Better AI Prompts for English Language Development Standards Unit Planning

Session Takeaways

Part 1

1. Considerations for selection of activities for unit and AI prompts
2. Content-based language learning templates for unit goals

Part 2

3. Components of the WIDA ELD Standards Framework – Key Language Uses, Language Expectations, and Proficiency Level Descriptors
4. Where to download digital versions of standards to use with your AI data sets (free, if you're working in a school/district/public institution)

Create richer, more developmentally appropriate language development goals, objectives, and activities for K-12 multilingual learners by integrating English Language Development Standards into your AI prompts

http://standards.wida.us

Which statement about students identified as English Learners (ELs) is not true?

1. 67% of teachers in the U.S. have a student designated as an English learner in their classroom.
2. High school students who are identified as ELs are two times less likely as their non-EL peers to be enrolled in advanced coursework.
3. On average, it takes 1-3 years for students identified as English learners to exit from this status.

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The 3rd statement about students identified as English Learners (ELs) is not true

1. 67% of teachers in the U.S. have a student designated as an English learner in their classroom.
2. High school students who are identified as ELs are two times less likely as their non-EL peers to be enrolled in advanced coursework.
3. **On average, it takes 4-7 years for students identified as English learners to exit from this status (and for ELs with intensive learning needs, it can take up to 8-10 years).**

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Part 1 of the Presentation

Assign the Chatbot a Role and other basics

Reminders from Deirdre Kennedy – Thursday Breakout Room 2

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You are an expert Grade 5 teacher of students identified as English learners.

This task is vital to my career and will help provide my English learners with greater access to the language they need to develop.

Ask at the end, ask:

- Do you understand?

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Considerations for AI Prompts

Include	Prompt AI to **include** EL-specific unit features
Embed	Prompt AI to **embed** unit plans for English learners in content area contexts (content-based language learning)
Calibrate	Prompt AI to **calibrate** content from digitized version of English Language Development (ELD) standards
Expand	Prompt AI to **expand** beyond the usual activities for English learners

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Unit plan features commonly used with K-12 English Learners (i.e., Multilingual Learners) are not always found in content units

AI Prompt: What are the elements of an effective unit plan?

- Clear Learning Objectives
- Alignment with Standards
- Engaging Activities and Resources
- Assessment Strategies
- Differentiation and Adaptation
- Sequencing and Pacing
- Reflection and Feedback
- Integration of Technology and Real-World Connections
- Collaboration and Community Building
- Flexibility and Adaptability

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Common Unit plan features for K-12 Multilingual Learners

AI Prompt: What are the elements of an effective unit plan for students identified as English Learners [who don't speak English as a first language]?

- **Language Development Unit Goals and Lesson Objectives**
  - Alignment with both Content Standards and English Language Development (ELD) Standards

- Collaborative Learning Opportunities
- Scaffolded Language Support
- Language Support Resources
- Language Models and Role Models

- Culturally Relevant Instruction
- Differentiated Instruction
- Assessment Accommodations
- Family and Community Engagement

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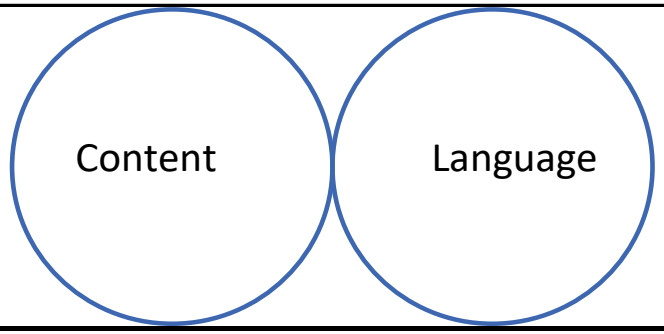
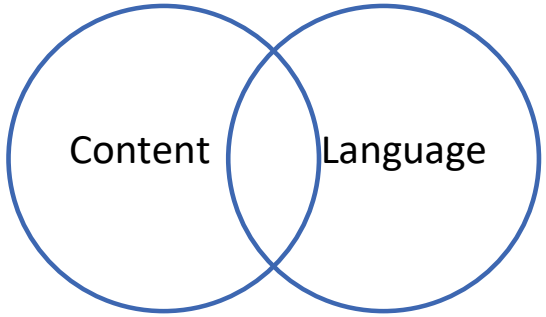
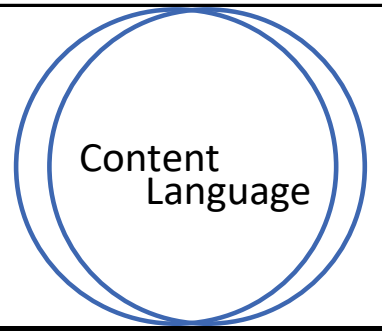
Units for ELs need to be situated in content area contexts

		
In the 1980s, language teaching began to co-exist with content-based instruction	By the early 2000s, academic language use became infused in content areas	Today, there is even more movement toward unity of language and content

content-driven language learning

Encapsulated in Law: Title I in ESSA of 2015

States must create English language proficiency (ELP) standards **aligned** with (that is, **corresponding** to) college and career readiness standards in English language arts (ELA), mathematics, and science.

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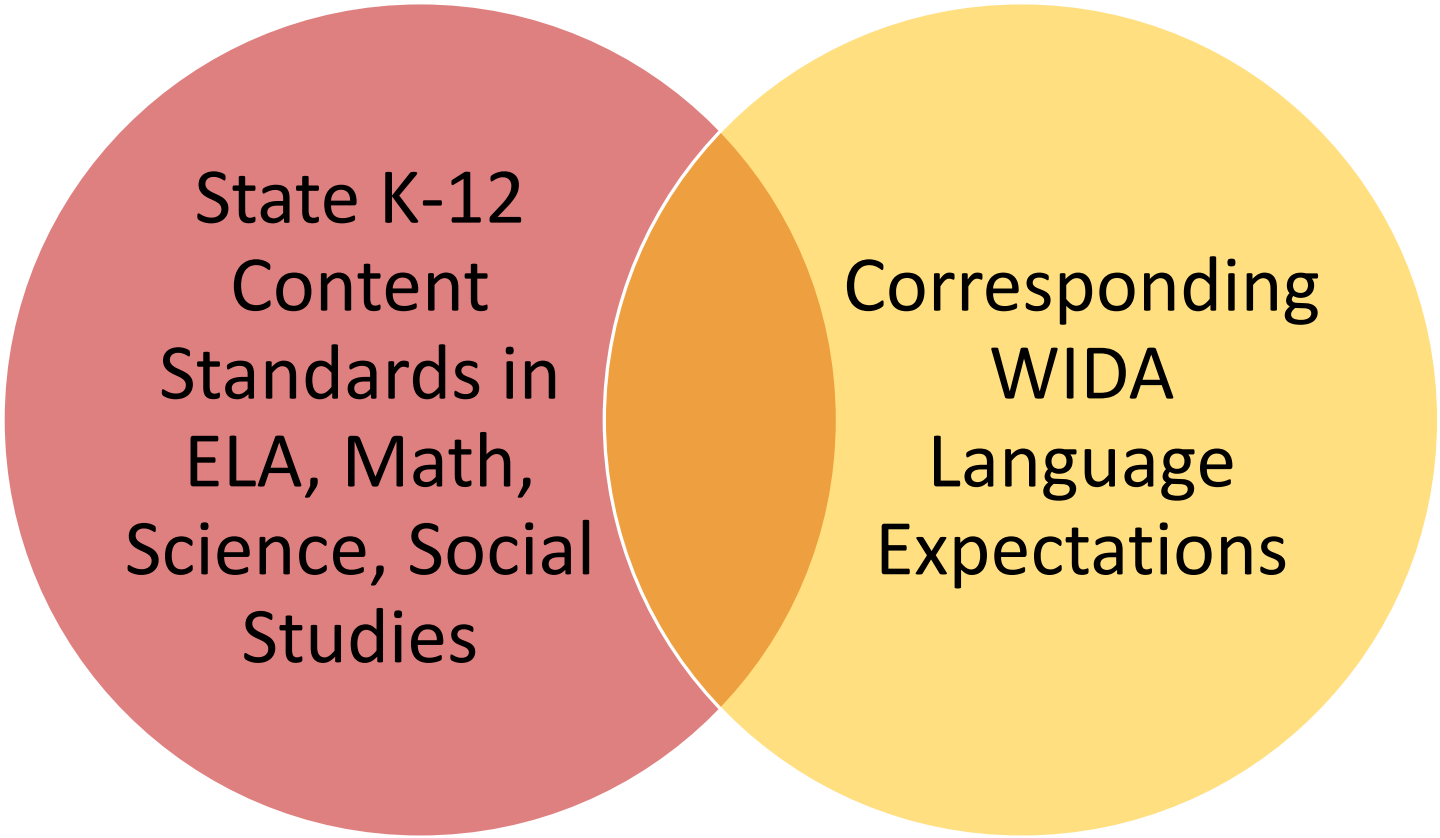
Create Collaborative, Content-Based Language Development Opportunities



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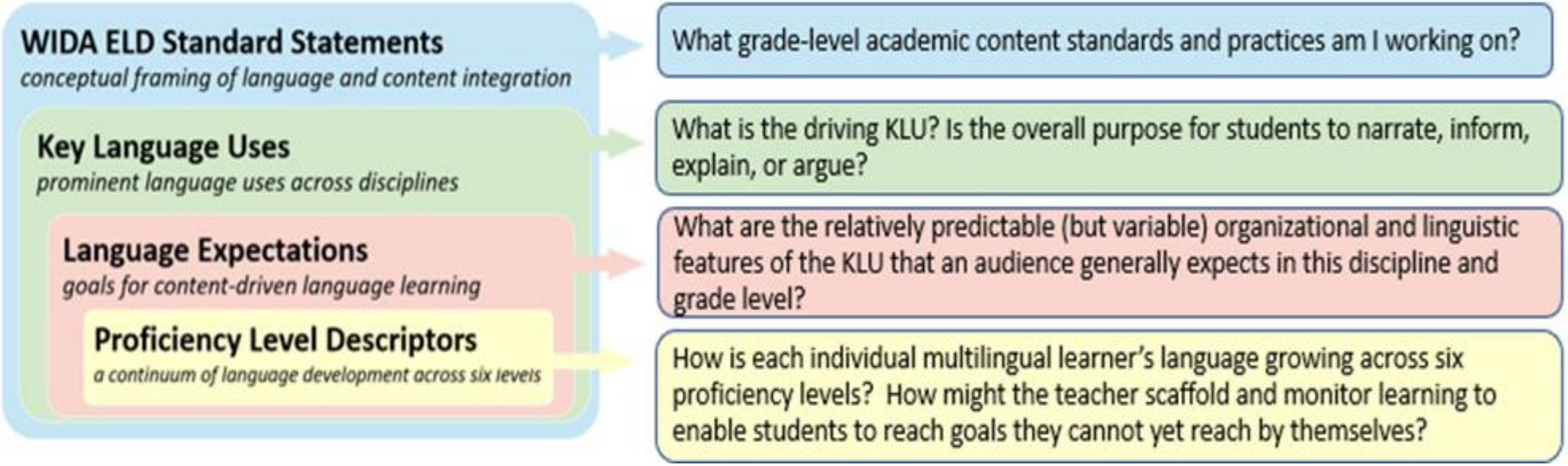
How we've designed the Four Nested Components in WIDA English Language Development Standards Framework



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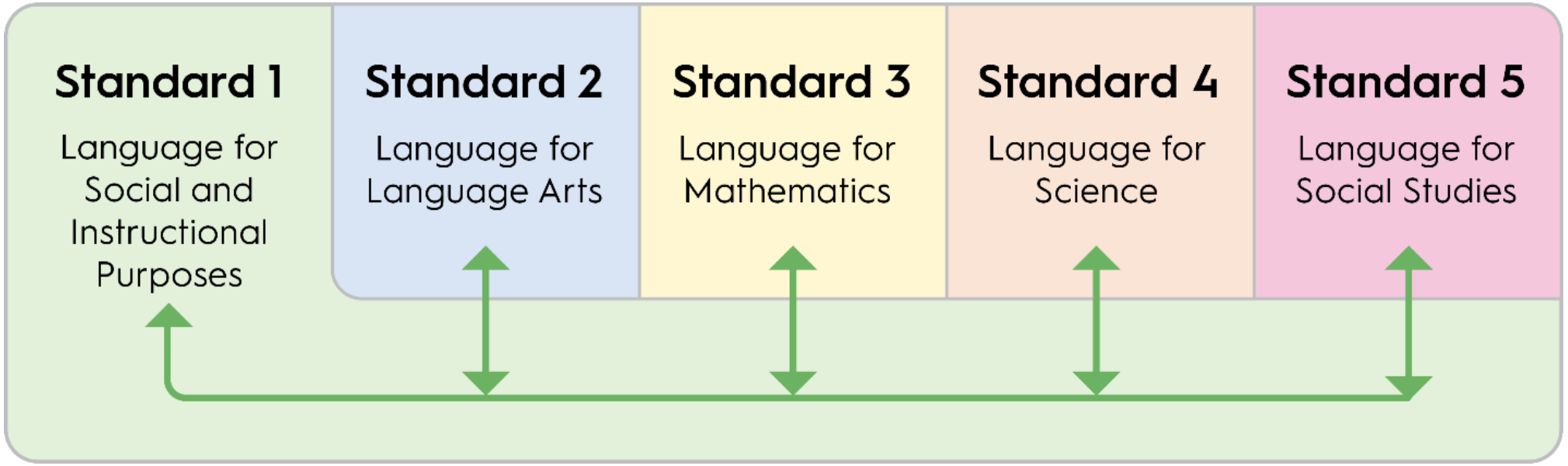
The 5 WIDA ELD Standards Statements contain a message



Teach language and content together.

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The Basic Unit Goal Template for English Learners [Multilingual Learners]

In [**content area**], when learning [**unit focus for content standards**], multilingual learners will [**Key Language Use**] using the language for learning in [**Language Expectation set(s)**]

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You'll need to ask AI to include ELD Standards alignment in its responses.

Basic Prompt:

1) Please create a 3-week unit for 5th grade science for students identified as English learners [who don't speak English as their first language).

2) The unit should correspond with the WIDA English Language Development Standards Framework, 2020 Edition. Before creating the unit, **ask me** for **WIDA Language Expectation(s)**[to guide instruction] and/or **WIDA Proficiency Level Descriptors** [to gauge student performance].

Most likely AI doesn't know the language development standards on its own. You'll need to supply them.

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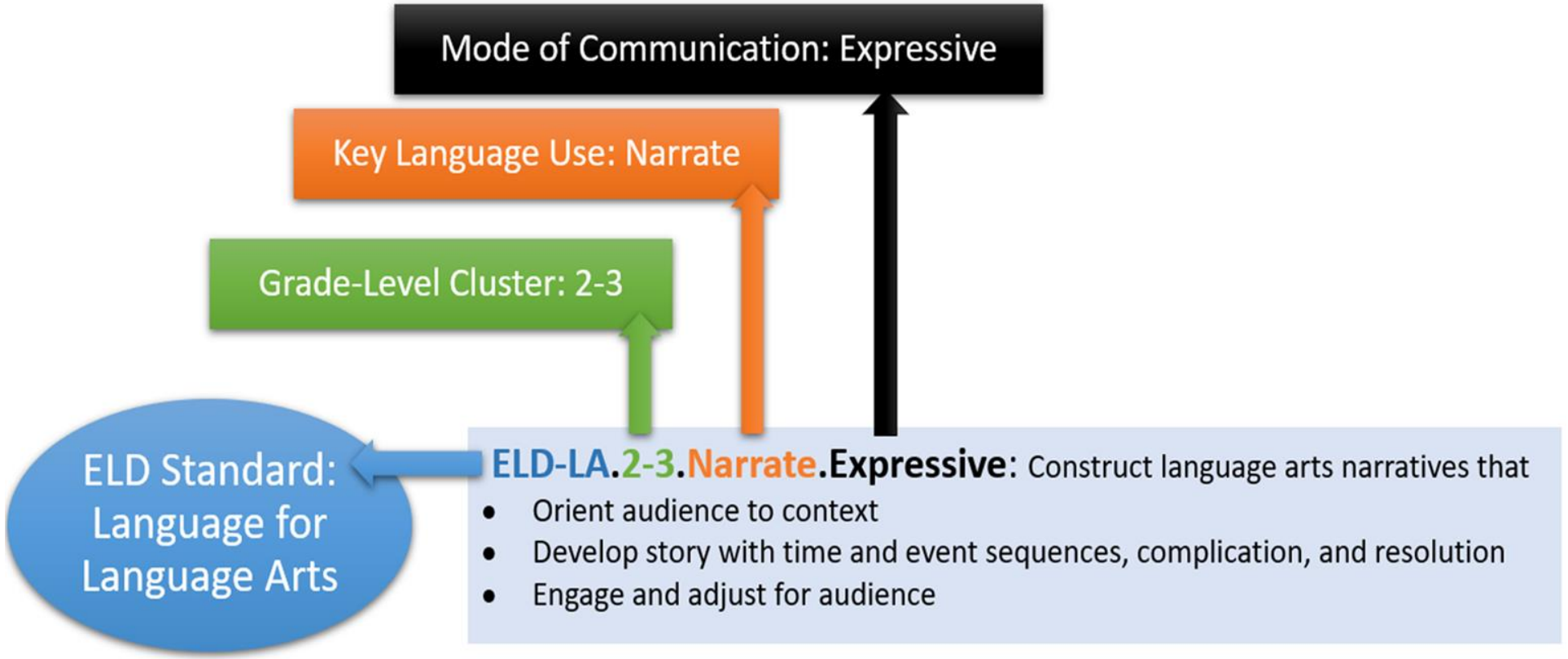
When creating units with AI, use the WIDA Language Expectations *and* their Reference Codes



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Language development instruction complements, but is distinct from academic content instruction

Language Expectation: ELD-SC.2-3.Explain.Expressive
Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
Describe observations and/ or data about a phenomenon through...	The green anoles that were born with *fewer* sticky toe scales are *most likely* to get caught by a brown anole **because** the brown anoles can't climb *that good*.	**Develop a logical sequence between data or evidence and claim through...**
Declarative statements to state present facts • The green anoles that were born ... good.		Causal connectors to link events • **because**
Cohesion to reference ideas across text • a brown anole ... the brown anoles (renaming subject)		Prepositional phrases to provide details • with fewer sticky toe scales • by a brown anole
Relating verbs to state attributes • are		Comparatives to show similarities and differences • *fewer* • *most likely* • *that good*

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Table 1. Sample Content Objective for a Text Annotation Lesson in Social Studies

Content Objective: **In 9th grade social studies, *when analyzing change and continuity in the Renaissance and Reformation*** [source: Georgia Standards of Excellence SSWH9], **students will *explain the importance of Gutenberg and the invention of the printing press*** [source: Georgia Standards of Excellence SSWH9.d]. Annotation Description: In this text annotation, *important knowledge about changes in this historical era* have been highlighted in grey.	**Gutenberg's Texts (excerpt)** In the 50 years after Gutenberg began printing, printed books spread along the trade routes of Western Europe. Books did not become cheap immediately after the appearance of Gutenberg's printed works, but prices soon began to fall. By 1500, access to books had changed profoundly. This meant more access to information, more dissent, more informed discussion and more widespread criticism of authorities. Europe and the world beyond would have been a very different place without Gutenberg's invention.

Text Source: © The British Library Board.

Curricular Source: EngageNY 9th Grade Printing Press Inquiry

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Table 2. Sample Language Objective for a Text Annotation Lesson in Social Studies

Language Objective:
In 9th grade social studies, *when interpreting explanations* [purpose for language use – Explain - from WIDA Key Language Uses], **multilingual learners will *compare changing variables, factors, and circumstances*** [source: WIDA ELD-SS.9-12.Explain.Interpretive], **tracing *clauses, with a focus on how ideas are connected throughout a text*** [source: one Criteria of Language (cohesion) from the WIDA Interpretive Proficiency Level Descriptors for Cohesion of Language, End of PL4, in Grades 9-12].

Annotation Description:
In this text annotation, the reader can trace the connection between ideas using theme/rheme (i.e., given and new) connections between clauses. [A clause is defined as a phrase with subject + predicate].

To the right, the theme/rheme organization of ideas is called out using grey highlighting. First, an idea is presented (a theme), and then a new set of information (a rheme) expands on it. Theme/rheme sequences are commonly found in causal explanations. These ideas can be placed in a specific order: 1, 2, 3.

Gutenberg's Texts (excerpt)

1) In the 50 years after Gutenberg began printing, printed books spread along the trade routes of Western Europe.

2) Books did not become cheap immediately after the appearance of Gutenberg's printed works, but prices soon began to fall.

3) By 1500 access to books had changed profoundly. This meant more access to information, more dissent, more informed discussion and more widespread criticism of authorities. Europe and the world beyond would have been a very different place without Gutenberg's invention.

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If you want to gauge student language development, there are 3 dimensions/5 criteria of language to check

Expressing Language in Three Dimensions	Diving Deeper into Three Dimensions Using Functional Criteria of Language
• **Discourse**: What message is the student trying to convey? • **Sentence**: How is the message structured? • **Word/Phrase**: How does word choice support the message?	Discourse: • **Organization**: How does this student arrange texts that are increasingly coherent, logical, and clear? • **Cohesion**: How does this student tie together ideas throughout a text? • **Density**: How does this student use language to elaborate or condense ideas? Sentence: • **Grammatical Complexity**: How does this student extend or enhance meaning through sentence construction? Word/Phrase: • **Precision**: How does this student use every day, cross-disciplinary, and technical language to convey precise meanings?

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Lesson Objective Template for Content-Based Language Learning

In **[content area]**, when learning **[specific content standard(s)]**, multilingual learners will **[Key Language Use]** by **[a Language Function from a Language Expectation]**, using **[Language Features/connections with the PLDs]**, with appropriate scaffolding such as **[scaffolding provided]**

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You can also ask AI to include EL-friendly activities its responses.

AI Prompt:

1) Please create a 3-week unit for 5th grade science for students identified as English learners [who don't speak English as their first language). Include activities that address explicit instruction of unit-related language, text annotation, SIOP techniques, multimodal and/or visual support, etc.

2) The unit should correspond with the WIDA English Language Development Standards Framework, 2020 Edition. Before creating the unit, **ask me** for **WIDA Language Expectation(s)**[to guide instruction] and/or **WIDA Proficiency Level Descriptors** [to gauge student performance].

Most likely AI doesn't know the language development standards on its own. You'll need to supply them.

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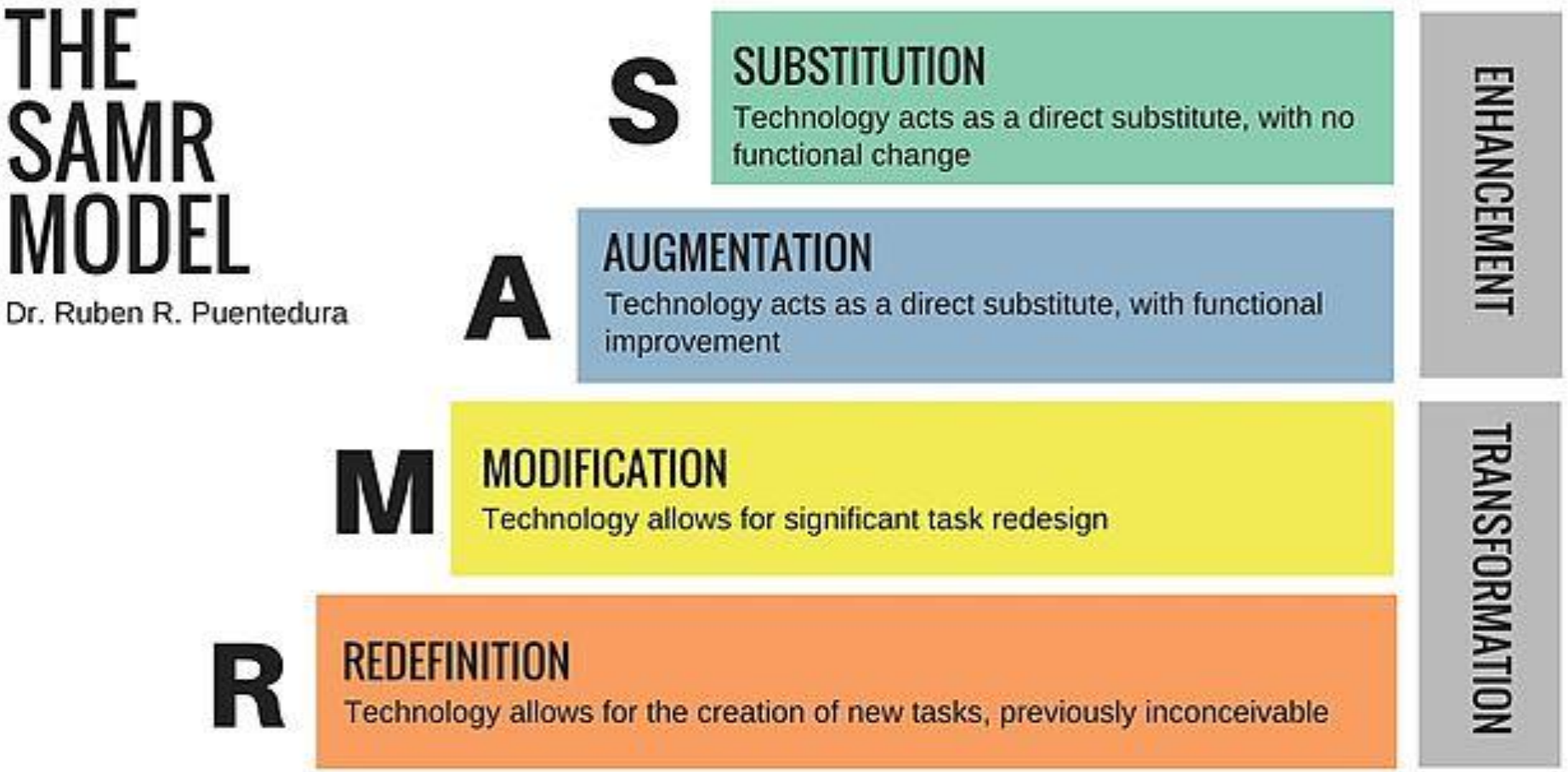
What kinds of unit activities might benefit students identified as English learners?



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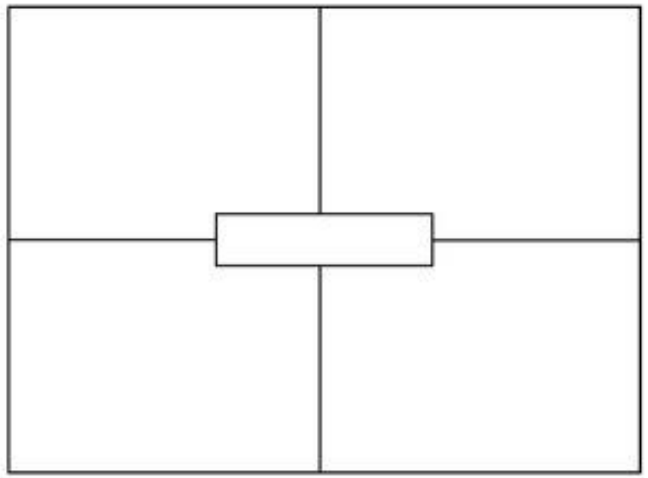
Substitution: Direct substitute/no functional change



generating unit plans (closely tied templates) worksheets, graphic organizers, etc.

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Text evidence sentence starters

1. On page _____, it said ...
2. The author wrote ...
3. The graphic showed ...
4. An example is ...
5. In the text it said ...
6. I know because ...
7. The article states ...

creating sentence frames or starters

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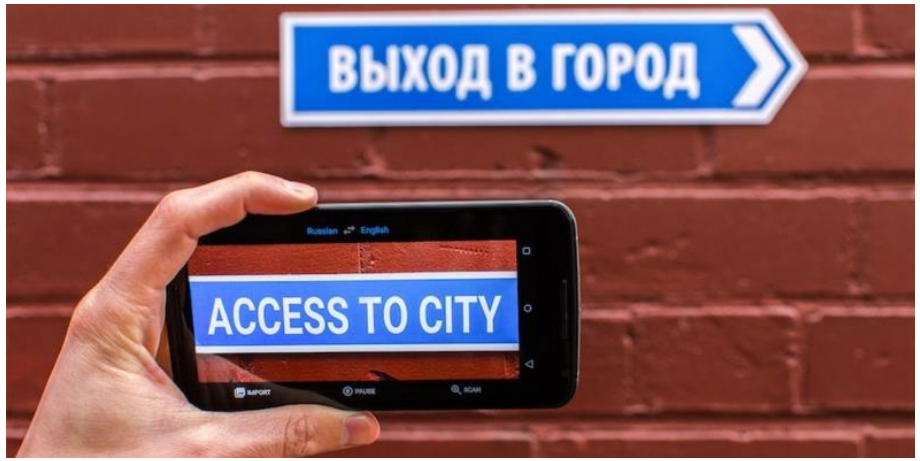

Providing translation tools

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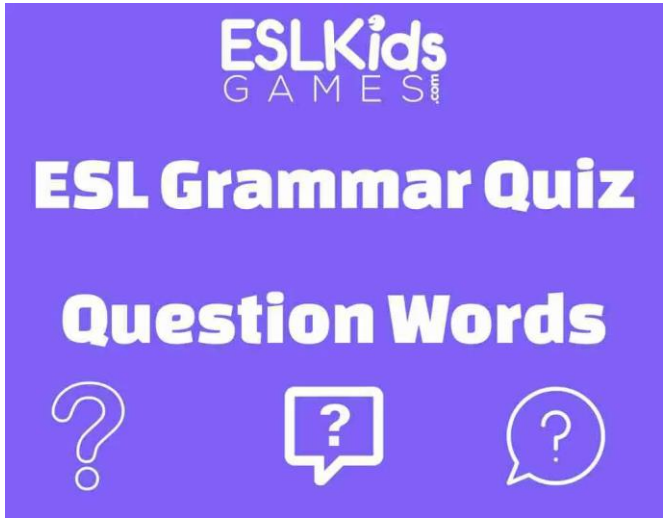
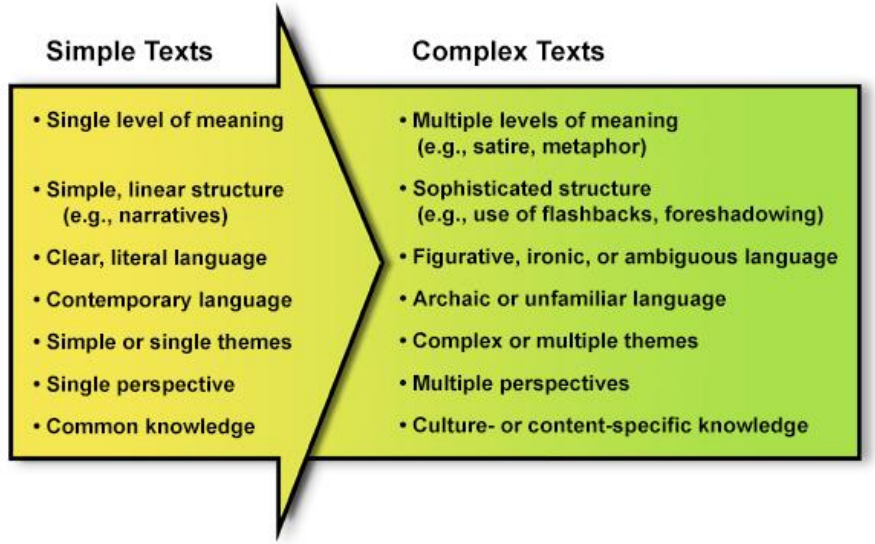
Augmentation: Content unchanged, digital features added

providing speech recognition and pronunciation feedback



generating interactive exercises and quizzes



adapting text complexity

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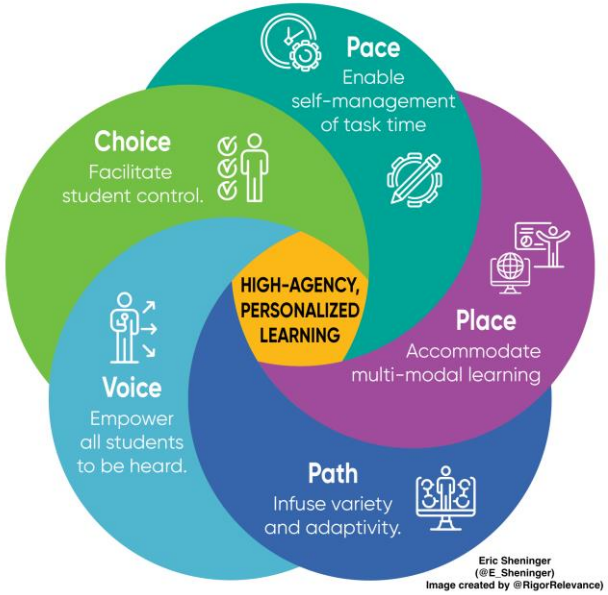
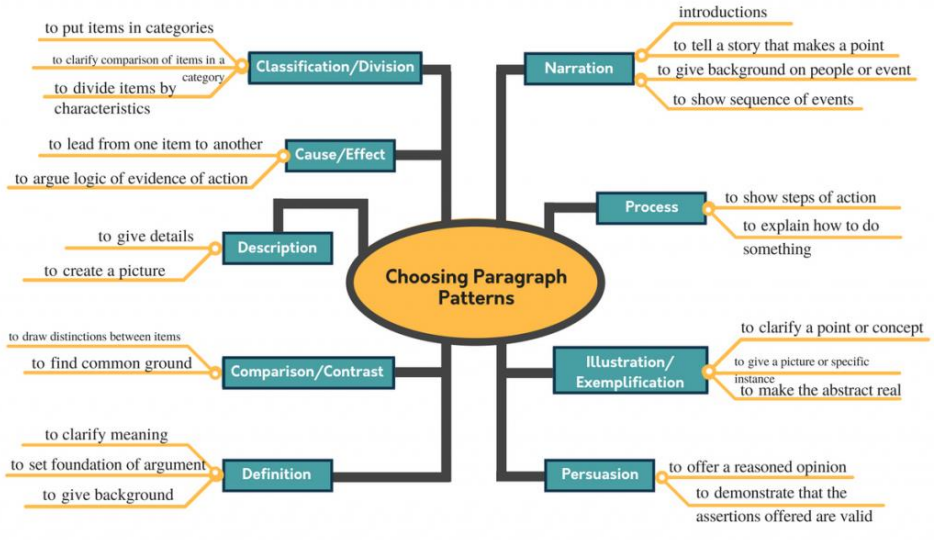
Modification: Open up new channels of communication and pathways for learning



creating AI-generated personalized learning paths



using AI algorithms to analyze language usage patterns and generating targeted vocabulary or grammar

using AI chatbots to engage conversational practice, providing real-time feedback and guidance

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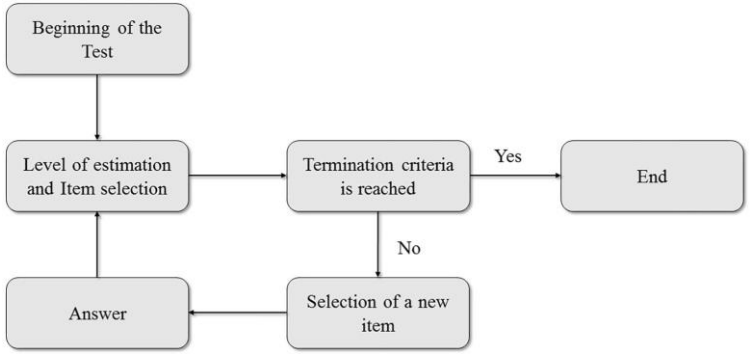
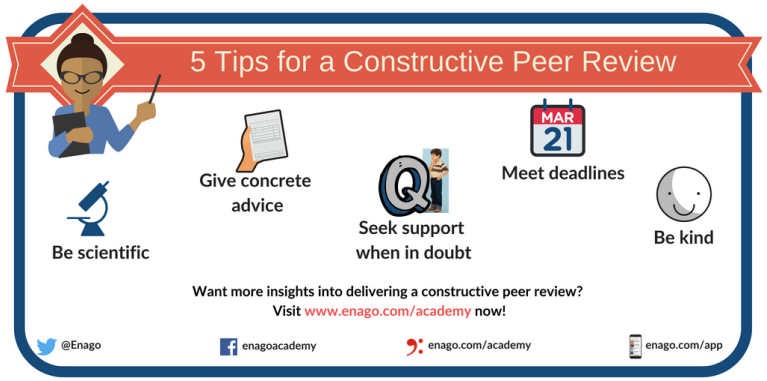
Redefinition: Bring in authentic audiences & problems

virtual reality simulations and/or virtual tutoring



adaptive assessments can dynamically adjust difficulty levels and content based on individual student performance



natural language processing tools can analyze and provide feedback on English learners' written compositions

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Look for ways to add rich tasks - low floor/high ceiling

- Accessibility to All Learners
- Collaboration and Discussion
- Real-Life Tasks
- Engagement, Curiosity, and Creativity
- Multiple Approaches and Representation
- Opportunities for Extension

Wolfe, N. B. (2016). Modeling with Mathematics. Heinemann.

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Considerations for AI Prompts

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Part 2 of the Presentation

Second Part of AI Prompt

Before creating the unit, **ask me** for **WIDA Language Expectation(s)**[to guide instruction] and/or **WIDA Proficiency Level Descriptors** [to gauge student performance].

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The research shows that . . .

Alignment with State-Identified Learning Priorities

Higher Quality Digital Resources

More Cohesive, Developmentally Appropriate Instruction and Assessment

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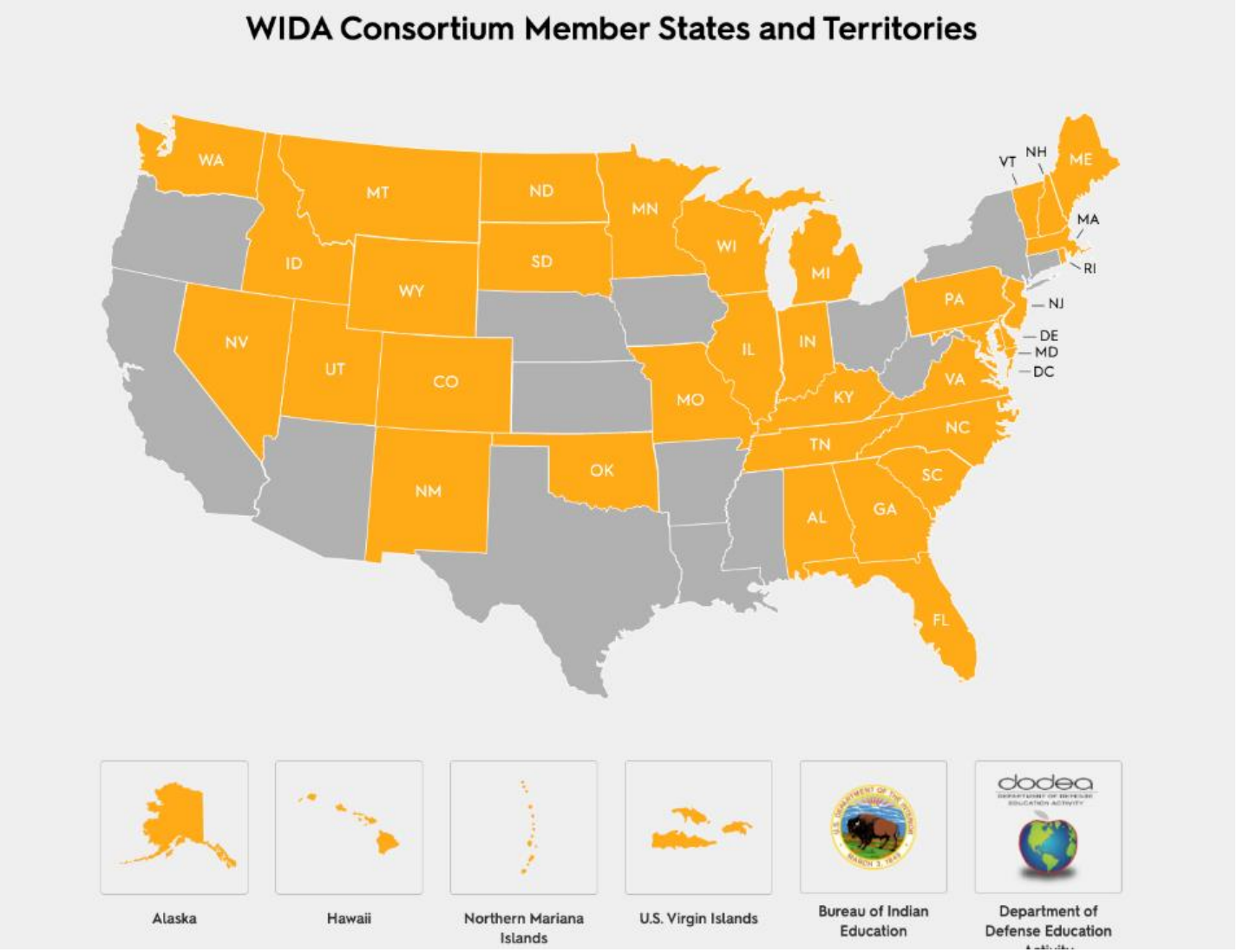
What are the opportunities and priorities in the United States?

WIDA is mapped to the high-leverage language demands of 40+ states' K-12 ELA, mathematics, science, and social Studies



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Yet the Typical AI-Generated Unit for English Learners . . .

- often just propose vocabulary study of *content* standards
- Doesn't identify the grade-appropriate language to be targeted

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The Basic Unit Goal Template for English Learners [Multilingual Learners]

In [**content area**], when learning [**unit focus for content standards**], multilingual learners will [**Key Language Use**] using the language for learning in [**Language Expectation set(s)**]

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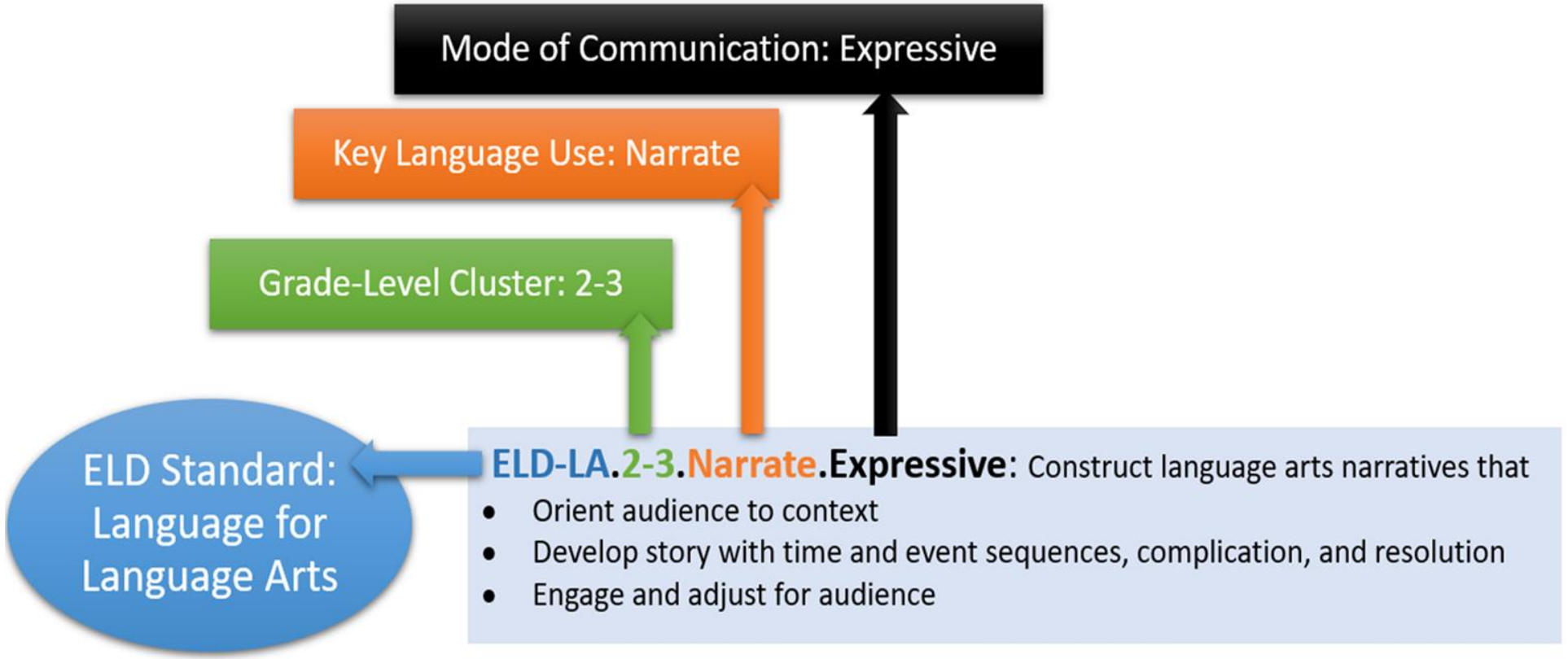
Let's break down the WIDA Language Expectations *and* their Reference Codes



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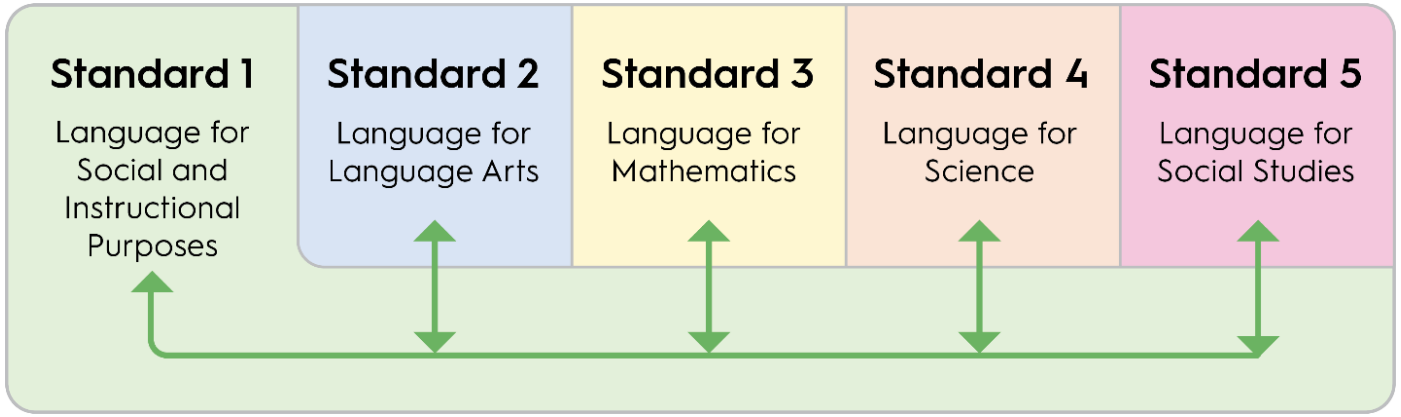
You can mix and match Language Expectations. A common option is to pair St 1. and St. 2-5 Language Expectations



ELD-SI.4-12.Narrate Multilingual learners will…

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- **Identify and raise questions about what might be unexplained, missing, or left unsaid**
- Recount and restate ideas **to sustain and move dialogue forward**
- **Create closure, recap, and offer next steps**

Standard 1 =
Everyday Language across Content Areas

ELD-LA.6-8.Narrate.Expressive Multilingual learners will construct language arts narratives that

- Orient audience to context **and point of view**
- Develop and describe characters and their relationships
- Develop story, **including themes with complication and resolution,** time, and event sequences
- Engage and adjust for audience

Standards 2-5 = Academic Language for
ELA, Mathematics, Science, or Social Studies

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If you want to gauge student language development, there are 3 dimensions/5 criteria of language to check

Expressing Language in Three Dimensions	Diving Deeper into Three Dimensions Using Functional Criteria of Language
• **Discourse**: What message is the student trying to convey? • **Sentence**: How is the message structured? • **Word/Phrase**: How does word choice support the message?	Discourse: • **Organization**: How does this student arrange texts that are increasingly coherent, logical, and clear? • **Cohesion**: How does this student tie together ideas throughout a text? • **Density**: How does this student use language to elaborate or condense ideas? Sentence: • **Grammatical Complexity**: How does this student extend or enhance meaning through sentence construction? Word/Phrase: • **Precision**: How does this student use every day, cross-disciplinary, and technical language to convey precise meanings?

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To use AI effectively, you'll need to make your target data set smaller.

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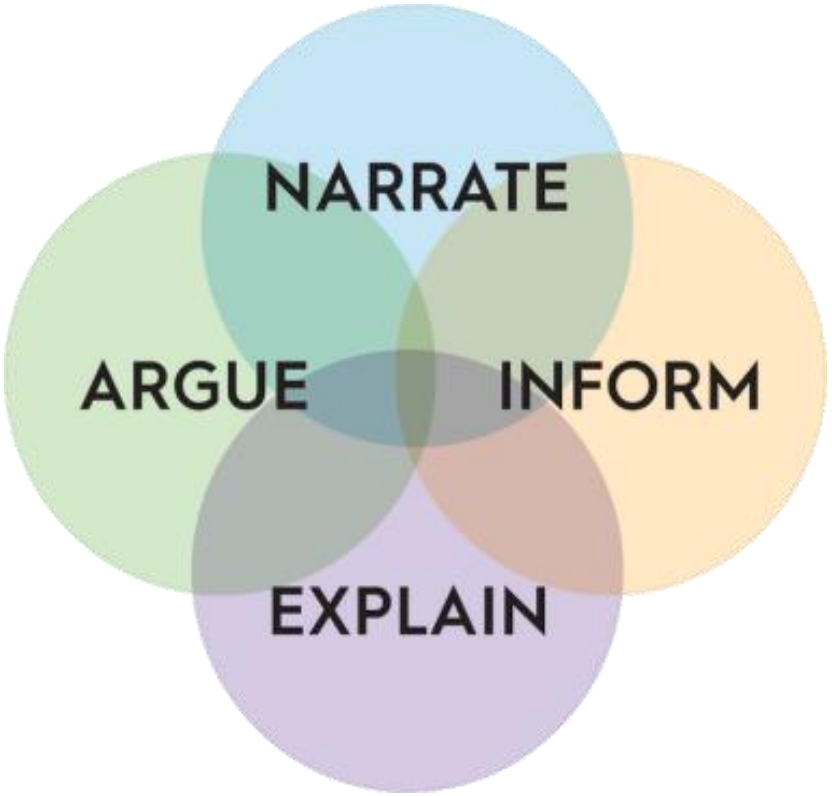
Four Broad Purposes for Language Use are Found in 40+ States' K-12 ELA, Mathematics, Science, and Social Studies



- **Narrate**: language to convey real or imaginary experiences through stories and histories.
- **Inform**: language to provide factual information
- **Explain**: language to account for how things work or why things happen.
- **Argue**: language to develop claims and counterclaims, and to provide evidence to substantiate them.

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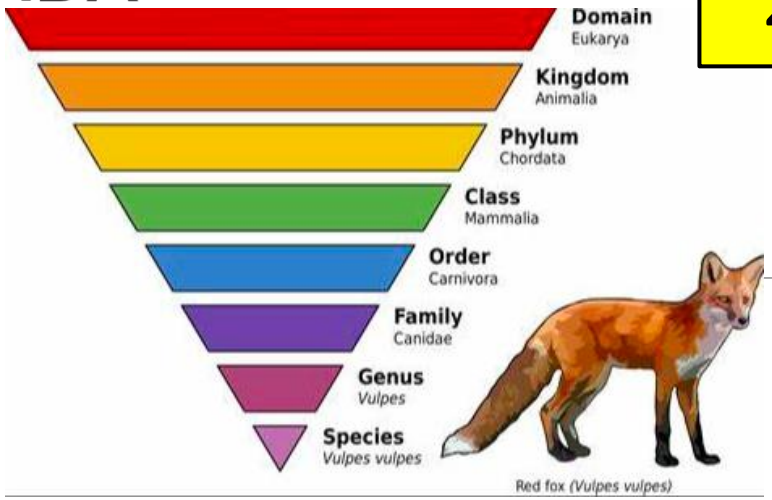
WIDA



2

Inform –

language for describing and classifying

4

Argue –

language for justifying and evaluating perspectives

1

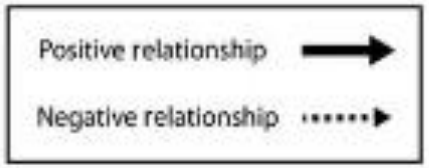
Narrate –

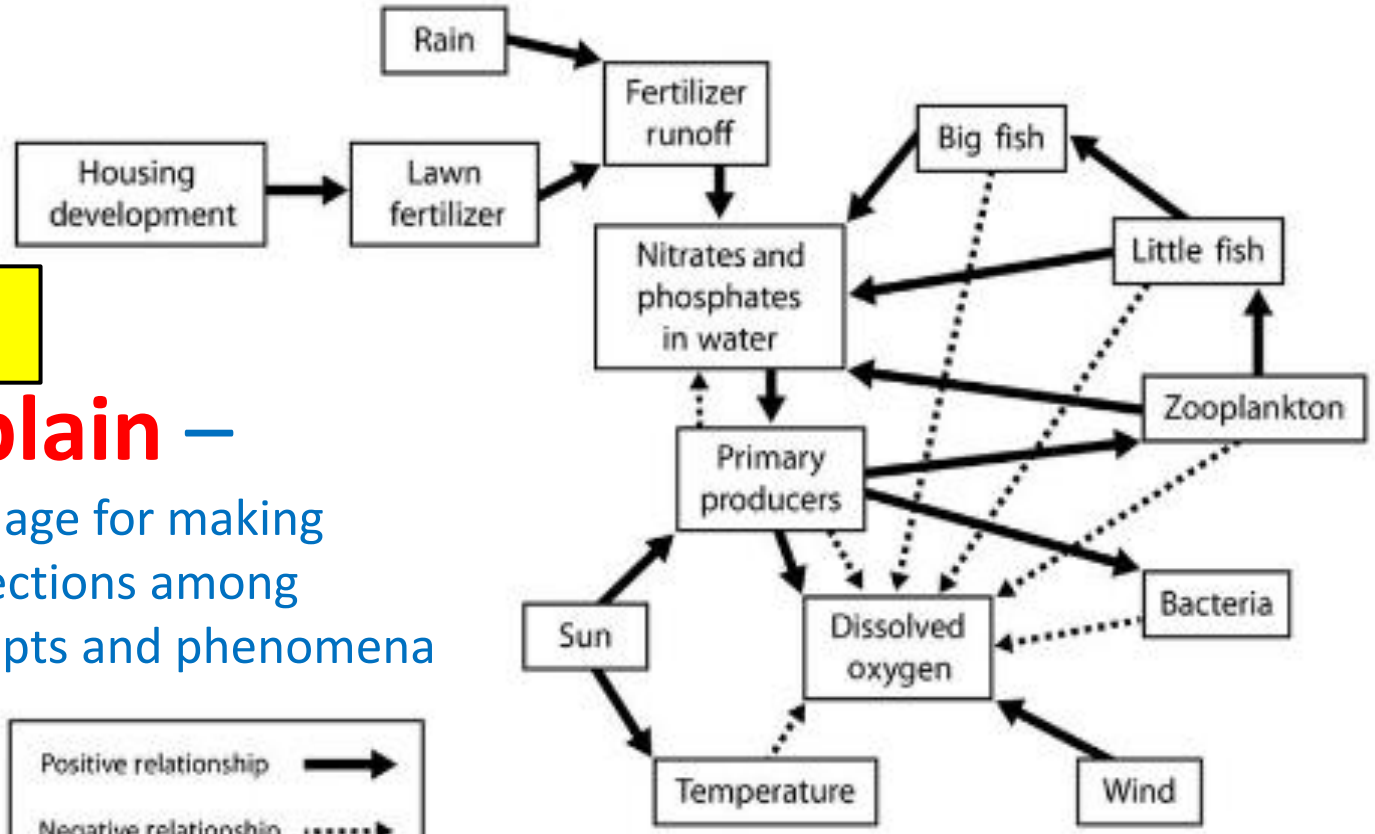
Language for conveying a series of events, entertaining

3

Explain –

Language for making connections among concepts and phenomena





Slide created by Churchill (2023)

Don’t do all Key Language Uses in each content area; just the most prominent

- The 4 Key Language Uses are present across all grade levels and disciplines.
- The most prominent KLUs in each grade cluster are the basis for its Language Expectations and Functions.

Distribution of Key Language Uses in Grades 6-8

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

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WIDA™
UNIVERSITY OF WISCONSIN-MADISON

Scavenger Hunt with the WIDA Standards Digital Explorer - http://standards.wida.us

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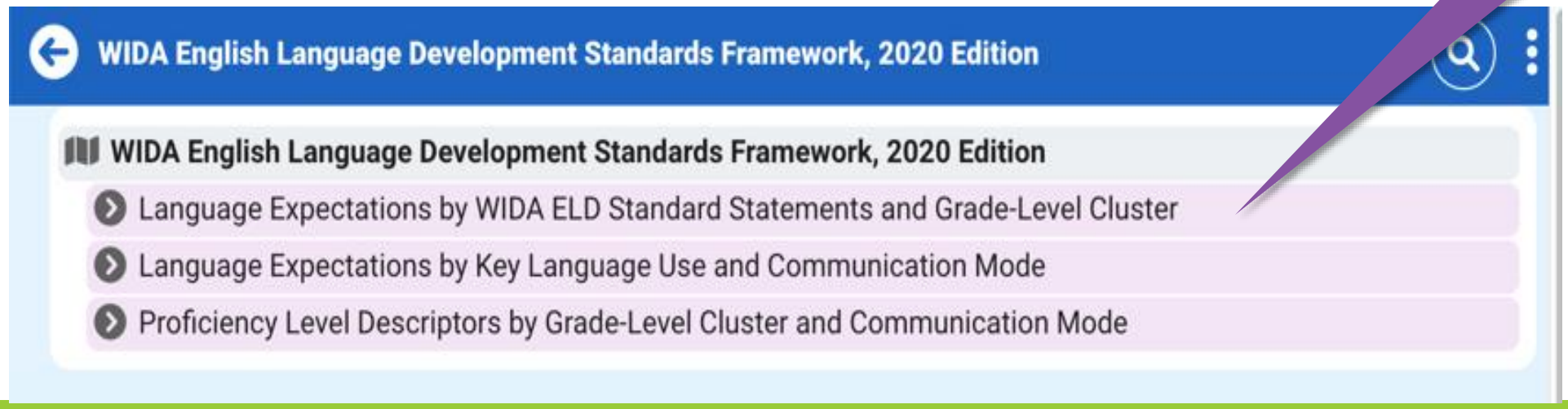
In the initial view of the WIDA Digital Explorer, you're given 3 pathways to explore: http://standards.wida.us

1) Explore **Language Expectations** from a content perspective
2) Explore **Language Expectations** from a language perspective
3) Explore Proficiency Level Descriptors (PLDs) either as a single vertical list (arranged by Criteria of Language) or as a five-by-six chart

Framed in relation to collaboration



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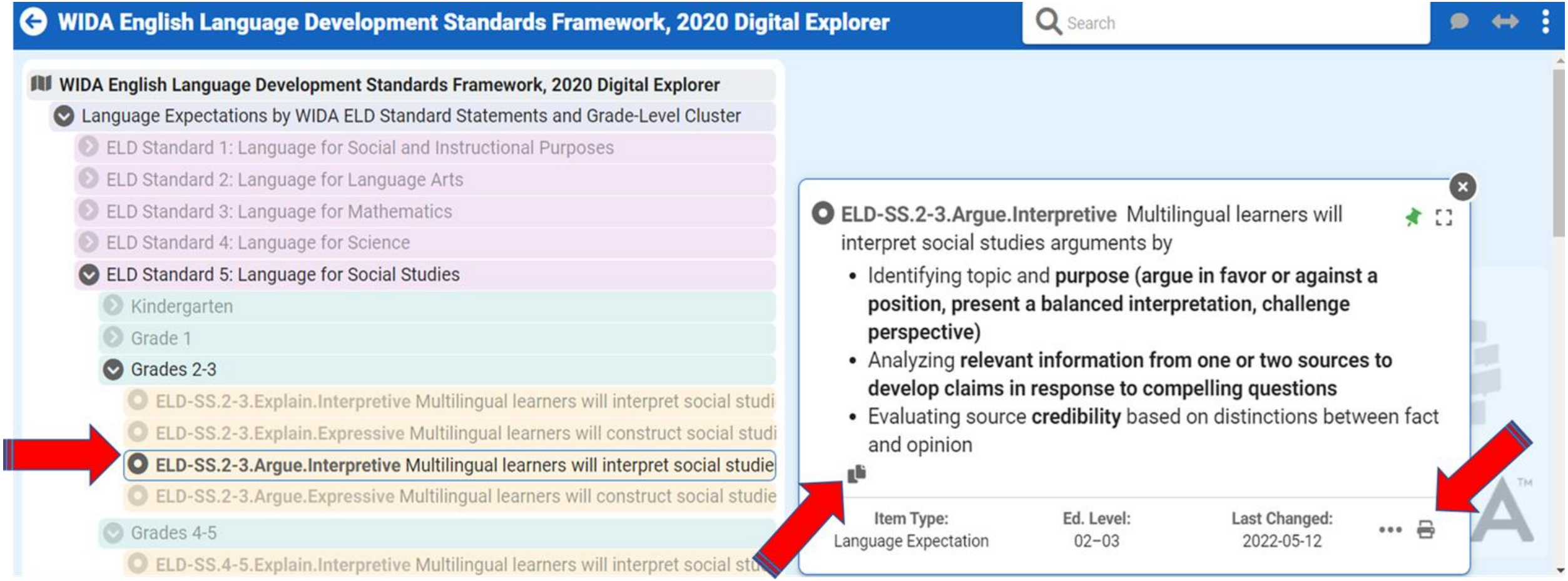
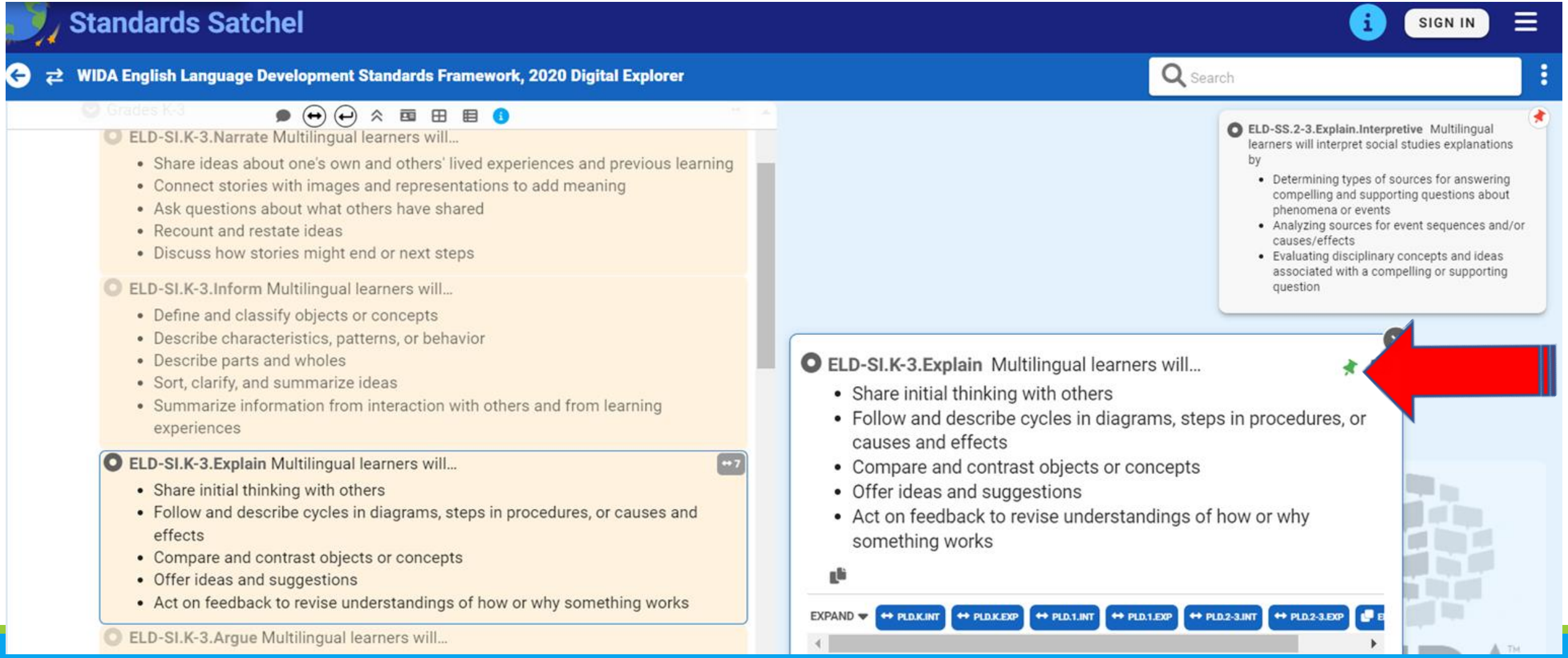
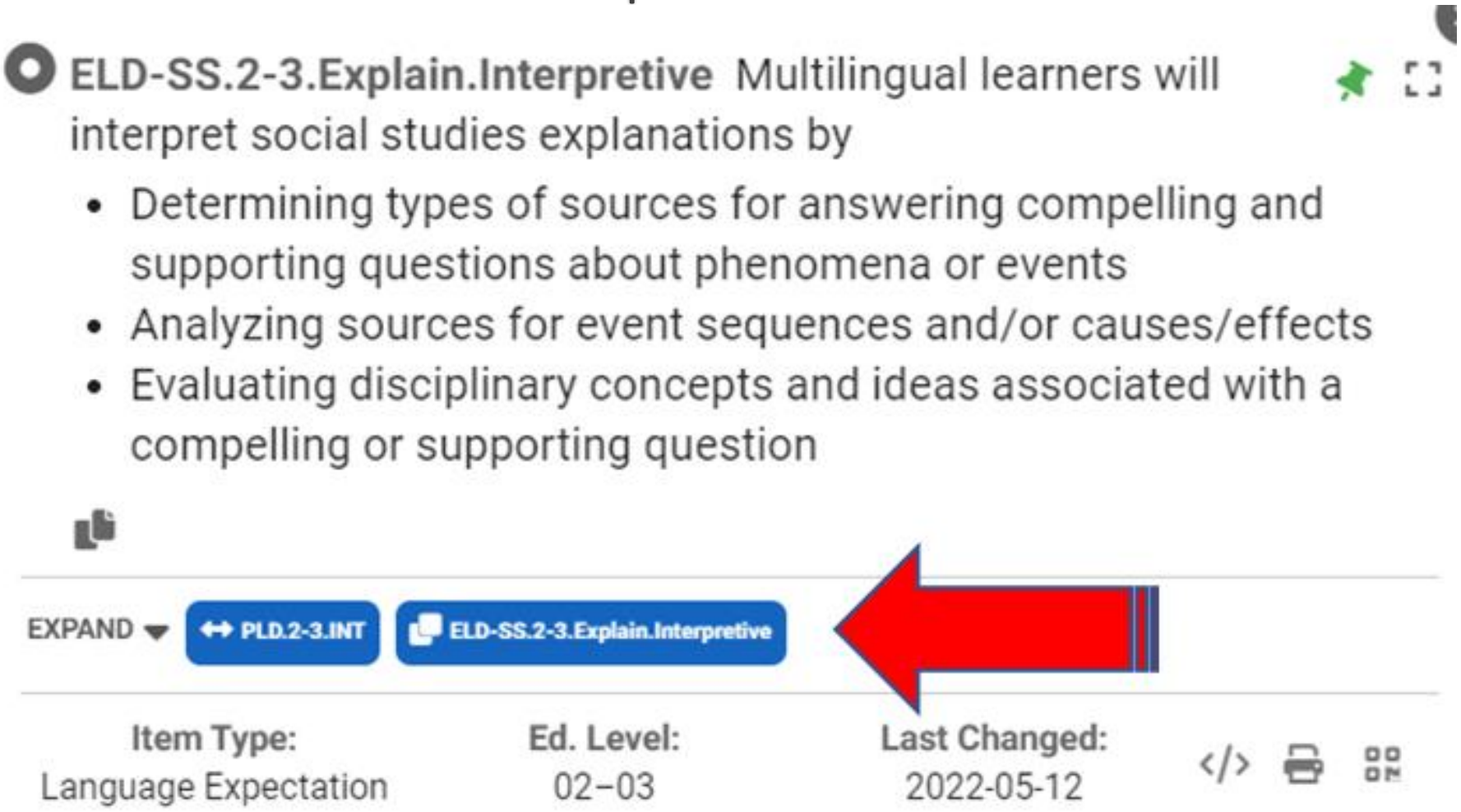
Locate the Social Studies Language Expectation for Grades 2-3; the KLU of Argue; and Interpretive Mode



Use the Pinning Feature to Pair Language Expectations for Standards 1 and Standards 2-5



Relate Proficiency Level Descriptors and Language Expectations



If you want to gauge student language development, there are 3 dimensions/5 criteria of language to check

Expressing Language in Three Dimensions	Diving Deeper into Three Dimensions Using Functional Criteria of Language
• **Discourse**: What message is the student trying to convey? • **Sentence**: How is the message structured? • **Word/Phrase**: How does word choice support the message?	Discourse: • **Organization**: How does this student arrange texts that are increasingly coherent, logical, and clear? • **Cohesion**: How does this student tie together ideas throughout a text? • **Density**: How does this student use language to elaborate or condense ideas? Sentence: • **Grammatical Complexity**: How does this student extend or enhance meaning through sentence construction? Word/Phrase: • **Precision**: How does this student use every day, cross-disciplinary, and technical language to convey precise meanings?

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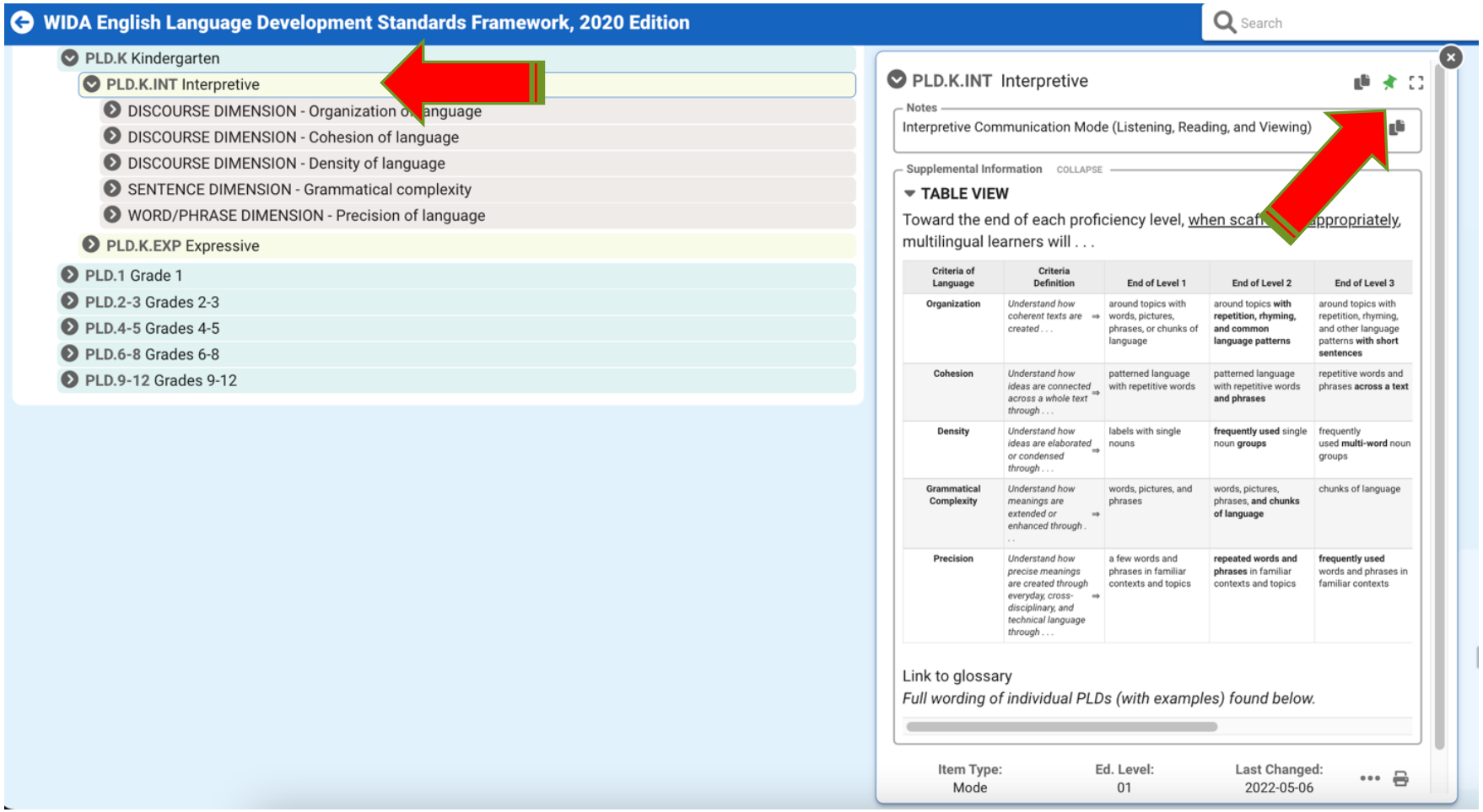
You can click on *Interpretive* or *Expressive* to locate a simplified PLD chart for each grade-level cluster.



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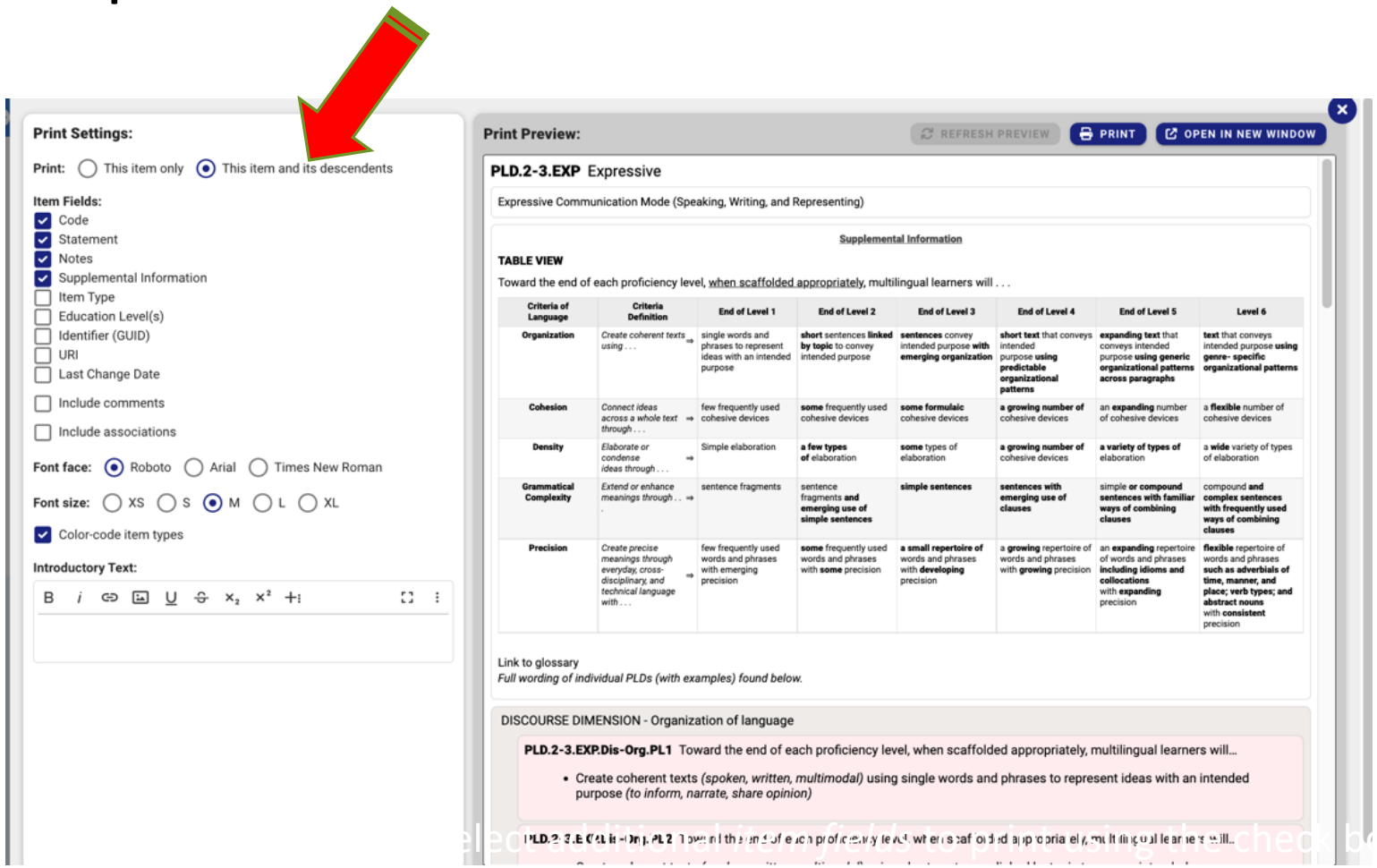
To print the PLD chart, select *Interpretive* or *Expressive* and print "this item and its descendants."



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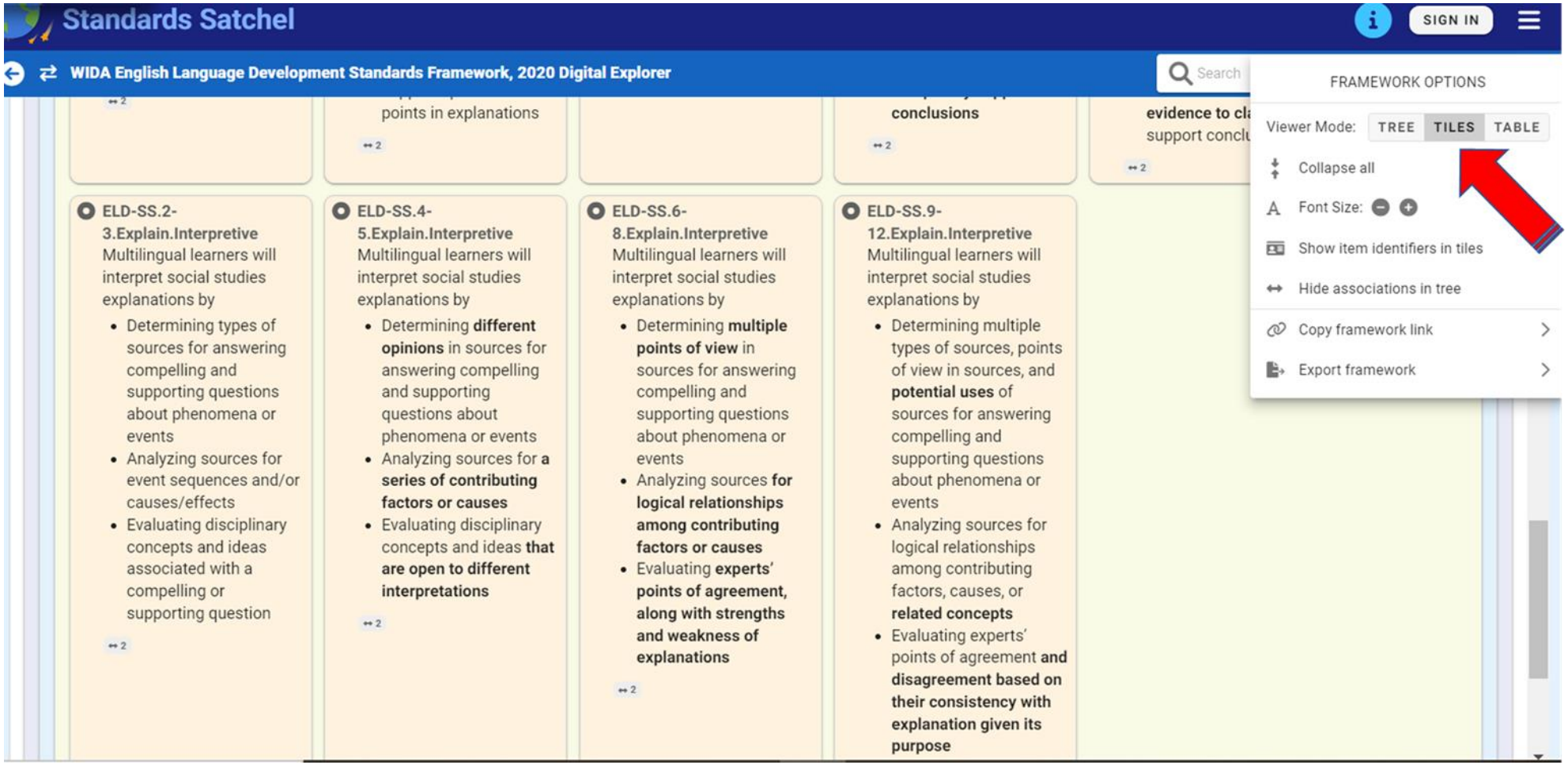
View the Language Expectations by Key Language Use: Use the Tile Feature to view the Progression



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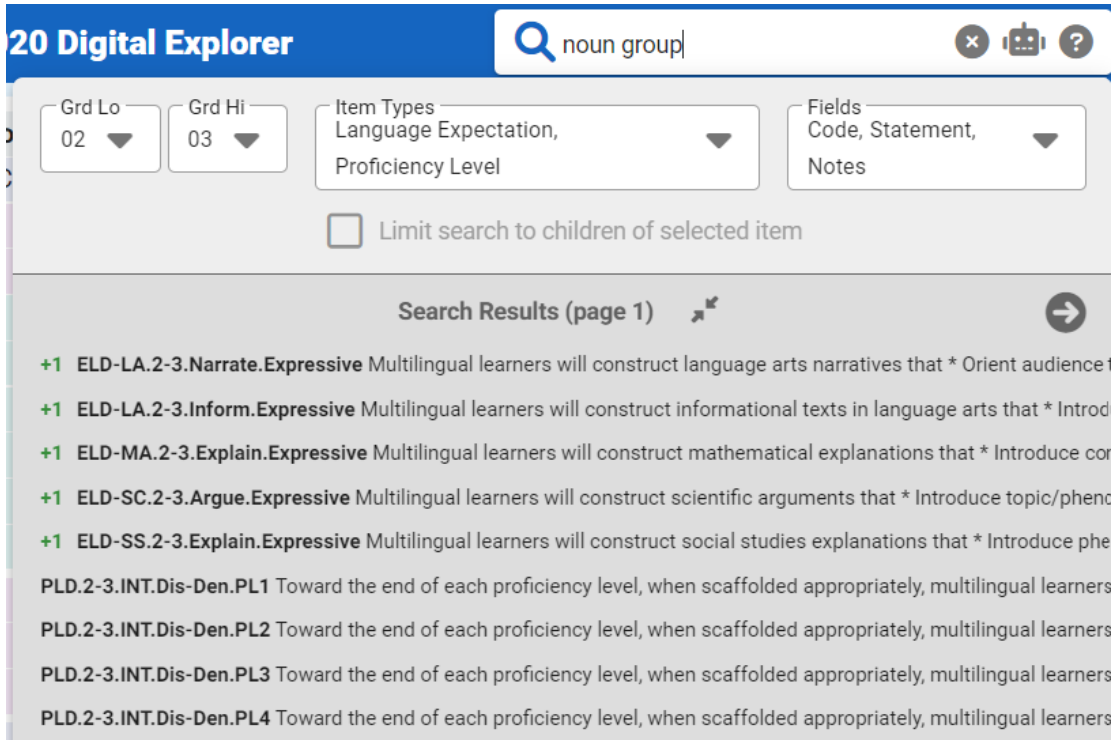
Try out the Search Tool.

- Conduct simple searches.
- Narrow your search using drop down menus.
- Click on the robot face to start an artificial intelligence (AI) search for terms with similar roots and near matches.



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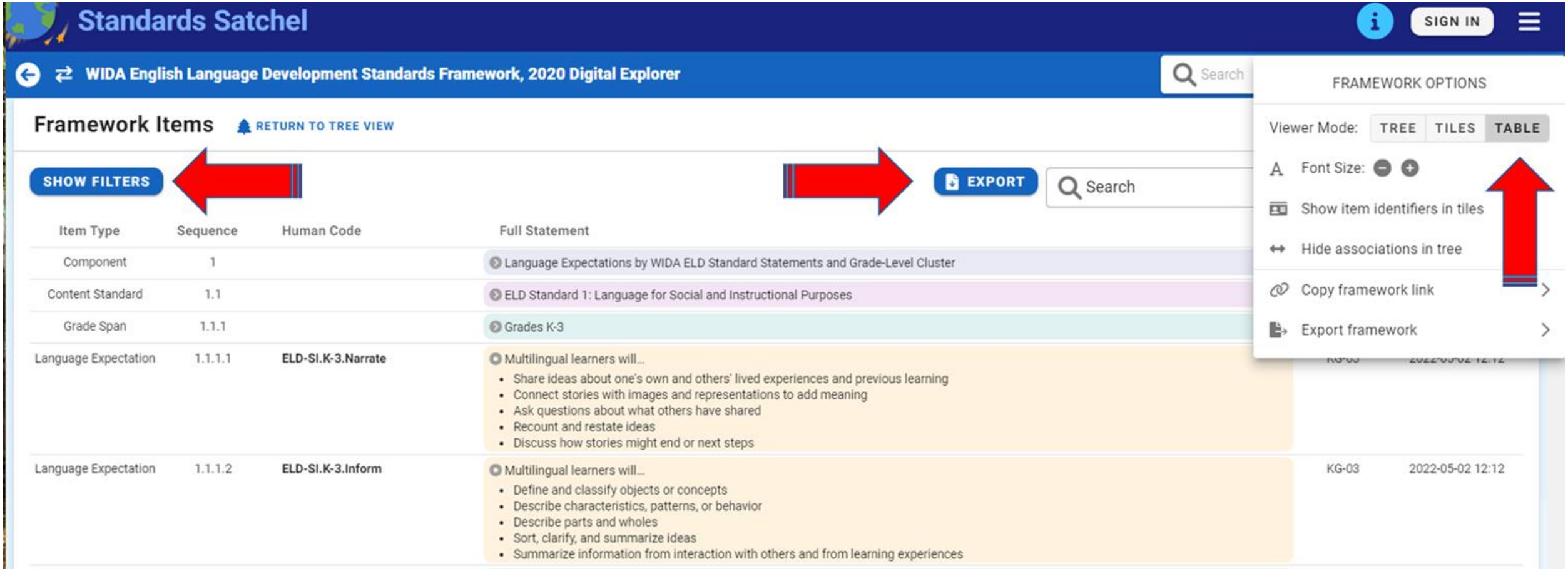
Download the WIDA ELD Standards Framework



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Why is this so useful?

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Digital versions of our standards are in an open access repository which is is *free to educators and public institutions*.

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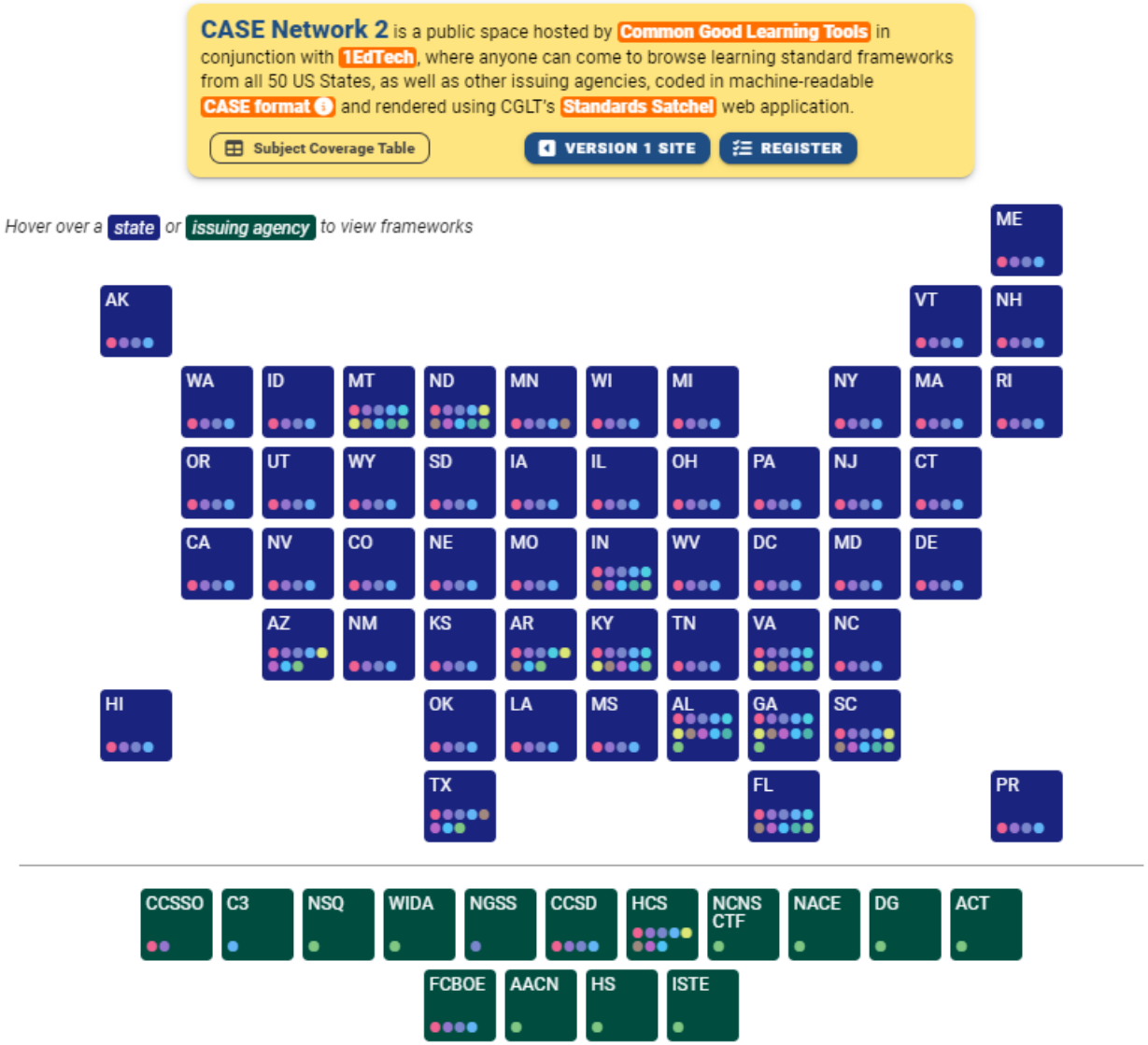

Educators and public institutions can download free versions of educational standards from the 1EdTech **CaseNetwork2**

Standards on CASE Network 2 at
https://casenetwork.1edtech.org/

Information for signing up at
https://www.1edtech.org/program/casenetwork2

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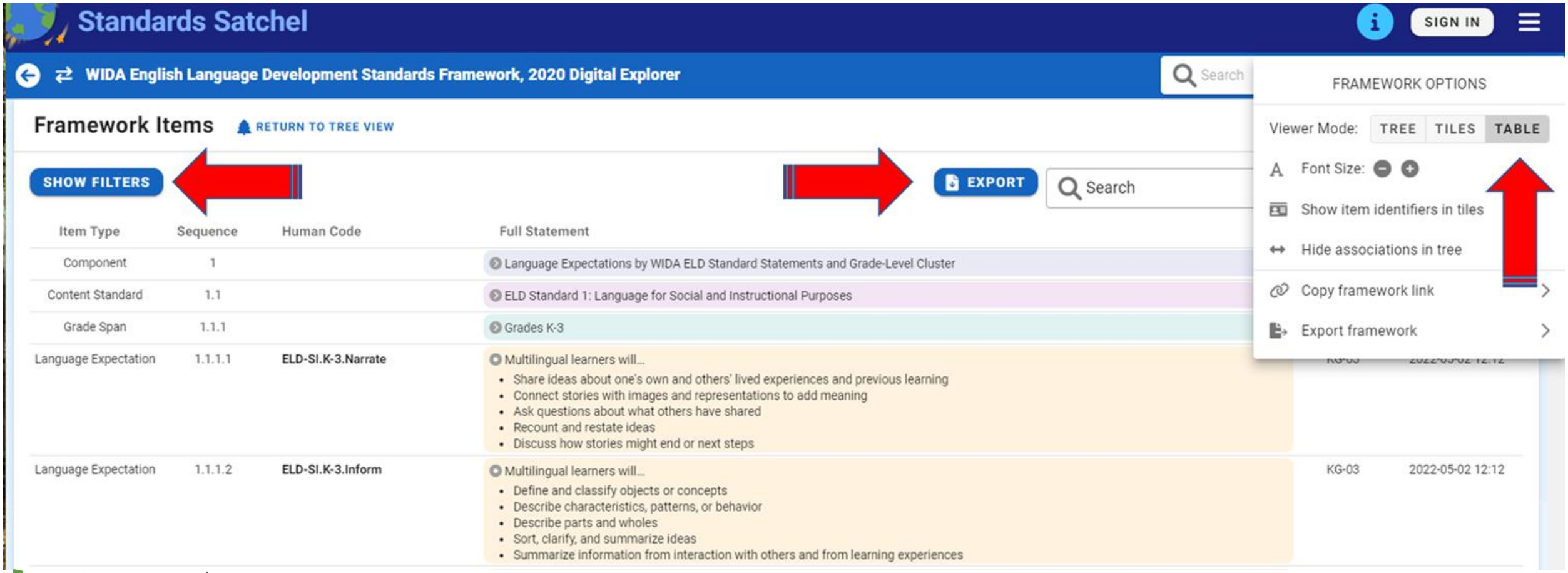
Optional Download: WIDA ELD Standards Framework



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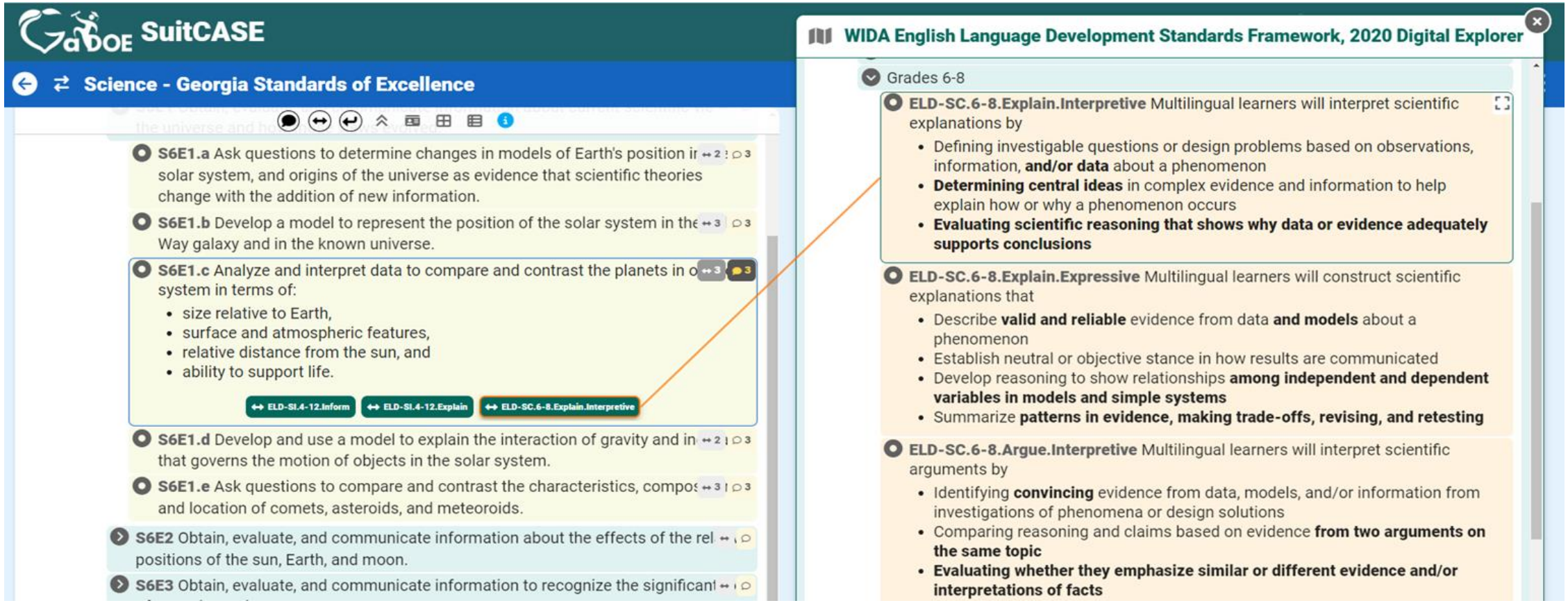
Use forthcoming state crosswalks between content Standards and WIDA ELD Standards Framework to improve collaboration



G.S6E1.c crosswalked to ELD-SC.6-8.Explain.Interpretive

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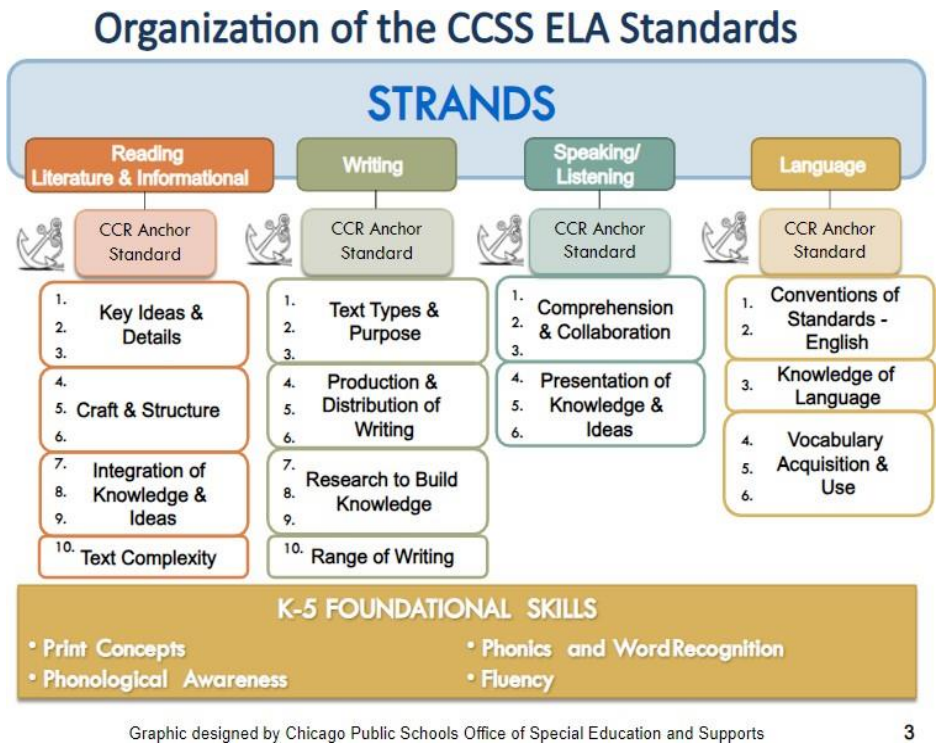
We conducted extensive research on the Language Expectations found in 40+ states' content standards in ELA, M, Sc, SS

Table 9 in August 2023 technical paper.
Fall 2022 Structural Elements in WIDA Consortium Members' State Standards



FOCUS QUESTION: Do the state's K–12 ELA standards include the CCSS for ELA anchor standard categories and associated individual, grade-level standards?

- **YES**: DC, DE, GA, HI, ID, IL, MD, ME, MI, MT, NC, ND, NH, NJ, NM, NV, PA, SD, UT, VT, WA, WI, WY
  (23 WIDA CONSORTIUM MEMBER SEAS)
- **YES**, BUT WITH OTHER MODIFICATIONS AND ADDITIONS: AK, AL, CO, IN, KY, MA, RI, SC
  (8 WIDA CONSORTIUM MEMBER SEAS)
- **NO**: FL, MN, MO, OK, TN, VA
  (6 WIDA CONSORTIUM MEMBER SEAS)

(Shafer Willner, 2023)

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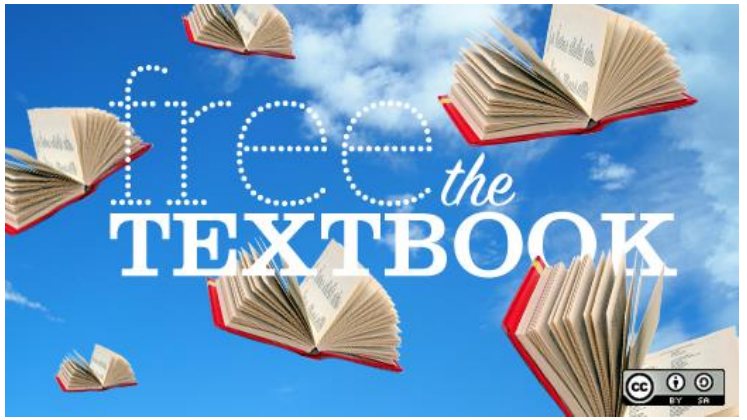
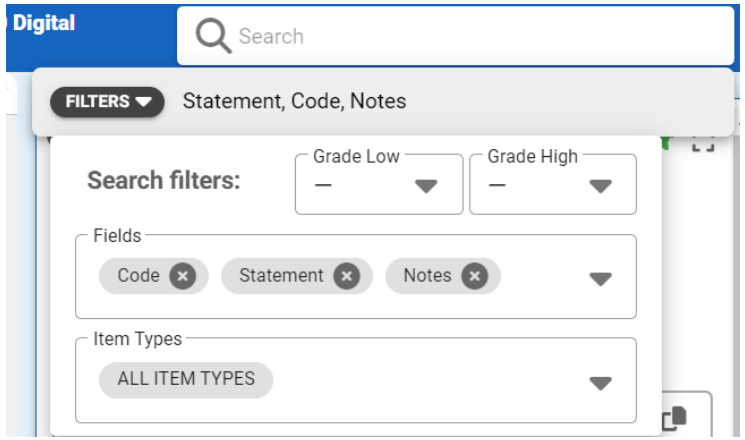
Digital resources streamline and add flexibility beyond PDFs; can track revisions





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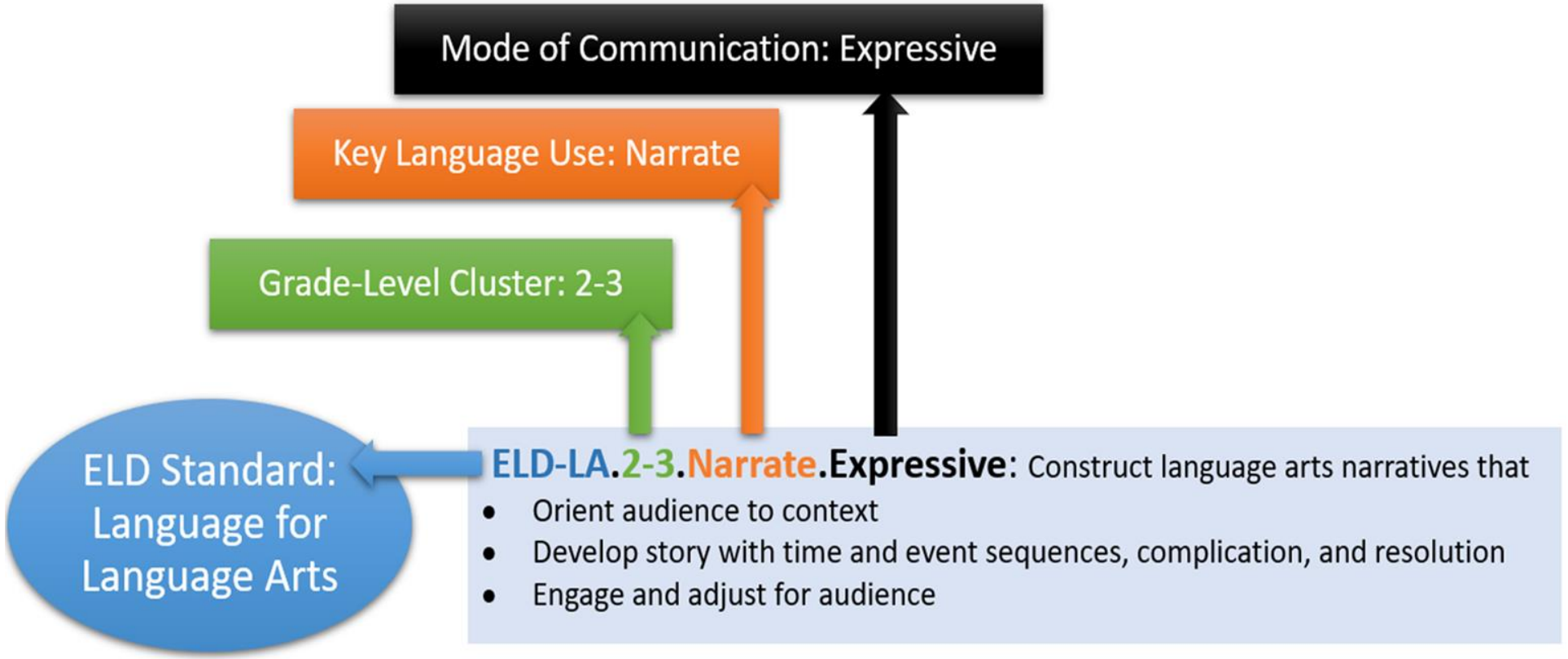
When creating units with AI, use the WIDA Language Expectations *and* their Reference Codes



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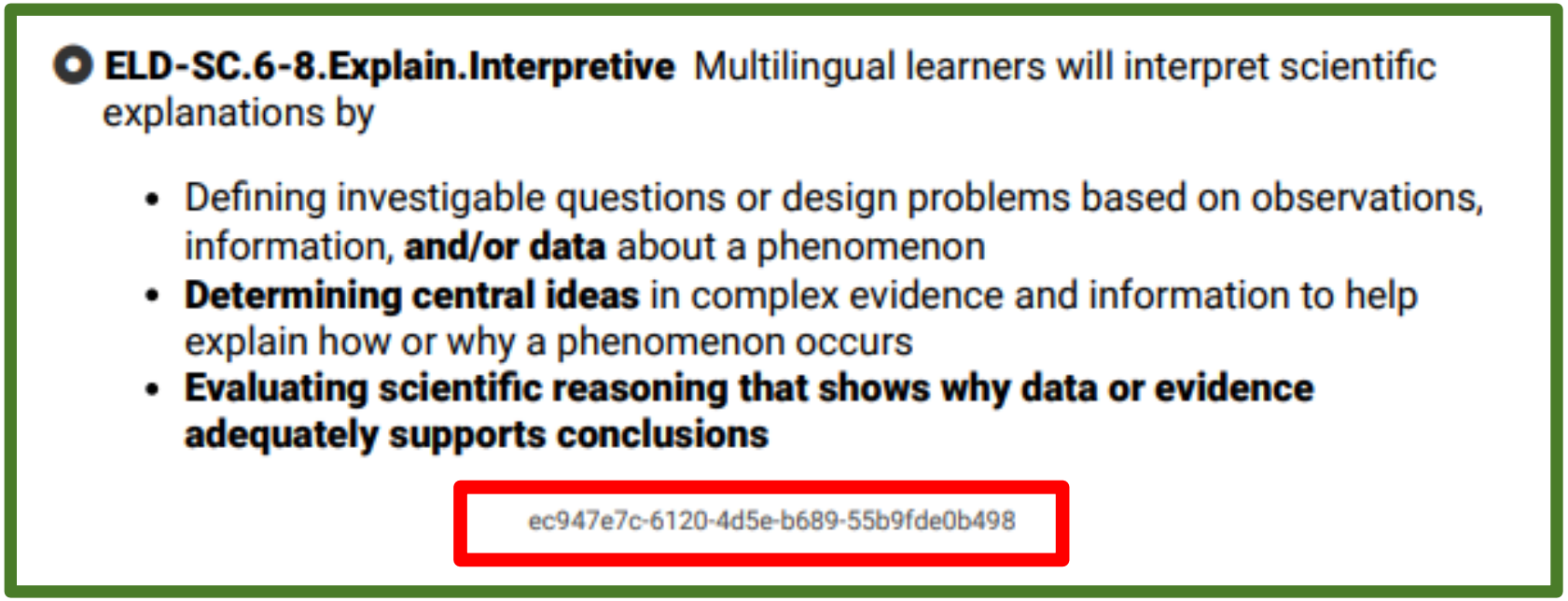
WIDA Standards Reference Codes Tied to GUIDs in the 1EdTech Competencies and Exchange System (CASE)



- **Benefits:**
  - Codes standards in a **machine-readable format** and imported into state and district platforms.
  - Maps **relationships between GUIDs.**
  - Easier to track when standards have been **updated**.

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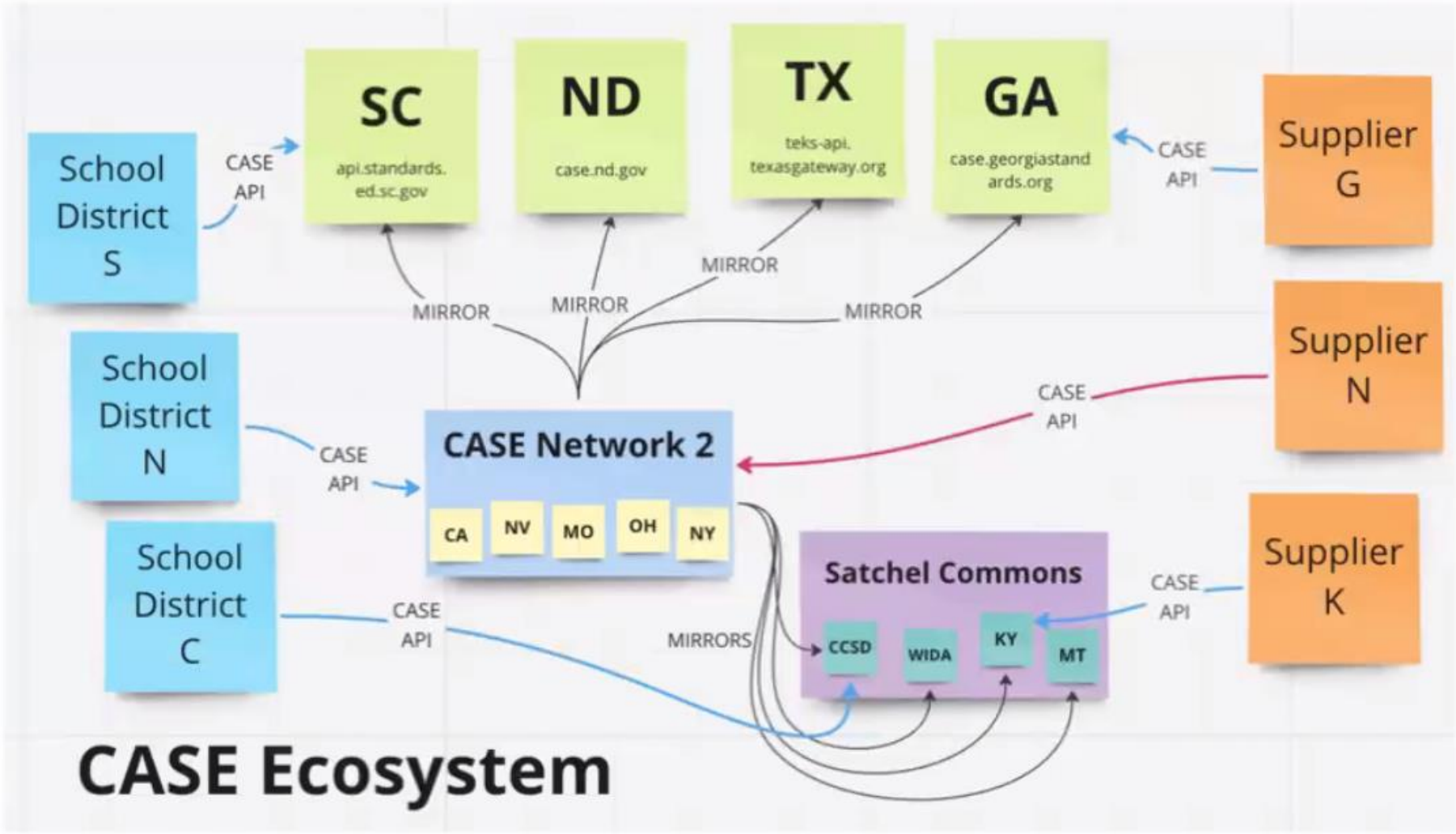
casenetwork.1edtech.org



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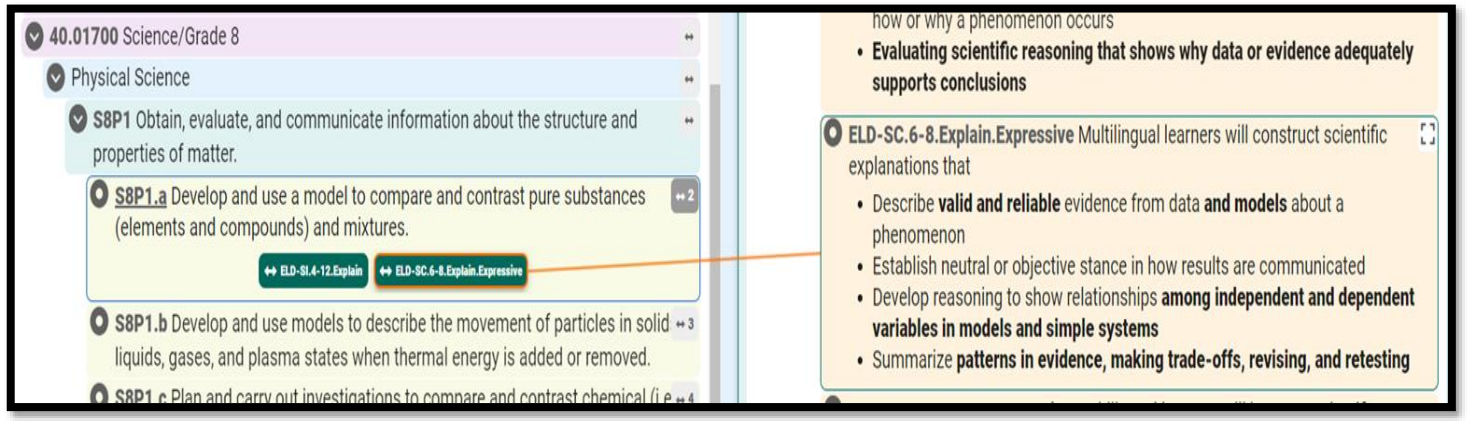
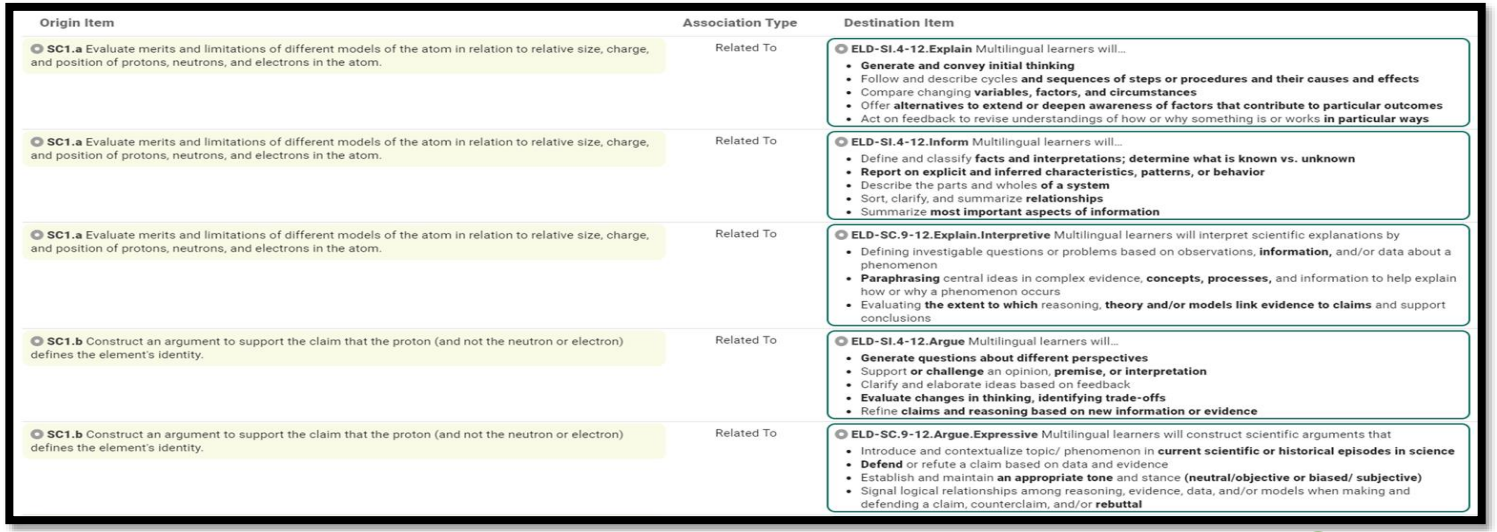
Will be able to retrieve Language Expectations if you know the commonly associated content standard

Search for **one content standard** and find its associated language expectations.

(Tree View)



Search for **all language-to-content associations** for **one** content standard and its elements. (Table View)



Origin Item	Association Type	Destination Item
SC1.a Evaluate merits and limitations of different models of the atom in relation to relative size, charge, and position of protons, neutrons, and electrons in the atom.	Related To	ELD-SI.4-12.Explain Multilingual learners will... • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
SC1.a Evaluate merits and limitations of different models of the atom in relation to relative size, charge, and position of protons, neutrons, and electrons in the atom.	Related To	ELD-SI.4-12.Inform Multilingual learners will... • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information
SC1.a Evaluate merits and limitations of different models of the atom in relation to relative size, charge, and position of protons, neutrons, and electrons in the atom.	Related To	ELD-SC.9-12.Explain.Interpretive Multilingual learners will interpret scientific explanations by • Defining investigable questions or problems based on observations, information, and/or data about a phenomenon • Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs • Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions
SC1.b Construct an argument to support the claim that the proton (and not the neutron or electron) defines the element's identity.	Related To	ELD-SI.4-12.Argue Multilingual learners will... • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
SC1.b Construct an argument to support the claim that the proton (and not the neutron or electron) defines the element's identity.	Related To	ELD-SC.9-12.Argue.Expressive Multilingual learners will construct scientific arguments that • Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science • Defend or refute a claim based on data and evidence • Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective) • Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

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GaConnects: One Stop Digital Shop for all Resources, Tools, Professional Learning, Forms, and Data!

Two Public Facing Tools: GaDOE SuitCASE and Inspire!

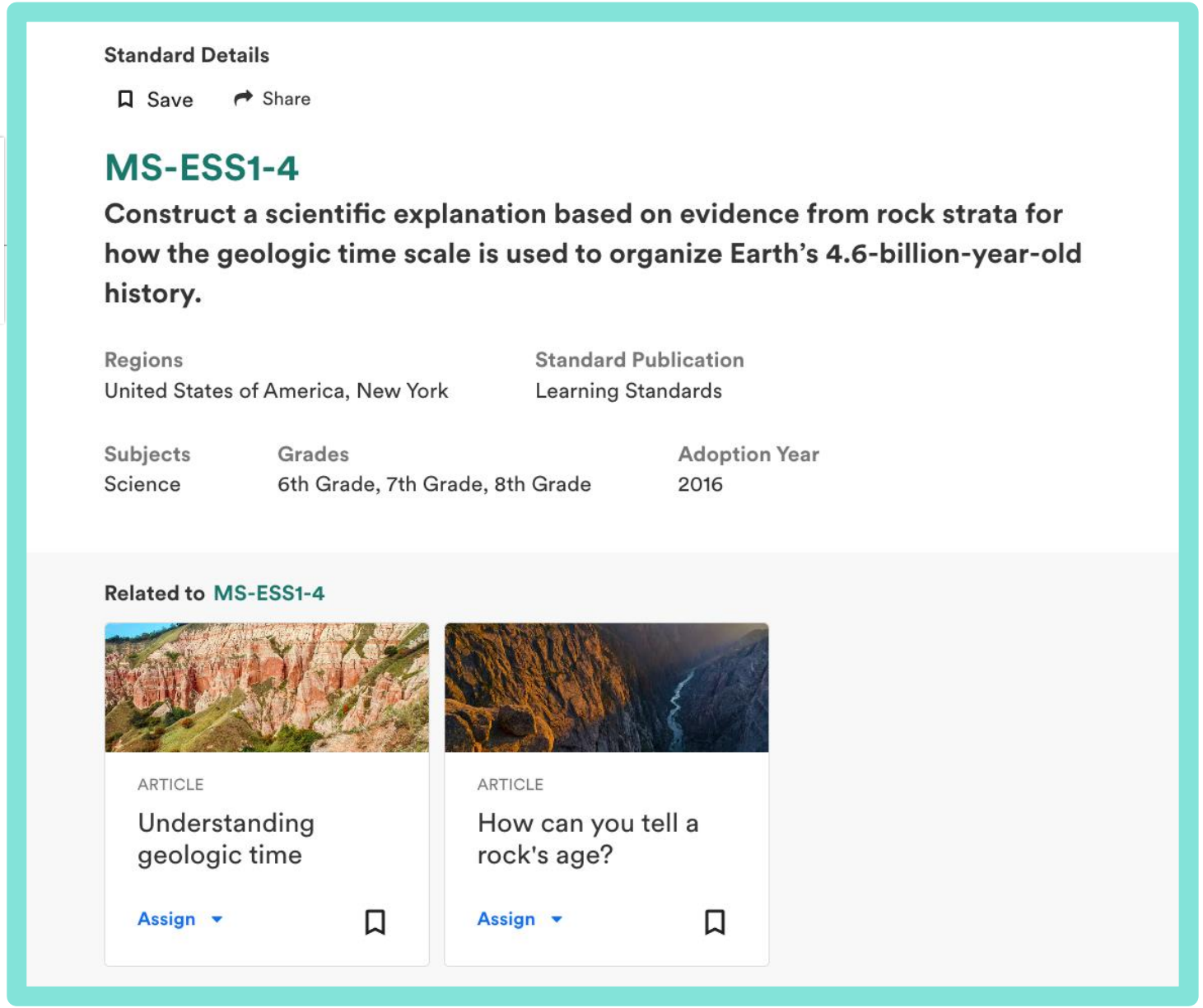
Content publishers are also embedding WIDA Standards Reference Codes and Language Expectations into their instructional materials:

Newsela example

ELD-SC.6-8.Explain.Interpretive

Multilingual learners will interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- **Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs**
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions



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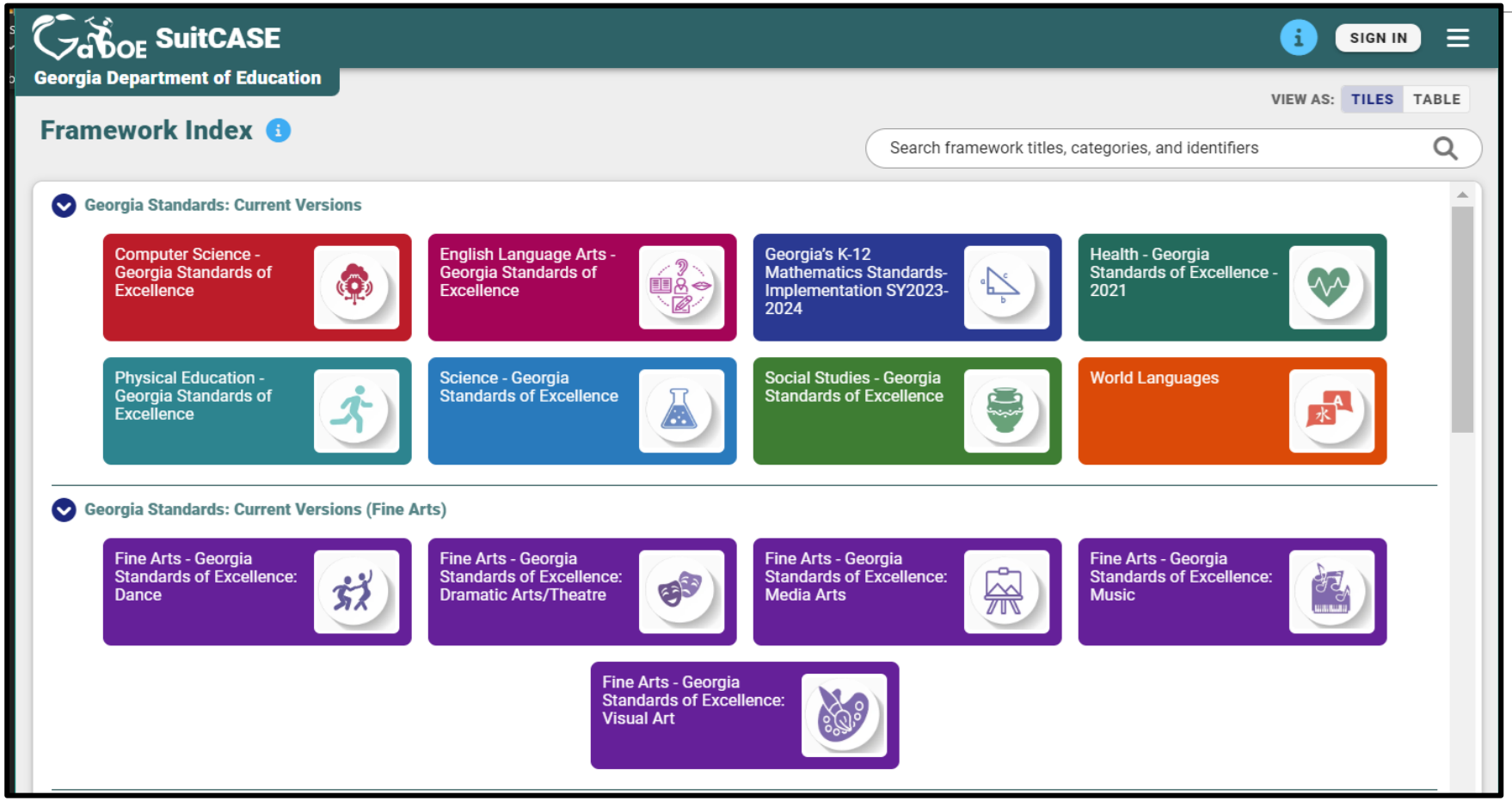
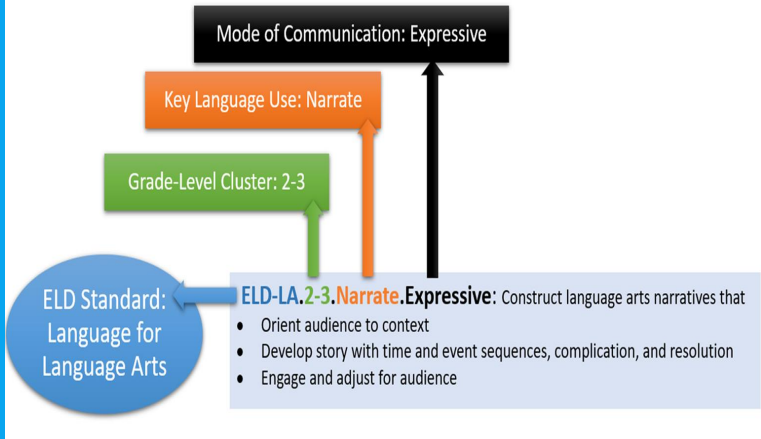
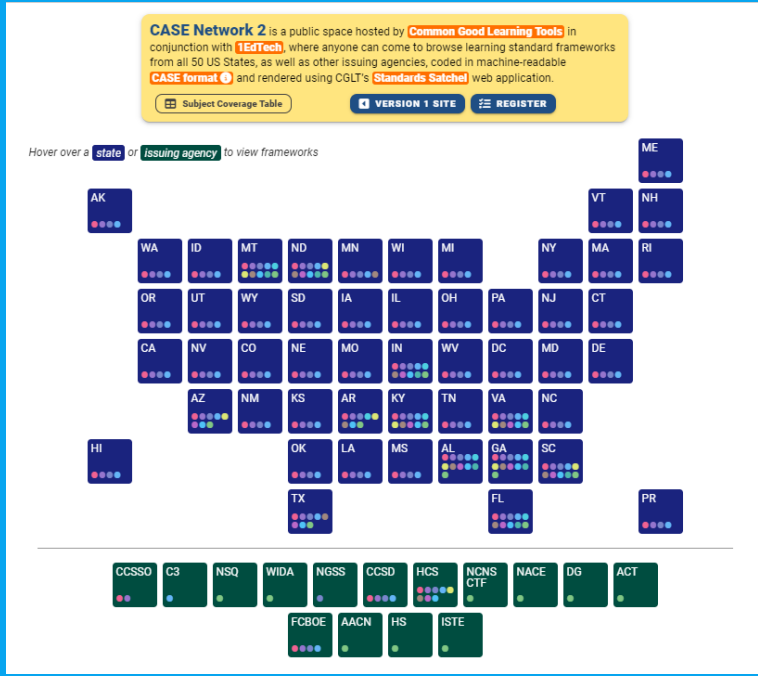
SuitCASE: Digital Standards Platform

Live Demo: case.georgiastandards.org



Video on SuitCASE





Session Takeaways

1. The basics of ELD standards framing and a basic unit template (for content-based language learning)
2. What our ELD standards components look like
3. Why it's useful - our ELD standards mapping to 40+ U.S. states' academic content standards
4. Where you can download digital versions for your AI data sets (free, if you're a public institution)
5. Benefits of open access standards
6. Some ideas for AI generated activities for ELs

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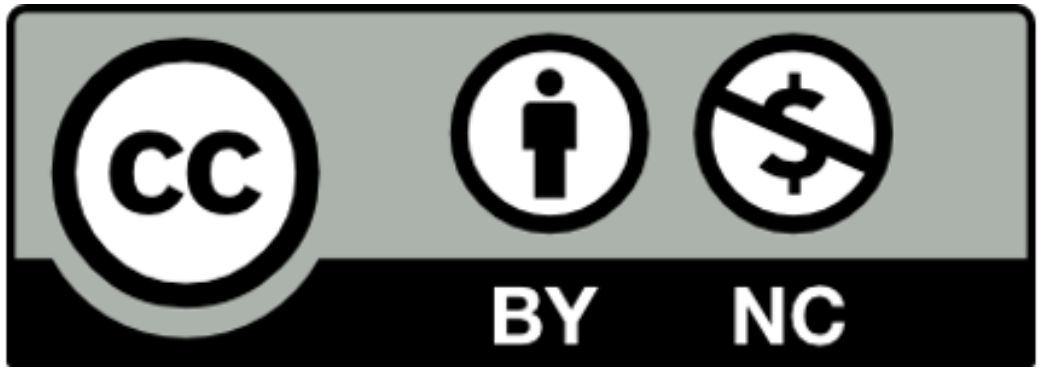

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Session feedback survey

EVER GREEN
AI EDUCATION

We believe in the value of feedback.

Share how it went at:

bit.ly/seqcon2024