such as **specific and technical content-related terms, cognates**, and expressions and some **content-specific collocations** * an **increasing number of intensive pronouns** to add emphasis to a statement (e.g., *myself*, *ourselves*) * **semi-transparent idioms** (i.e., expressions in which the link between literal and figurative meaning is less obvious) with **increasing grammatical and figurative complexity** | | a **wide** vocabulary including:   * a **larger proportion of vivid, less frequently occurring** words and phrases * **precise derivations of words and phrases regardless of context**, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language * **precise use of intensive pronouns opaque idioms** (i.e., expressions with an undetectable link between literal and figurative language) with **grammatical and metaphorical complexity** | |

CCSSO: “Table 1. High Level Summaries of Forms Embedded within the ELP Standards

|  | **By the end of each ELP level, an ELL can . . .** | | | | |
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|  | **1** | **2** | **3** | **4** | **5** |
| **Performance Learning Definitions**  **SUMMARY** | * show **limited control** of English when participating in grade-appropriate classroom activities * convey **simple information**,   using simply constructed **phrases and sentences**  with a **limited range of vocabulary** | * show **emerging control** of English when participating in grade-appropriate classroom activities * convey briefly sequenced and/or **simply detailed information**,   using combinations of **simple sentence structures**  and **simple vocabulary** | * show **developing control** of English when participating in grade-appropriate classroom activities * use **related paragraphs** to convey **related events**, ideas, and/or opinions,   using **frequently occurring complex sentence structures**  and a **developing vocabulary** | show **increasingly independent control** of English when participating in grade-appropriate classroom activities   * convey related events, ideas, and/or opinions,   using **multiple related paragraphs** with increasingly complex, descriptive sentence structures  and a **wider vocabulary** | * show **independent contro**l of English when participating in grade-appropriate classroom activities * convey a complex sequence of events, ideas, opinions, and/or steps in a process,   using a **wide variety of** complex and sophisticated, descriptive sentence **structures**  and **a wide vocabulary** |