



## Better AI Prompts for English Language Development Standards Unit Planning

*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>

## 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)



## 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.



## 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).**

# Part 1 of the Presentation



# Assign the Chatbot a Role and other basics



Reminders from Deirdre  
Kennedy – Thursday  
Breakout Room 2

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?

# Considerations for AI Prompts



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

# 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

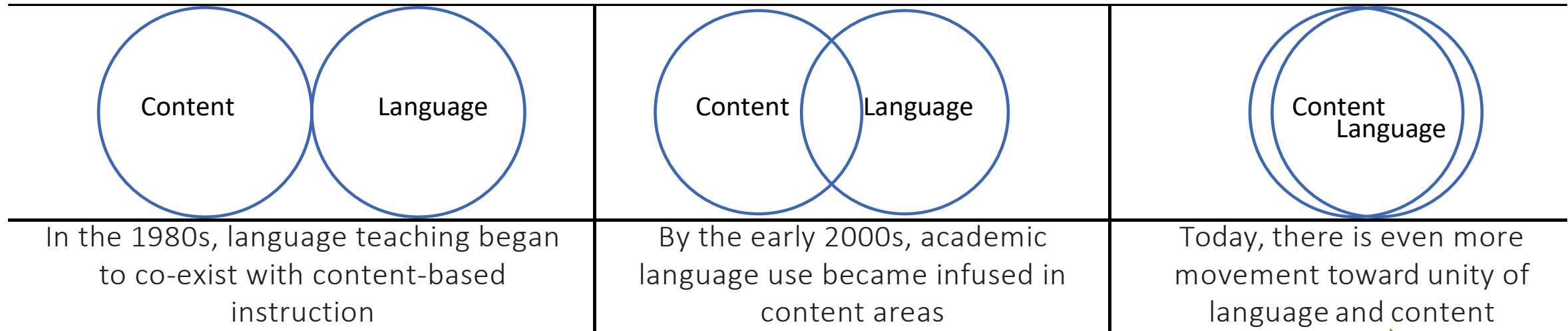
# Common Unit plan features for K-12 Multilingual Learners

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



# Units for ELs need to be situated in content area contexts



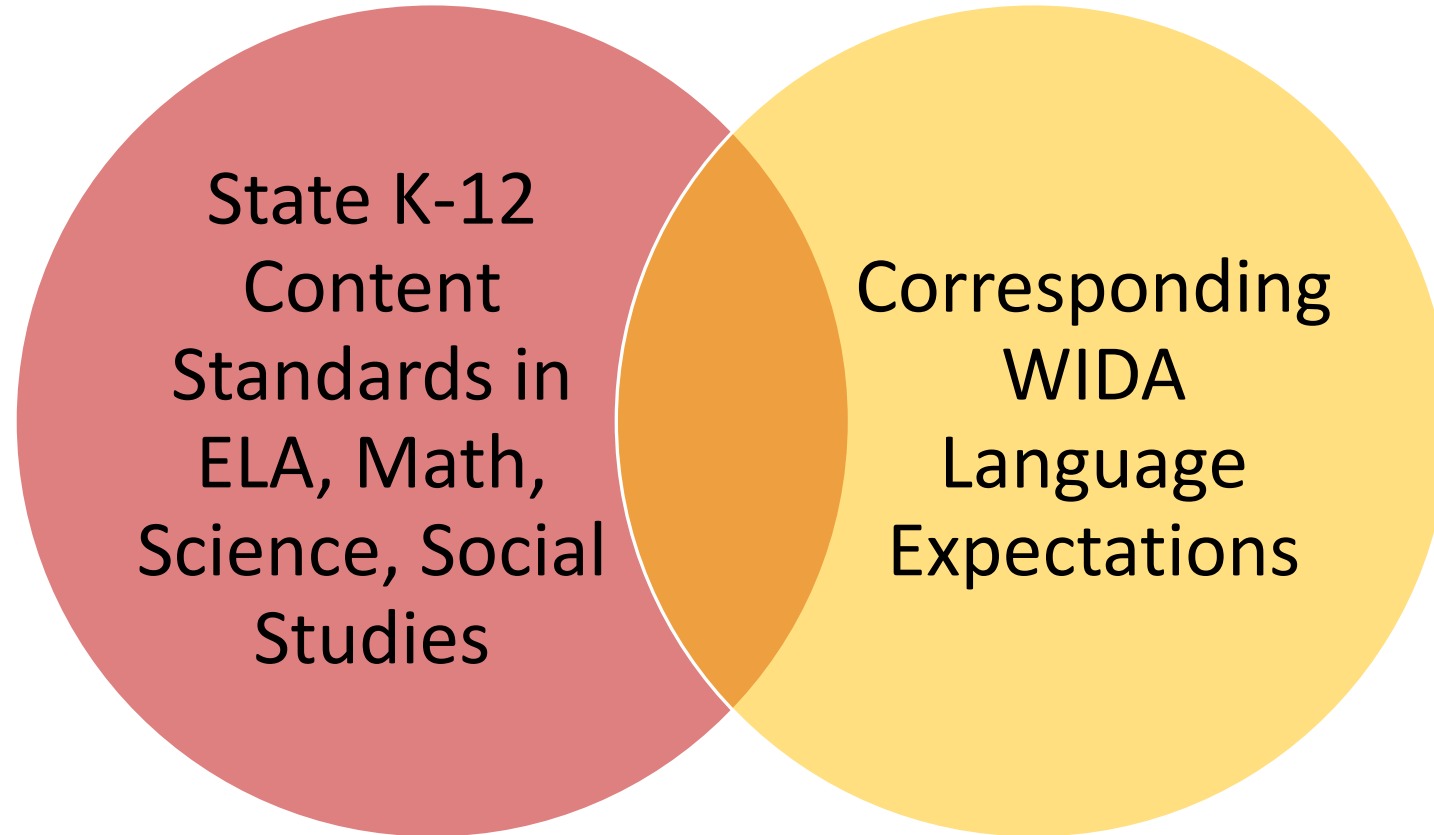
content-driven language learning

## Encapsulated in Law: Title I in ESSA of 2015

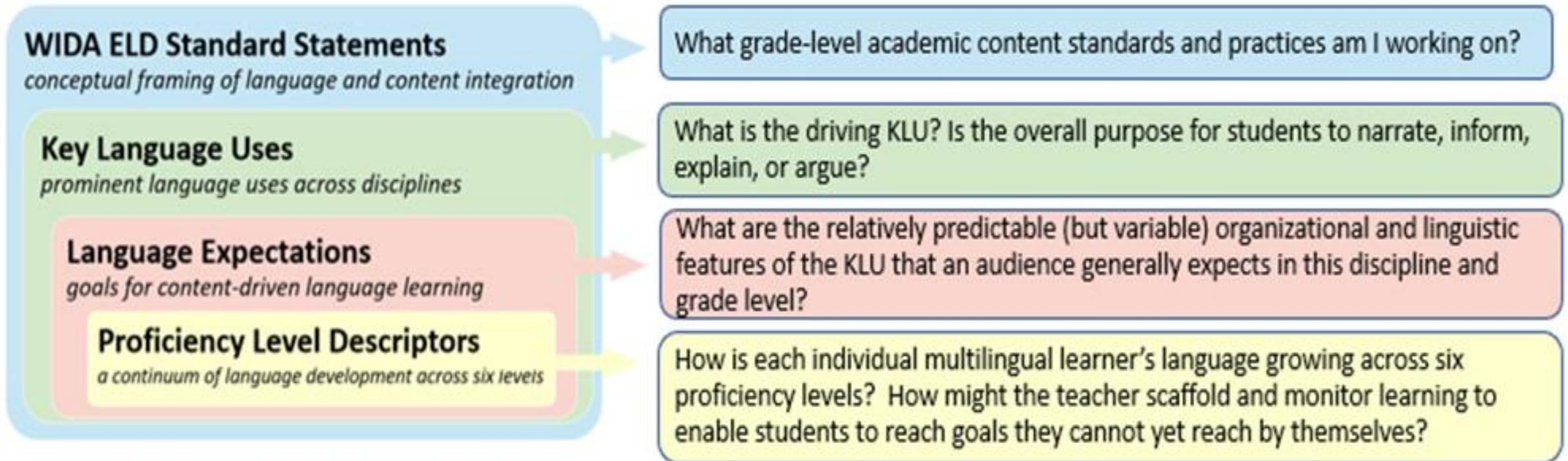
States must create English language proficiency (ELP) standards **aligned with** (that is, **corresponding to**) college and career readiness standards in English language arts (ELA), mathematics, and science.

# Create Collaborative, Content-Based Language Development Opportunities

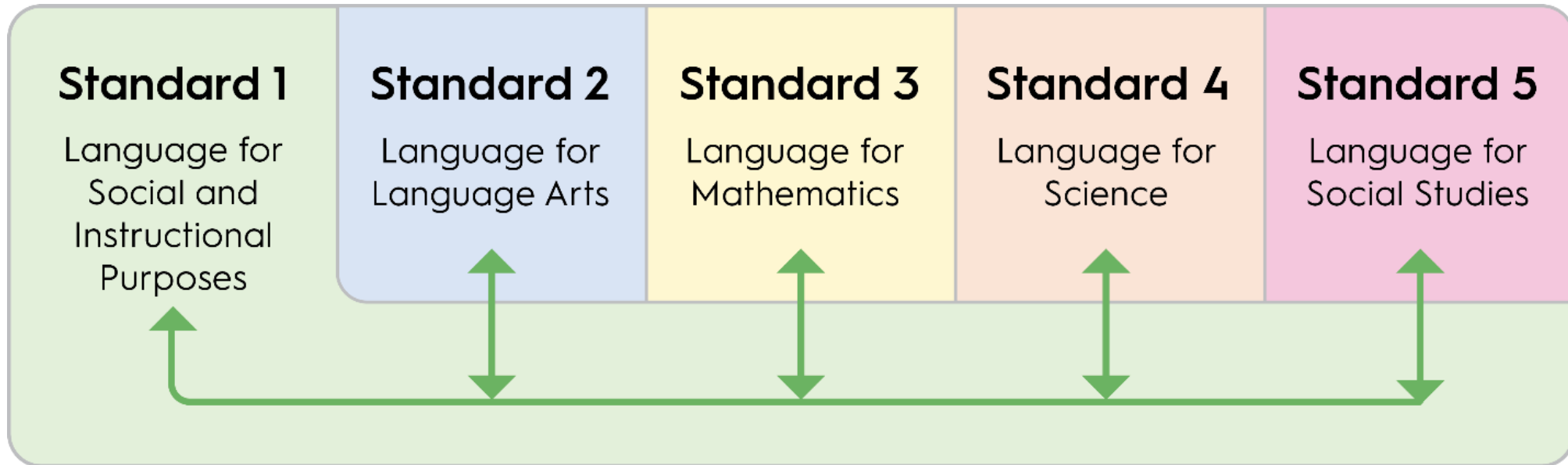
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# How we've designed the Four Nested Components in WIDA English Language Development Standards Framework



# The 5 WIDA ELD Standards Statements contain a message



Teach language and content together.

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

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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)**]



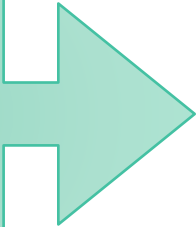
# You'll need to ask AI to include ELD Standards alignment in its responses.

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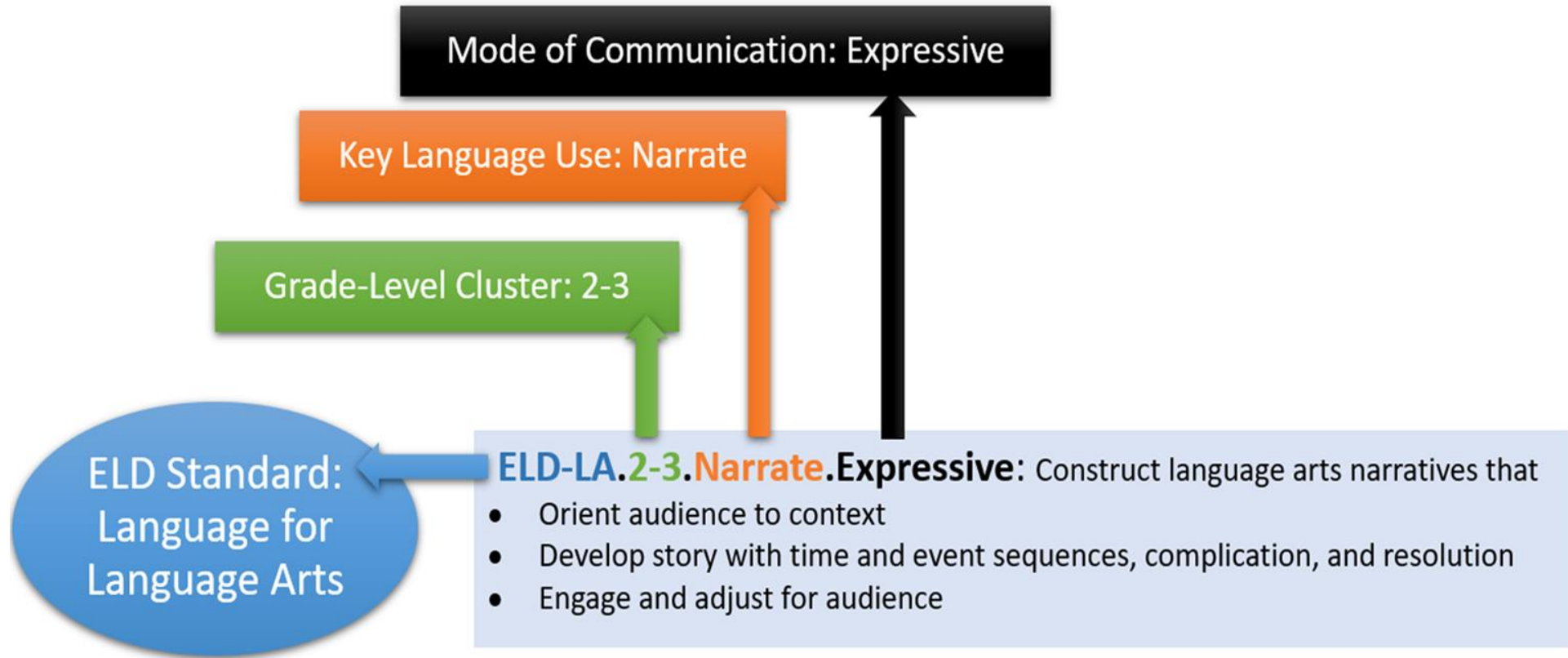
Basic Prompt:

- 1) Please create a 3-week unit for 5<sup>th</sup> 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.



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



# 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
<p>Describe observations and/or data about a phenomenon through...</p>	<p>The green anoles that were born <u>with fewer sticky toe scales</u> <u>are</u> most likely to get caught <u>by a brown anole</u> because the brown anoles can't climb <i>that good</i>.</p>	<p>Develop a logical sequence between data or evidence and claim through...</p>
<p>Declarative statements to state present facts</p>		<p>Causal connectors to link events</p>
<ul style="list-style-type: none"> <li>• The green anoles that were born ... good.</li> </ul>		<ul style="list-style-type: none"> <li>• because</li> </ul>
<p>Cohesion to reference ideas across text</p>		<p>Prepositional phrases to provide details</p>
<ul style="list-style-type: none"> <li>• a brown anole ... the brown anoles (renaming subject)</li> </ul>		<ul style="list-style-type: none"> <li>• <u>with fewer sticky toe scales</u></li> <li>• <u>by a brown anole</u></li> </ul>
<p>Relating verbs to state attributes</p>		<p>Comparatives to show similarities and differences</p>
<ul style="list-style-type: none"> <li>• <u>are</u></li> </ul>		<ul style="list-style-type: none"> <li>• fewer</li> <li>• most likely</li> <li>• that good</li> </ul>

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

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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.

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### **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 9<sup>th</sup> Grade Printing Press Inquiry](#)

Sample created by Shafer Willner (2024)

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

Language Objective:

**In 9<sup>th</sup> 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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Sample created by Shafer Willner (2024)



# 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
<ul style="list-style-type: none"> <li>• <b>Discourse:</b> What message is the student trying to convey?</li> <li>• <b>Sentence:</b> How is the message structured?</li> <li>• <b>Word/Phrase:</b> How does word choice support the message?</li> </ul>	<p>Discourse:</p> <ul style="list-style-type: none"> <li>• <b>Organization:</b> How does this student arrange texts that are increasingly coherent, logical, and clear?</li> <li>• <b>Cohesion:</b> How does this student tie together ideas throughout a text?</li> <li>• <b>Density:</b> How does this student use language to elaborate or condense ideas?</li> </ul> <p>Sentence:</p> <ul style="list-style-type: none"> <li>• <b>Grammatical Complexity:</b> How does this student extend or enhance meaning through sentence construction?</li> </ul> <p>Word/Phrase:</p> <ul style="list-style-type: none"> <li>• <b>Precision:</b> How does this student use every day, cross-disciplinary, and technical language to convey precise meanings?</li> </ul>

# Lesson Objective Template for Content-Based Language Learning

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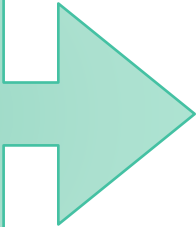
In **[content area]**, when learning **[specific content standard(s)]**, multilingual learners will **[Key Language Use]** by **[a Language Function from a Language Expectation]**, using **[Language Features/connections with the PLDs]**, with appropriate scaffolding such as **[scaffolding provided]**

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

AI Prompt:

- 1) Please create a 3-week unit for 5<sup>th</sup> 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].

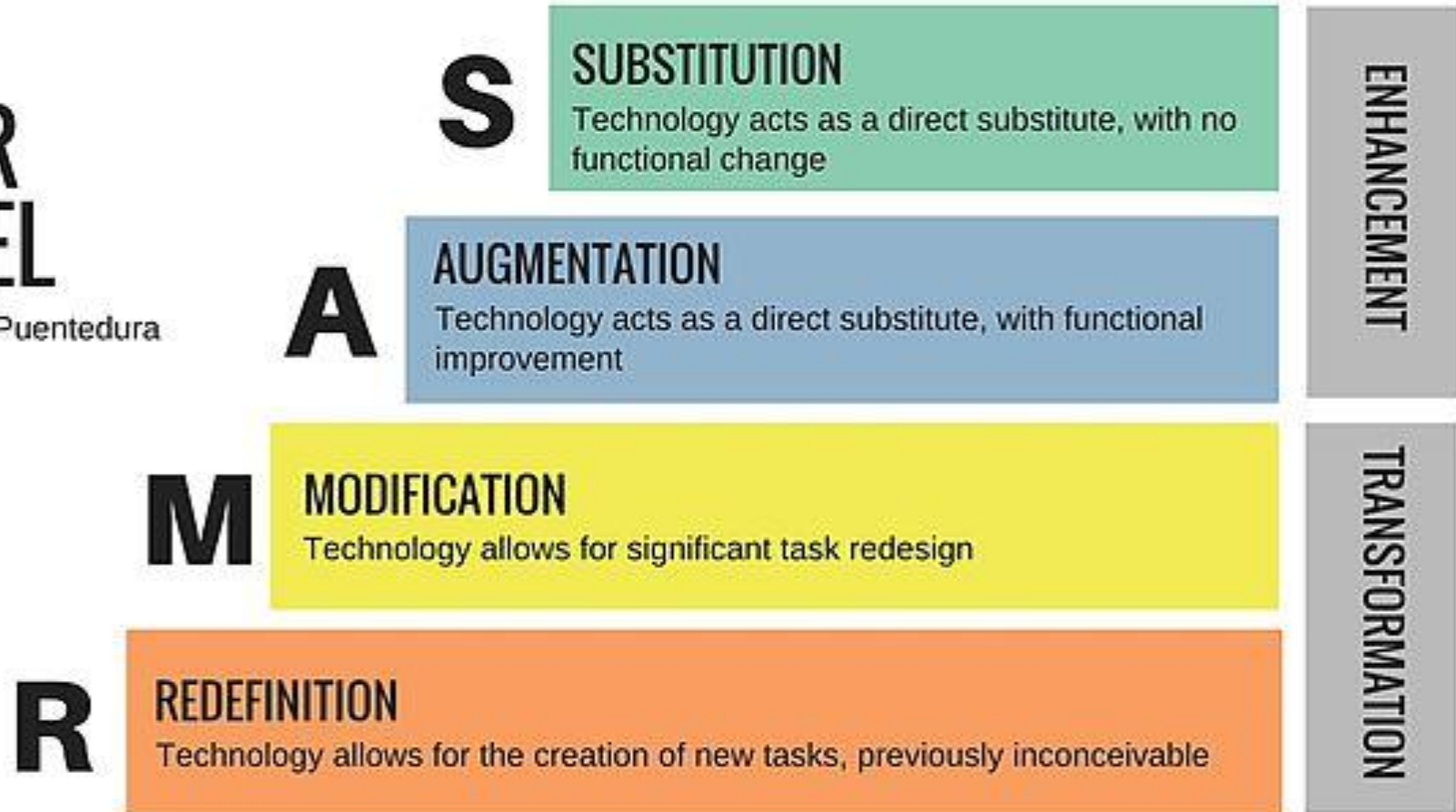
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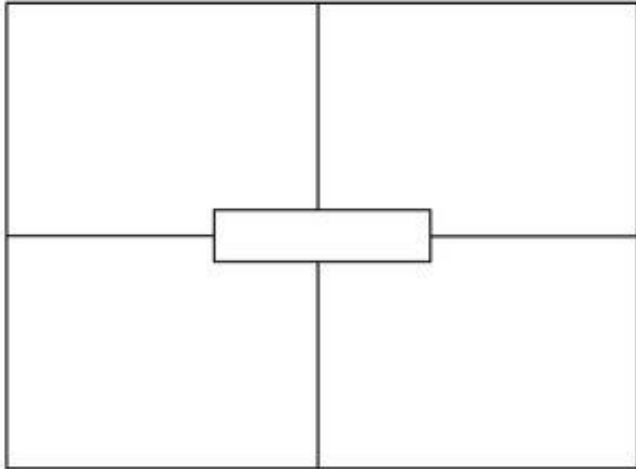
# What kinds of unit activities might benefit students identified as English learners?

## THE SAMR MODEL

Dr. Ruben R. Puentedura



# 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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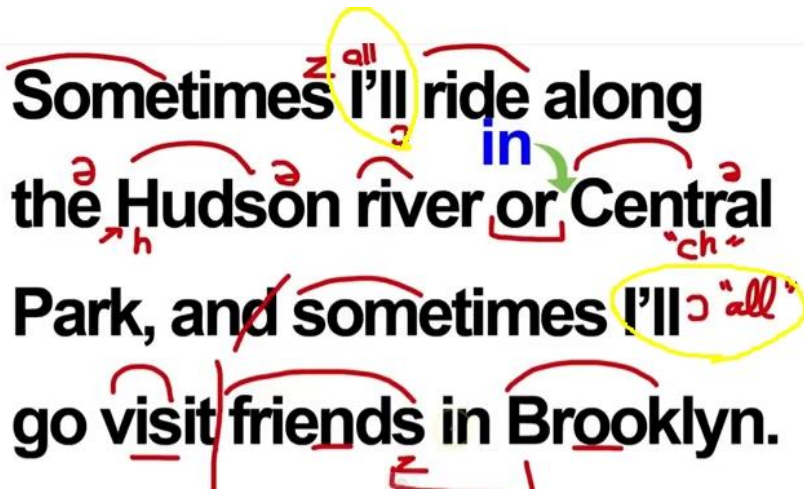


**Providing translation tools**

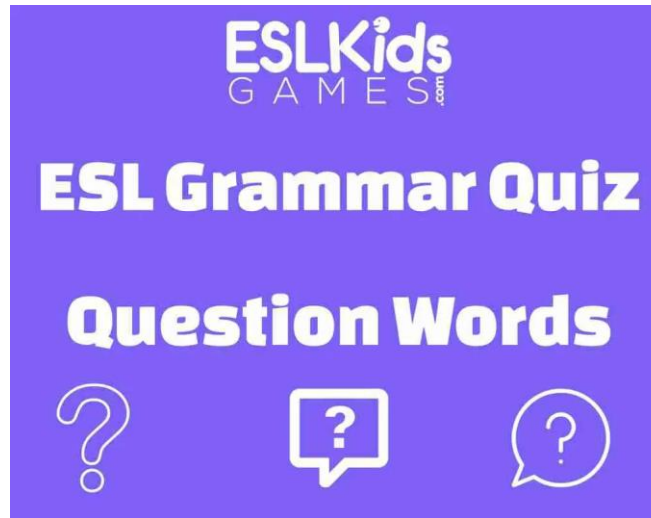
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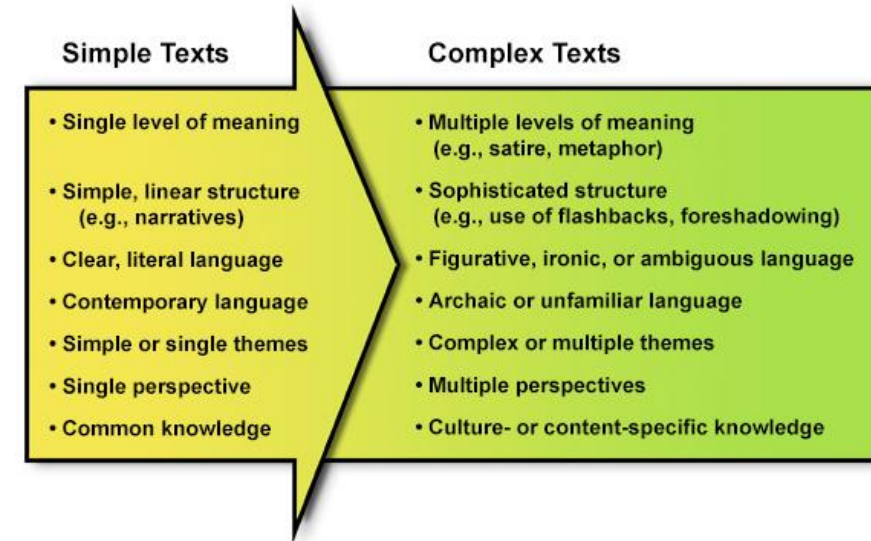
# Augmentation: Content unchanged, digital features added



providing speech recognition and pronunciation feedback

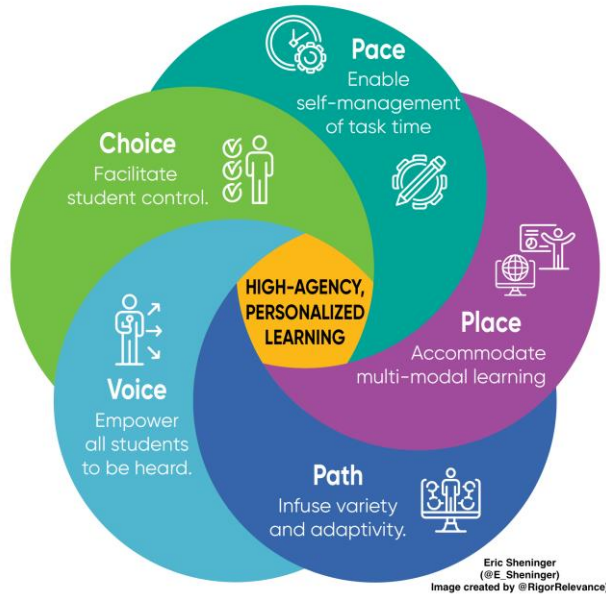


generating interactive exercises and quizzes

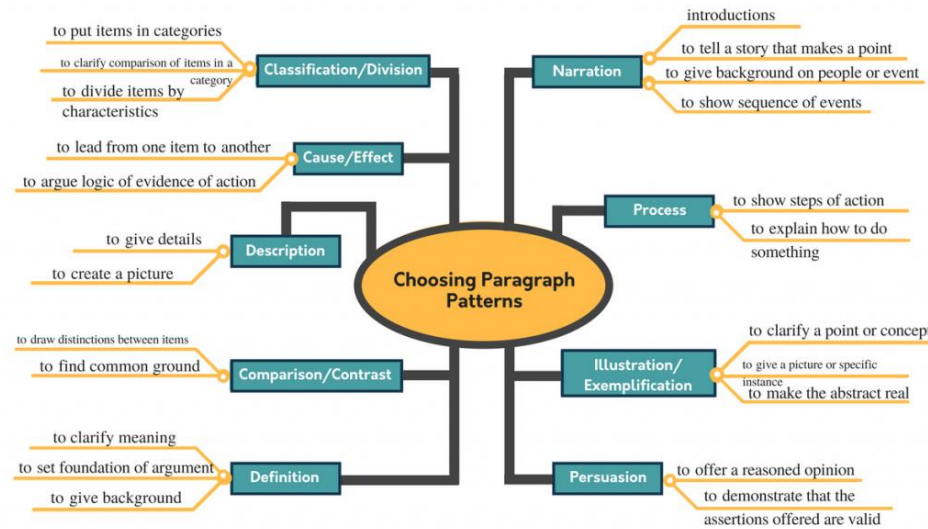


adapting text complexity

# 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

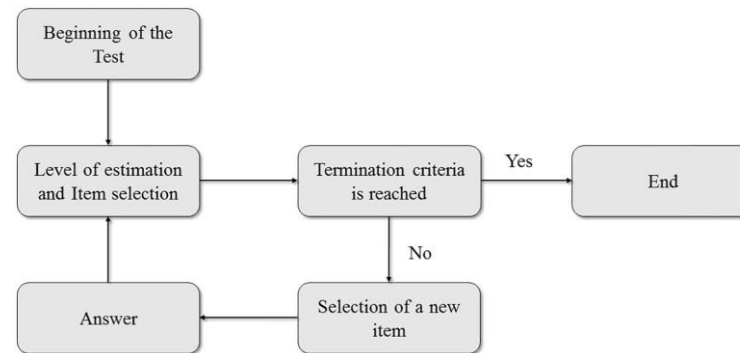


using AI chatbots to engage conversational practice, providing real-time feedback and guidance

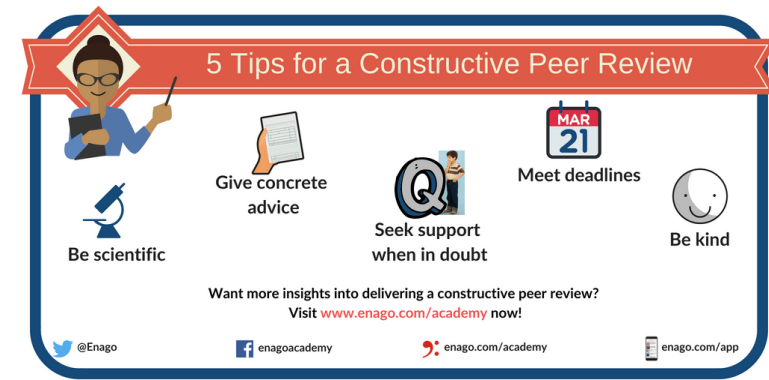
# Redefinition: Bring in authentic audiences & problems



**virtual reality simulations  
and/or virtual tutoring**



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



**5 Tips for a Constructive Peer Review**

- Be scientific
- Give concrete advice
- Seek support when in doubt
- Meet deadlines
- Be kind

Want more insights into delivering a constructive peer review?  
Visit [www.enago.com/academy](http://www.enago.com/academy) now!

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**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.



# Considerations for AI Prompts



Include

Prompt AI to **include** EL-specific unit features

Embed

Prompt AI to **embed** unit plans for English learners within 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

# 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].



The research shows that . . .

**Alignment with State-Identified  
Learning Priorities**



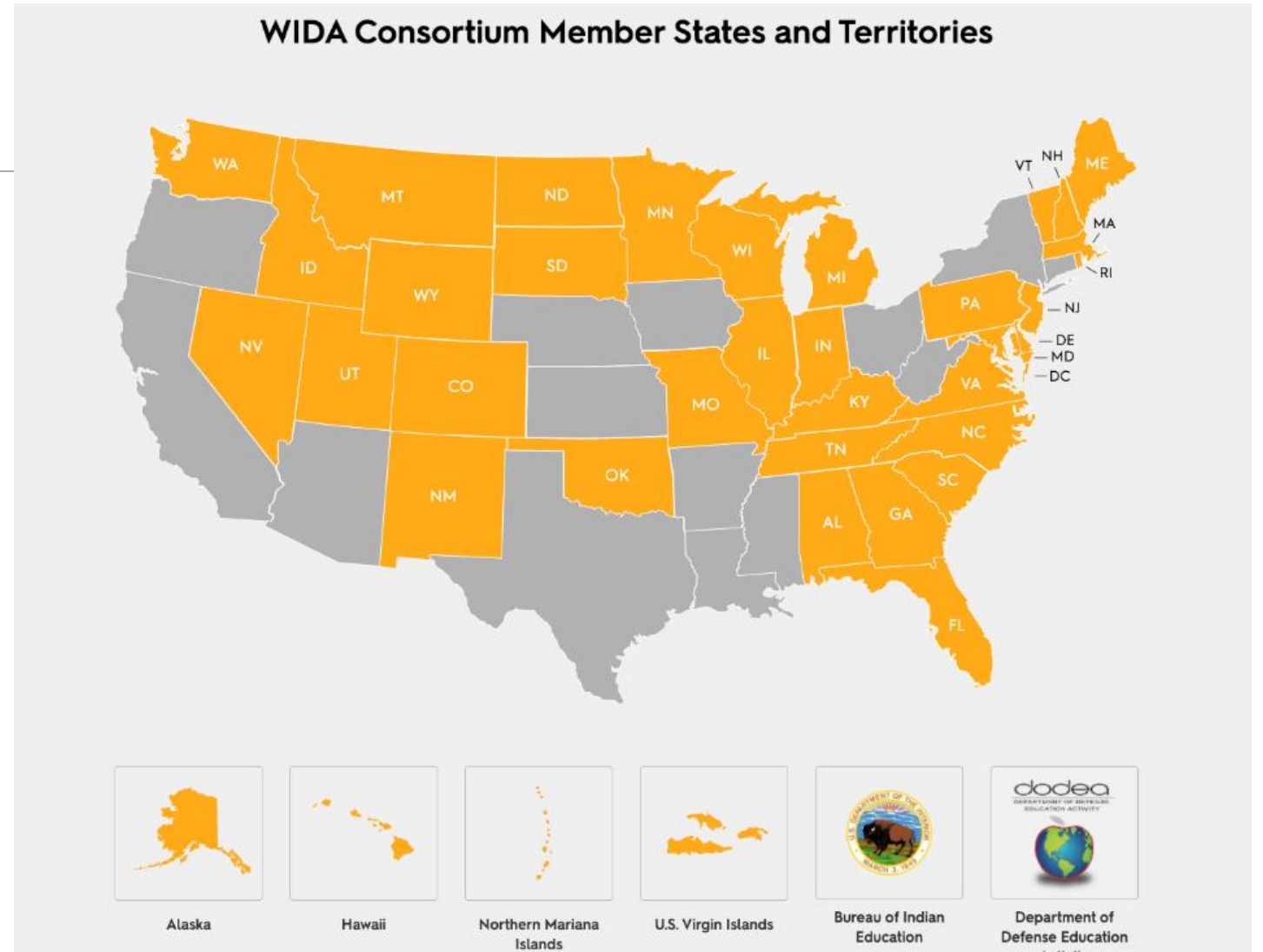
**Higher Quality Digital Resources**



**More Cohesive, Developmentally  
Appropriate Instruction and Assessment**

# 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



## 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



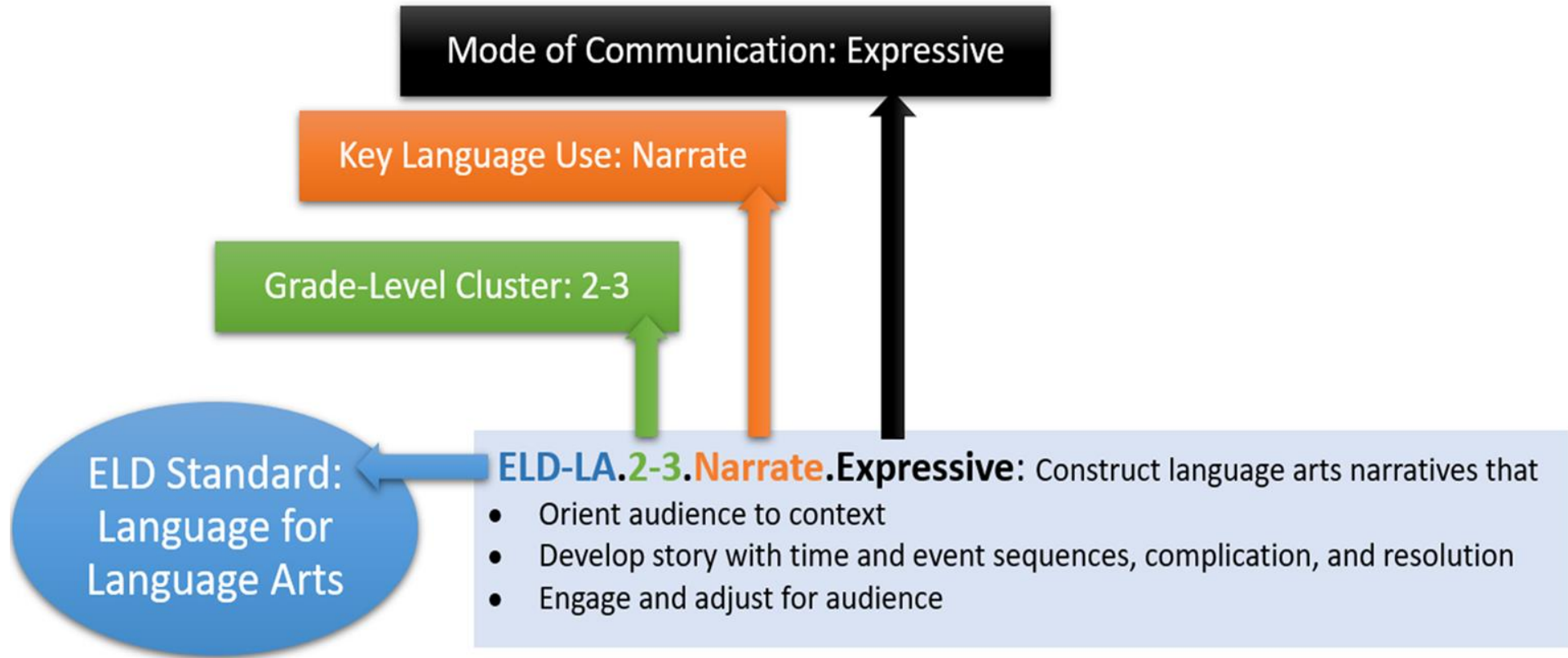
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# The Basic Unit Goal Template for English Learners [Multilingual Learners]

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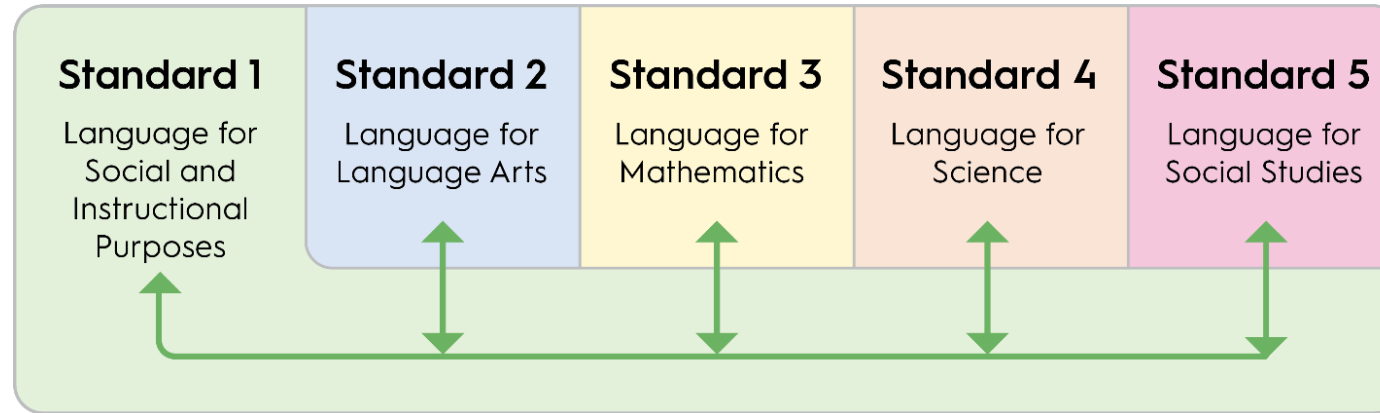
In [**content area**], when learning [**unit focus for content standards**], multilingual learners will [**Key Language Use**] using the language for learning in [**Language Expectation set(s)**]

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



# 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



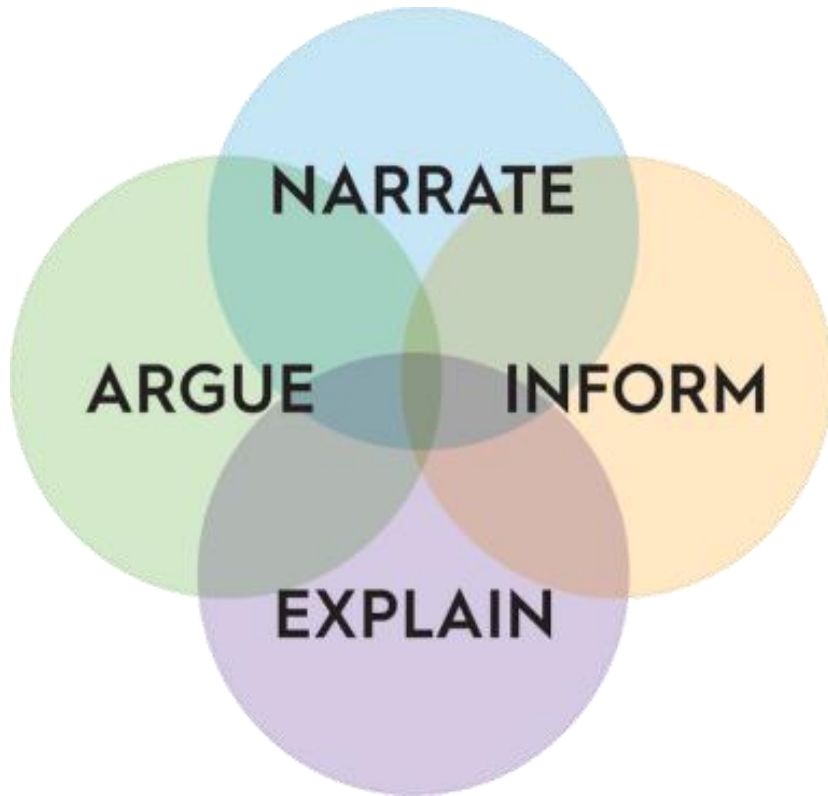
# If you want to gauge student language development, there are 3 dimensions/5 criteria of language to check

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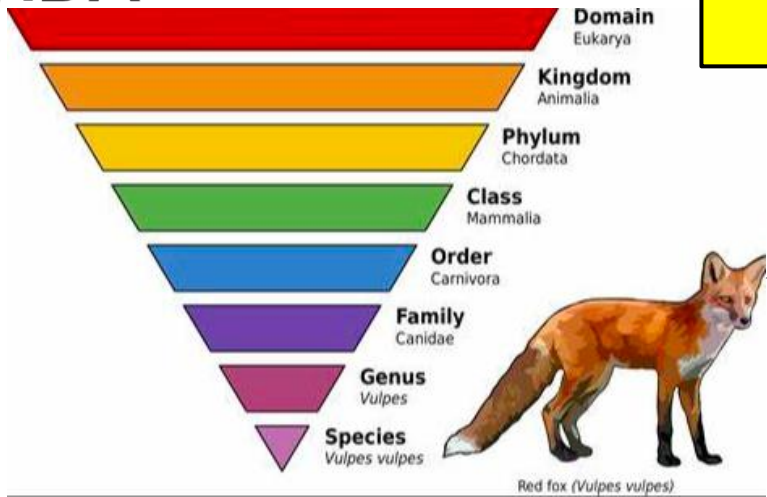


To use AI effectively,  
you'll need to make your  
target data set smaller.

## 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.



**2**

**Inform** —  
language for describing and classifying

**4**

**Argue** —  
language for justifying and evaluating perspectives

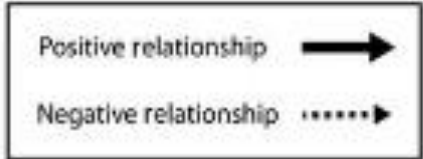
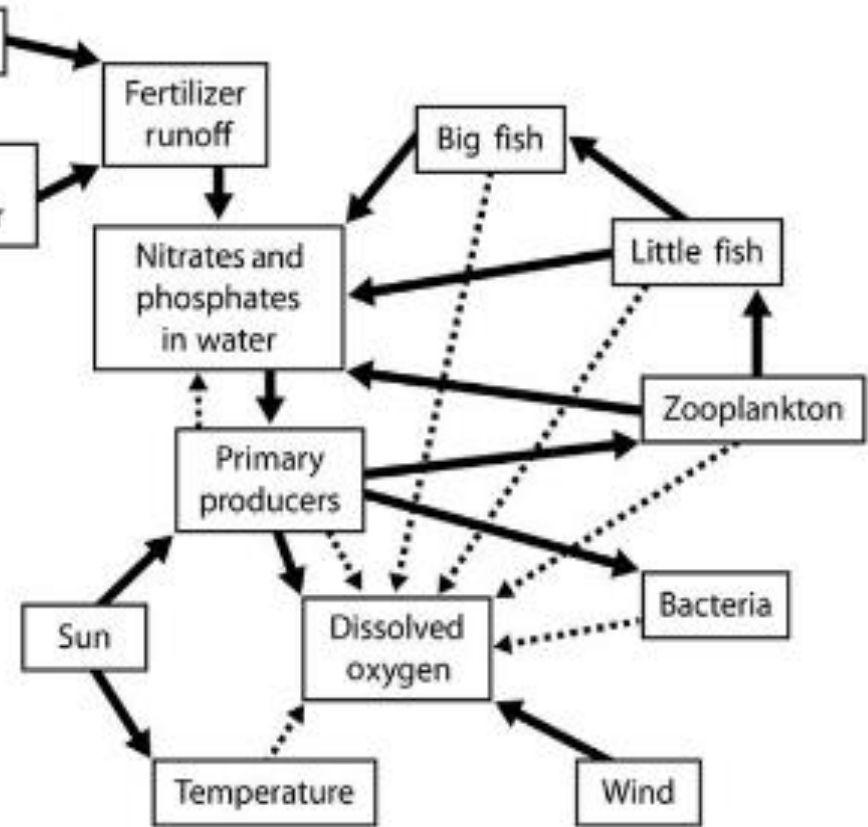


**1**

**Narrate** —  
Language for conveying a series of events, entertaining

**3**

**Explain** —  
Language for making connections among concepts and phenomena



• death, love, youth, learning, grief, setting goals, desire, tragedy, loneliness, faith, hope, human kindness, dependence on technology, destruction of nature, war, childhood, guilt, joy



# 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

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







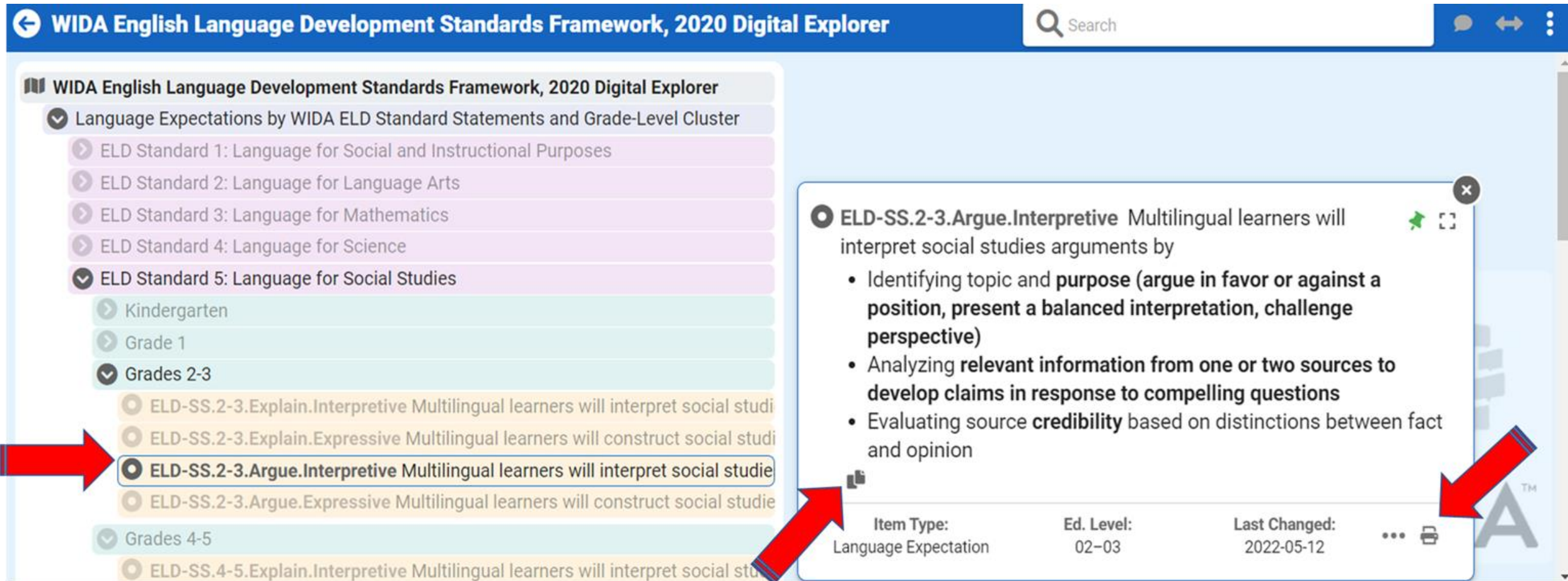
In the initial view of the WIDA Digital Explorer, you're given 3 pathways to explore: <http://standards.wida.us>

- 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



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



WIDA English Language Development Standards Framework, 2020 Digital Explorer

Language Expectations by WIDA ELD Standard Statements and Grade-Level Cluster

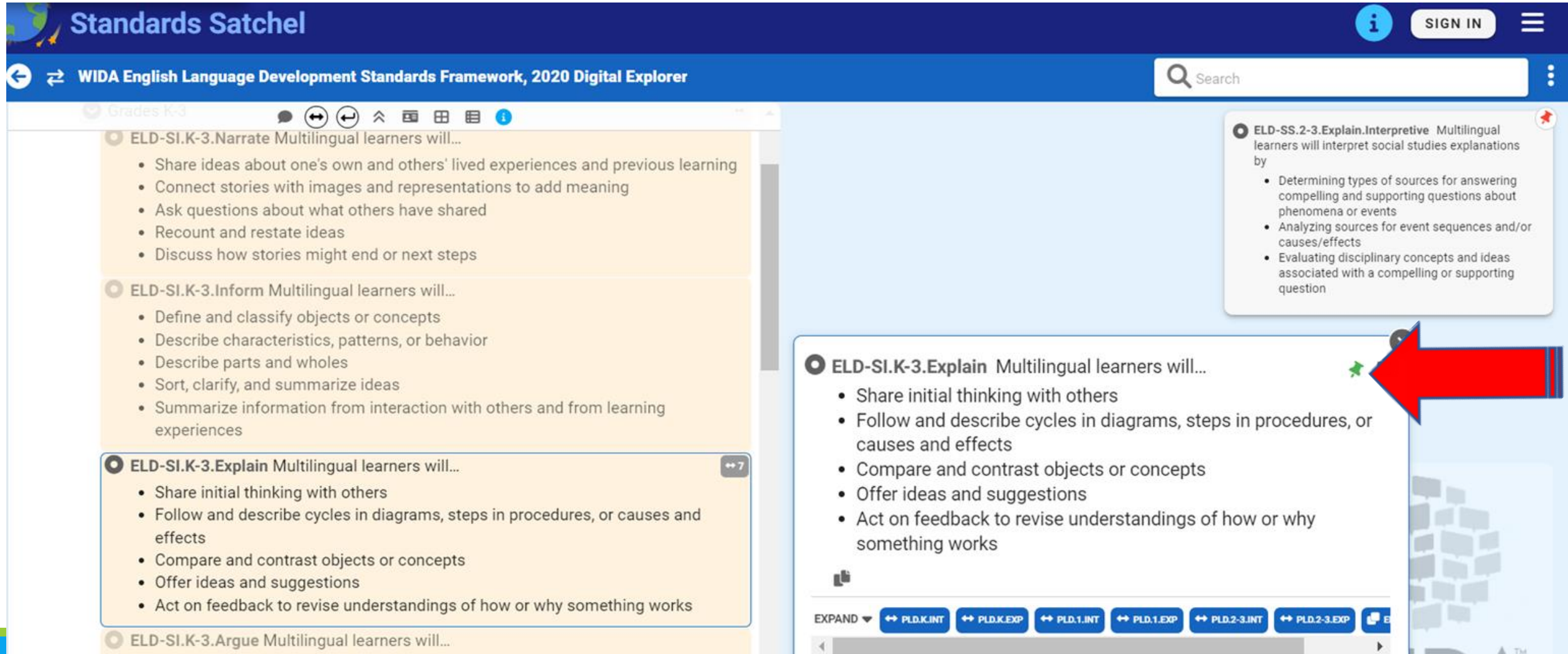
- ELD Standard 1: Language for Social and Instructional Purposes
- ELD Standard 2: Language for Language Arts
- ELD Standard 3: Language for Mathematics
- ELD Standard 4: Language for Science
- ELD Standard 5: Language for Social Studies
  - Kindergarten
  - Grade 1
  - Grades 2-3
    - ELD-SS.2-3.Explain.Interpretive Multilingual learners will interpret social studi
    - ELD-SS.2-3.Explain.Expressive Multilingual learners will construct social studi
    - ELD-SS.2-3.Argue.Interpretive Multilingual learners will interpret social studie**
    - ELD-SS.2-3.Argue.Expressive Multilingual learners will construct social studie
  - Grades 4-5
    - ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social stu

**ELD-SS.2-3.Argue.Interpretive** Multilingual learners will interpret social studies arguments by

- Identifying topic and **purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)**
- Analyzing **relevant information from one or two sources to develop claims in response to compelling questions**
- Evaluating source **credibility** based on distinctions between fact and opinion

Item Type: Language Expectation    Ed. Level: 02-03    Last Changed: 2022-05-12

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



The screenshot displays the 'Standards Satchel' interface. The top navigation bar includes the 'Standards Satchel' logo, a 'SIGN IN' button, and a search bar. The main content area is titled 'WIDA English Language Development Standards Framework, 2020 Digital Explorer' and shows a list of standards for 'Grades K-3'. A specific standard, 'ELD-SI.K-3.Explain', is highlighted and expanded. A red arrow points to a pin icon in the top right corner of this expanded standard's card, illustrating the pinning feature. The interface also shows a search bar and a 'SIGN IN' button in the top right corner.

**Standards Satchel** SIGN IN

WIDA English Language Development Standards Framework, 2020 Digital Explorer

Grades K-3

- ELD-SI.K-3.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
  - Ask questions about what others have shared
  - Recount and restate ideas
  - Discuss how stories might end or next steps
- ELD-SI.K-3.Inform Multilingual learners will...
  - Define and classify objects or concepts
  - Describe characteristics, patterns, or behavior
  - Describe parts and wholes
  - Sort, clarify, and summarize ideas
  - Summarize information from interaction with others and from learning experiences
- ELD-SI.K-3.Explain** Multilingual learners will...
  - Share initial thinking with others
  - Follow and describe cycles in diagrams, steps in procedures, or causes and effects
  - Compare and contrast objects or concepts
  - Offer ideas and suggestions
  - Act on feedback to revise understandings of how or why something works
- ELD-SI.K-3.Argue Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive Multilingual learners will interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SI.K-3.Explain Multilingual learners will...

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

EXPAND PLD.K.INT PLD.K.EXP PLD.1.INT PLD.1.EXP PLD.2-3.INT PLD.2-3.EXP



# Relate Proficiency Level Descriptors and Language Expectations

● **ELD-SS.2-3.Explain.Interpretive** Multilingual learners will interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question



---

EXPAND ▾ [↔ PLD.2-3.INT](#) [📄 ELD-SS.2-3.Explain.Interpretive](#)

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Item Type: Language Expectation	Ed. Level: 02-03	Last Changed: 2022-05-12	  
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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
<ul style="list-style-type: none"> <li>• <b>Discourse:</b> What message is the student trying to convey?</li> <li>• <b>Sentence:</b> How is the message structured?</li> <li>• <b>Word/Phrase:</b> How does word choice support the message?</li> </ul>	<p>Discourse:</p> <ul style="list-style-type: none"> <li>• <b>Organization:</b> How does this student arrange texts that are increasingly coherent, logical, and clear?</li> <li>• <b>Cohesion:</b> How does this student tie together ideas throughout a text?</li> <li>• <b>Density:</b> How does this student use language to elaborate or condense ideas?</li> </ul> <p>Sentence:</p> <ul style="list-style-type: none"> <li>• <b>Grammatical Complexity:</b> How does this student extend or enhance meaning through sentence construction?</li> </ul> <p>Word/Phrase:</p> <ul style="list-style-type: none"> <li>• <b>Precision:</b> How does this student use every day, cross-disciplinary, and technical language to convey precise meanings?</li> </ul>

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

WIDA English Language Development Standards Framework, 2020 Edition

- PLD.K Kindergarten
  - PLD.K.INT Interpretive
    - DISCOURSE DIMENSION - Organization of language
    - DISCOURSE DIMENSION - Cohesion of language
    - DISCOURSE DIMENSION - Density of language
    - SENTENCE DIMENSION - Grammatical complexity
    - WORD/PHRASE DIMENSION - Precision of language
  - PLD.K.EXP Expressive
- PLD.1 Grade 1
- PLD.2-3 Grades 2-3
- PLD.4-5 Grades 4-5
- PLD.6-8 Grades 6-8
- PLD.9-12 Grades 9-12

PLD.K.INT Interpretive

Notes  
Interpretive Communication Mode (Listening, Reading, and Viewing)

Supplemental Information COLLAPSE

TABLE VIEW

Toward the end of each proficiency level, when scaffolding appropriately, multilingual learners will . . .

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3
Organization	Understand how coherent texts are created . . .	around topics with words, pictures, phrases, or chunks of language	around topics with <b>repetition, rhyming, and common language patterns</b>	around topics with repetition, rhyming, and other language patterns with <b>short sentences</b>
Cohesion	Understand how ideas are connected across a whole text through . . .	patterned language with repetitive words	patterned language with repetitive words and <b>phrases</b>	repetitive words and phrases <b>across a text</b>
Density	Understand how ideas are elaborated or condensed through . . .	labels with single nouns	<b>frequently used</b> single noun groups	frequently used <b>multi-word</b> noun groups
Grammatical Complexity	Understand how meanings are extended or enhanced through . . .	words, pictures, and phrases	words, pictures, phrases, and <b>chunks of language</b>	chunks of language
Precision	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through . . .	a few words and phrases in familiar contexts and topics	<b>repeated words and phrases</b> in familiar contexts and topics	<b>frequently used</b> words and phrases in familiar contexts

Link to glossary  
Full wording of individual PLDs (with examples) found below.

Item Type: Mode      Ed. Level: 01      Last Changed: 2022-05-06



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

**Print Settings:**

Print:  This item only  This item and its descendants

Item Fields:

- Code
- Statement
- Notes
- Supplemental Information
- Item Type
- Education Level(s)
- Identifier (GUID)
- URI
- Last Change Date
- Include comments
- Include associations

Font face:  Roboto  Arial  Times New Roman

Font size:  XS  S  M  L  XL

Color-code item types

Introductory Text:

**Print Preview:** REFRESH PREVIEW PRINT OPEN IN NEW WINDOW

**PLD.2-3.EXP Expressive**

Expressive Communication Mode (Speaking, Writing, and Representing)

Supplemental Information

**TABLE VIEW**

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will . . .

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>Organization</b>	Create coherent texts using . . .	single words and phrases to represent ideas with an intended purpose	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization	short text that conveys intended purpose using predictable organizational patterns	expanding text that conveys intended purpose using generic organizational patterns across paragraphs	text that conveys intended purpose using genre-specific organizational patterns
<b>Cohesion</b>	Connect ideas across a whole text through . . .	few frequently used cohesive devices	some frequently used cohesive devices	some formulaic cohesive devices	a growing number of cohesive devices	an expanding number of cohesive devices	a flexible number of cohesive devices
<b>Density</b>	Elaborate or condense ideas through . . .	Simple elaboration	a few types of elaboration	some types of elaboration	a growing number of cohesive devices	a variety of types of elaboration	a wide variety of types of elaboration
<b>Grammatical Complexity</b>	Extend or enhance meanings through . . .	sentence fragments	sentence fragments and emerging use of simple sentences	simple sentences	sentences with emerging use of clauses	simple or compound sentences with familiar ways of combining clauses	compound and complex sentences with frequently used ways of combining clauses
<b>Precision</b>	Create precise meanings through everyday, cross-disciplinary, and technical language with . . .	few frequently used words and phrases with emerging precision	some frequently used words and phrases with some precision	a small repertoire of words and phrases with developing precision	a growing repertoire of words and phrases with growing precision	an expanding repertoire of words and phrases including idioms and collocations with expanding precision	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision

Link to glossary  
Full wording of individual PLDs (with examples) found below.

**DISCOURSE DIMENSION - Organization of language**

**PLD.2-3.EXPDis-Org.PL1** Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

- Create coherent texts (*spoken, written, multimodal*) using single words and phrases to represent ideas with an intended purpose (*to inform, narrate, share opinion*)

**PLD.2-3.EXPDis-Int.PL2** Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

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



Standards Satchel

WIDA English Language Development Standards Framework, 2020 Digital Explorer

FRAMEWORK OPTIONS

Viewer Mode: TREE **TILES** TABLE

↓ Collapse all

A Font Size: - +

Show item identifiers in tiles

↔ Hide associations in tree

Copy framework link >

Export framework >

ELD-SS.2-3.Explain.Interpretive Multilingual learners will interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

- Determining **different opinions** in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a **series of contributing factors or causes**
- Evaluating disciplinary concepts and ideas **that are open to different interpretations**

ELD-SS.6-8.Explain.Interpretive Multilingual learners will interpret social studies explanations by

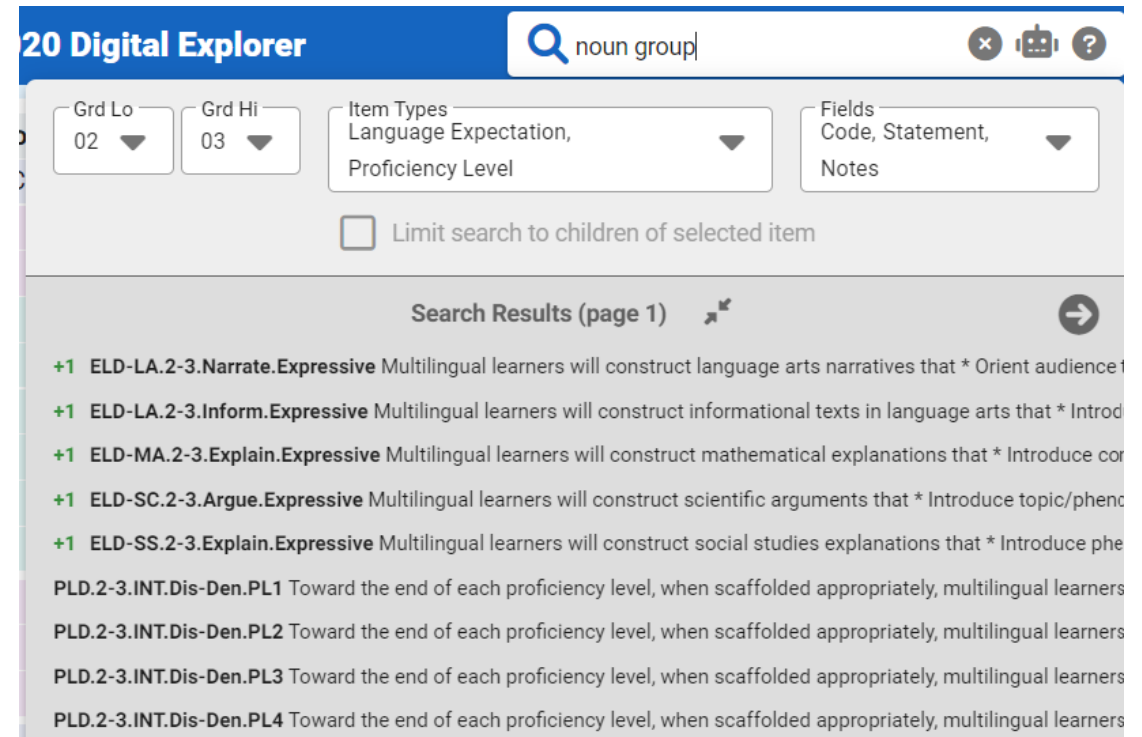
- Determining **multiple points of view** in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for **logical relationships among contributing factors or causes**
- Evaluating **experts' points of agreement, along with strengths and weakness of explanations**

ELD-SS.9-12.Explain.Interpretive Multilingual learners will interpret social studies explanations by

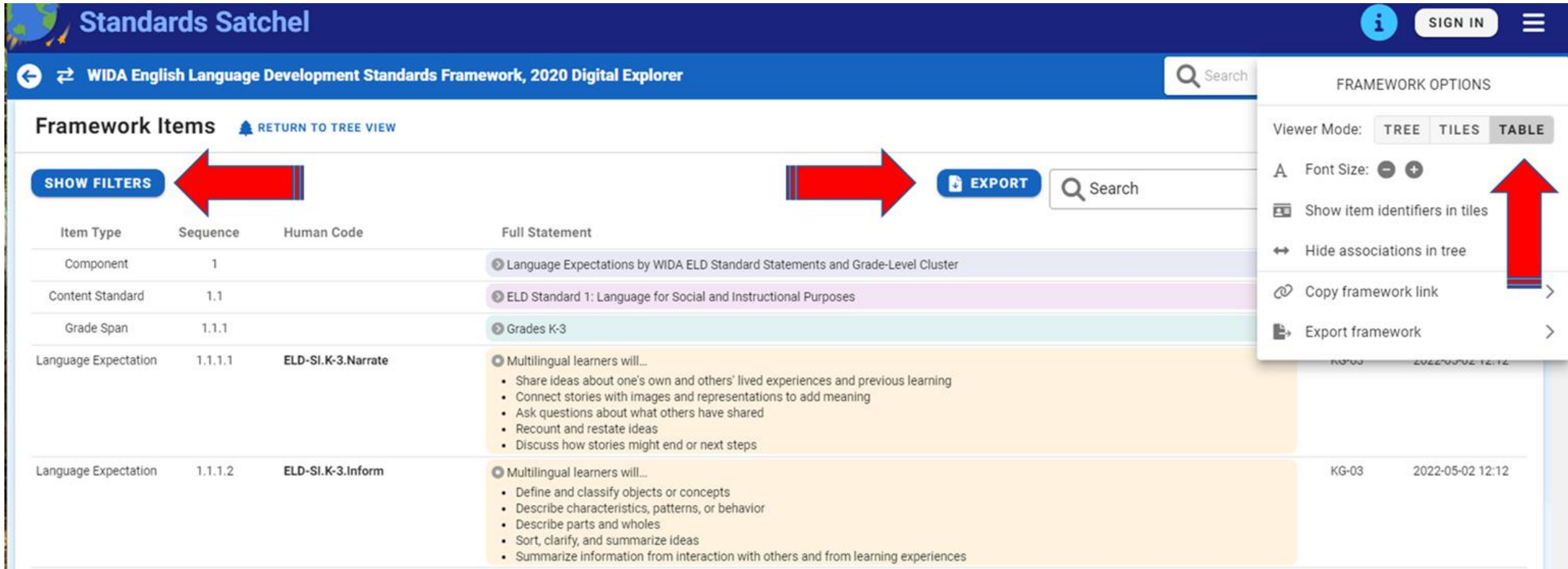
- Determining multiple types of sources, points of view in sources, and **potential uses** of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or **related concepts**
- Evaluating experts' points of agreement and **disagreement based on their consistency with explanation given its purpose**

# 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.

A screenshot of the WIDA Digital Explorer search interface. The top bar is blue with the text "20 Digital Explorer" and a search bar containing "noun group". Below the search bar are several filters: "Grd Lo" (02), "Grd Hi" (03), "Item Types" (Language Expectation, Proficiency Level), and "Fields" (Code, Statement, Notes). There is a checkbox for "Limit search to children of selected item". Below the filters is a section for "Search Results (page 1)" with a right arrow icon. The results list several items with green plus signs and text like "ELD-LA.2-3.Narrate.Expressive Multilingual learners will construct language arts narratives that \* Orient audience".

# Download the WIDA ELD Standards Framework



**Standards Satchel** SIGN IN

WIDA English Language Development Standards Framework, 2020 Digital Explorer

Framework Items [RETURN TO TREE VIEW](#)

[SHOW FILTERS](#) [EXPORT](#) Search

Item Type	Sequence	Human Code	Full Statement		
Component	1		Language Expectations by WIDA ELD Standard Statements and Grade-Level Cluster		
Content Standard	1.1		ELD Standard 1: Language for Social and Instructional Purposes		
Grade Span	1.1.1		Grades K-3		
Language Expectation	1.1.1.1	ELD-SI.K-3.Narrate	Multilingual learners will... <ul style="list-style-type: none"><li>Share ideas about one's own and others' lived experiences and previous learning</li><li>Connect stories with images and representations to add meaning</li><li>Ask questions about what others have shared</li><li>Recount and restate ideas</li><li>Discuss how stories might end or next steps</li></ul>		
Language Expectation	1.1.1.2	ELD-SI.K-3.Inform	Multilingual learners will... <ul style="list-style-type: none"><li>Define and classify objects or concepts</li><li>Describe characteristics, patterns, or behavior</li><li>Describe parts and wholes</li><li>Sort, clarify, and summarize ideas</li><li>Summarize information from interaction with others and from learning experiences</li></ul>	KG-03	2022-05-02 12:12

**FRAMEWORK OPTIONS**

Viewer Mode:  TREE  TILES  TABLE

Font Size: - +

Show item identifiers in tiles

Hide associations in tree

Copy framework link

Export framework





Why is this  
so useful?





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

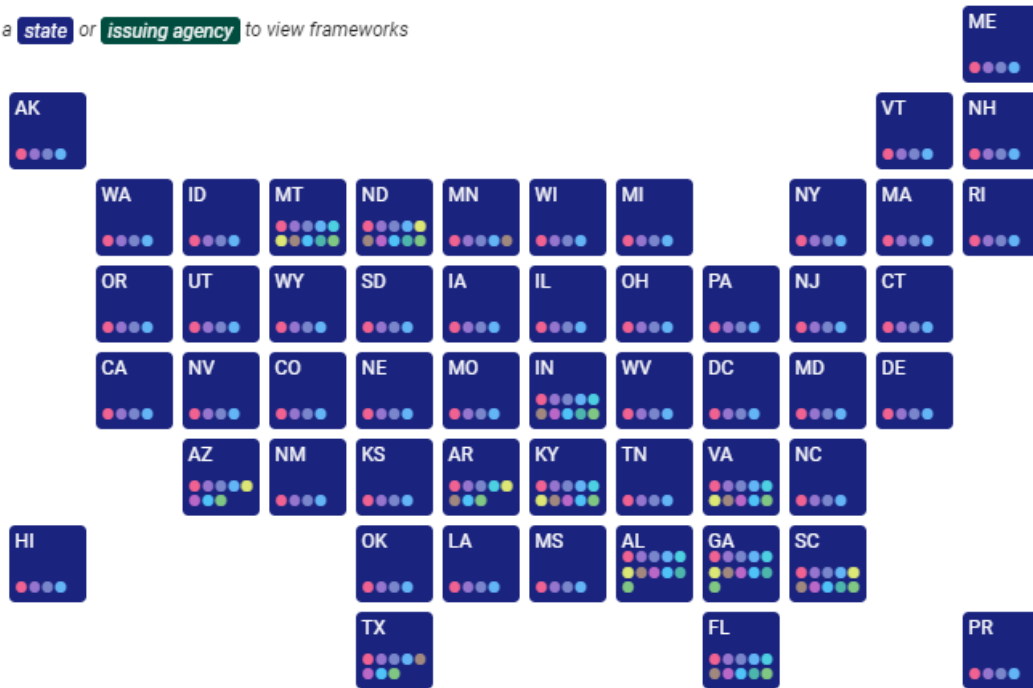
**CASE Network 2** is a public space hosted by **Common Good Learning Tools** in conjunction with **1EdTech**, where anyone can come to browse learning standard frameworks from all 50 US States, as well as other issuing agencies, coded in machine-readable **CASE format** and rendered using CGLT's **Standards Satchel** web application.

Subject Coverage Table

VERSION 1 SITE

REGISTER

Hover over a state or issuing agency to view frameworks



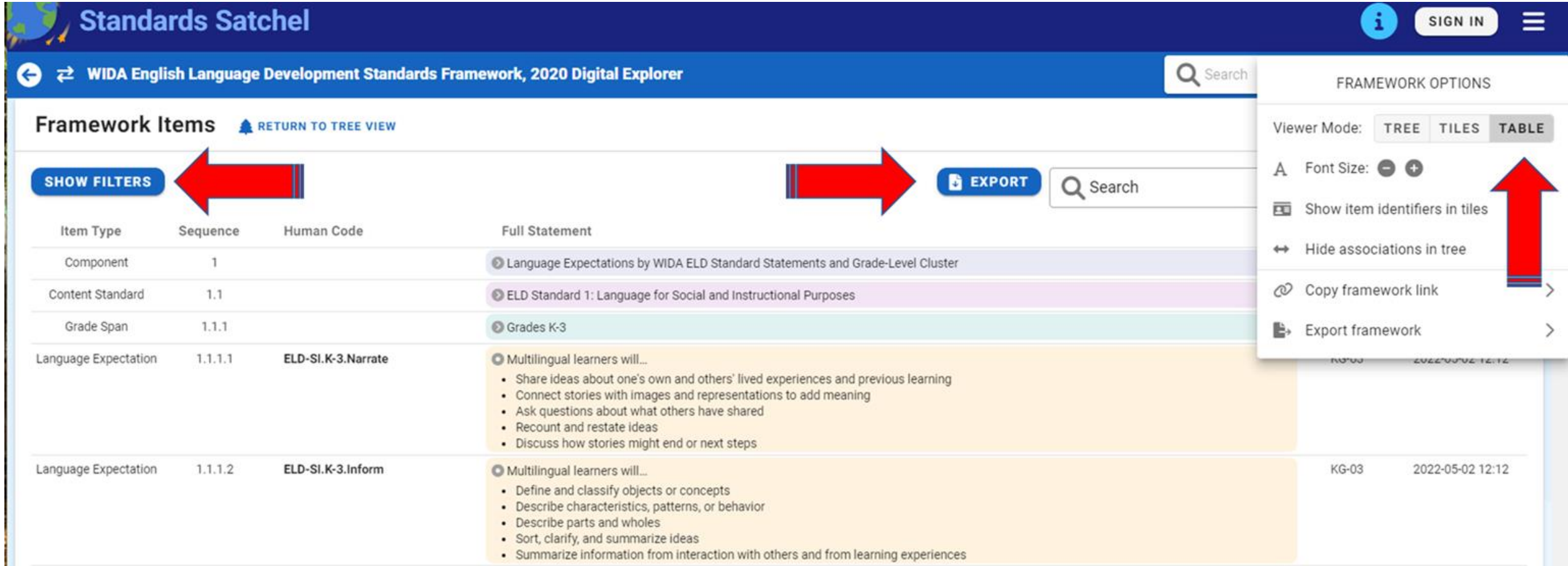
Educators and public institutions can download free versions of educational standards from the 1EdTech CaseNetwork2

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

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



# Optional Download: WIDA ELD Standards Framework



**Standards Satchel** SIGN IN

WIDA English Language Development Standards Framework, 2020 Digital Explorer

**Framework Items** [RETURN TO TREE VIEW](#)

[SHOW FILTERS](#) [EXPORT](#) Search

Item Type	Sequence	Human Code	Full Statement
Component	1		Language Expectations by WIDA ELD Standard Statements and Grade-Level Cluster
Content Standard	1.1		ELD Standard 1: Language for Social and Instructional Purposes
Grade Span	1.1.1		Grades K-3
Language Expectation	1.1.1.1	ELD-SI.K-3.Narrate	Multilingual learners will... <ul style="list-style-type: none"><li>Share ideas about one's own and others' lived experiences and previous learning</li><li>Connect stories with images and representations to add meaning</li><li>Ask questions about what others have shared</li><li>Recount and restate ideas</li><li>Discuss how stories might end or next steps</li></ul>
Language Expectation	1.1.1.2	ELD-SI.K-3.Inform	Multilingual learners will... <ul style="list-style-type: none"><li>Define and classify objects or concepts</li><li>Describe characteristics, patterns, or behavior</li><li>Describe parts and wholes</li><li>Sort, clarify, and summarize ideas</li><li>Summarize information from interaction with others and from learning experiences</li></ul>

**FRAMEWORK OPTIONS**

Viewer Mode:  TREE  TILES  TABLE

Font Size: - +

Show item identifiers in tiles

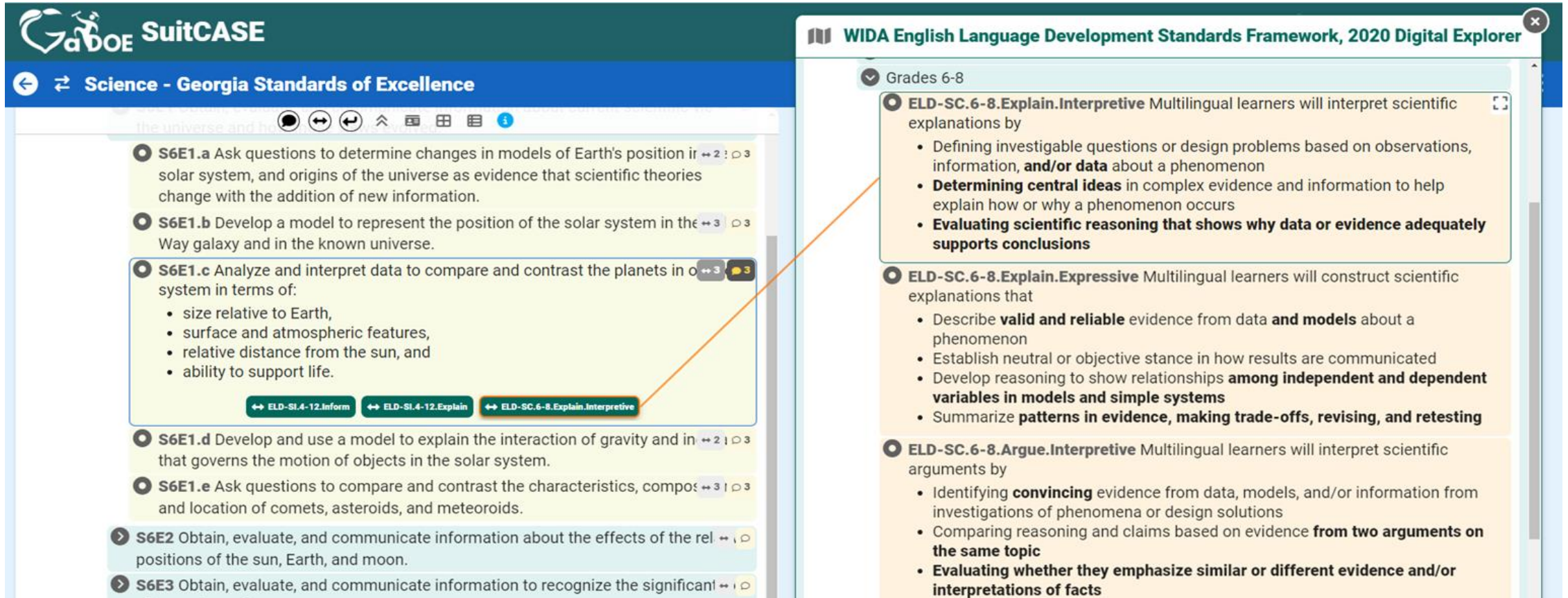
Hide associations in tree

Copy framework link

Export framework



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



The image shows two side-by-side digital documents. The left document is titled "SuitCASE" and displays "Science - Georgia Standards of Excellence". It lists several standards, with S6E1.c highlighted. Below S6E1.c, three crosswalk buttons are visible: "ELD-SI.4-12.Inform", "ELD-SI.4-12.Explain", and "ELD-SC.6-8.Explain.Interpretive". An orange line connects this last button to the right document.

The right document is titled "WIDA English Language Development Standards Framework, 2020 Digital Explorer". It shows "Grades 6-8" and lists several standards. The standard "ELD-SC.6-8.Explain.Interpretive" is highlighted, and its details are shown in a pop-up box:

**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**

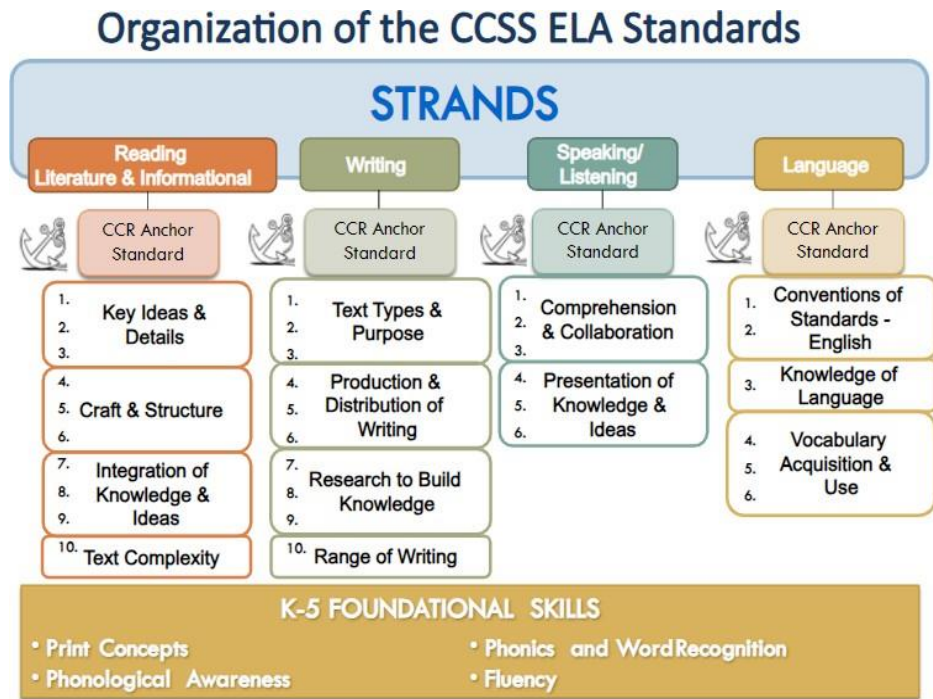
Below this, other standards are listed, including "ELD-SC.6-8.Explain.Expressive" and "ELD-SC.6-8.Argue.Interpretive".

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



# 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



Graphic designed by Chicago Public Schools Office of Special Education and Supports

3

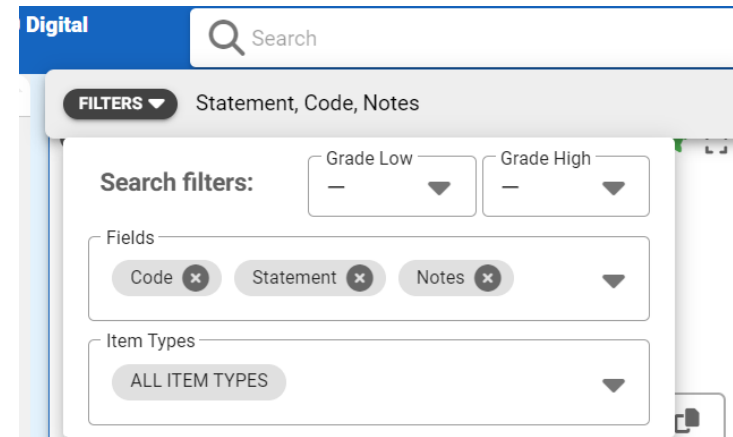
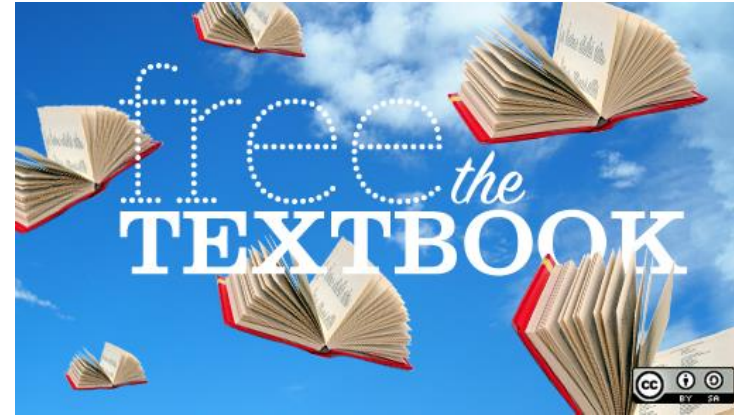
## FOCUS QUESTION: Do the state's K–12 ELA standards include the CCSS for ELA anchor standard categories and associated individual, grade-level standards?

- **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)

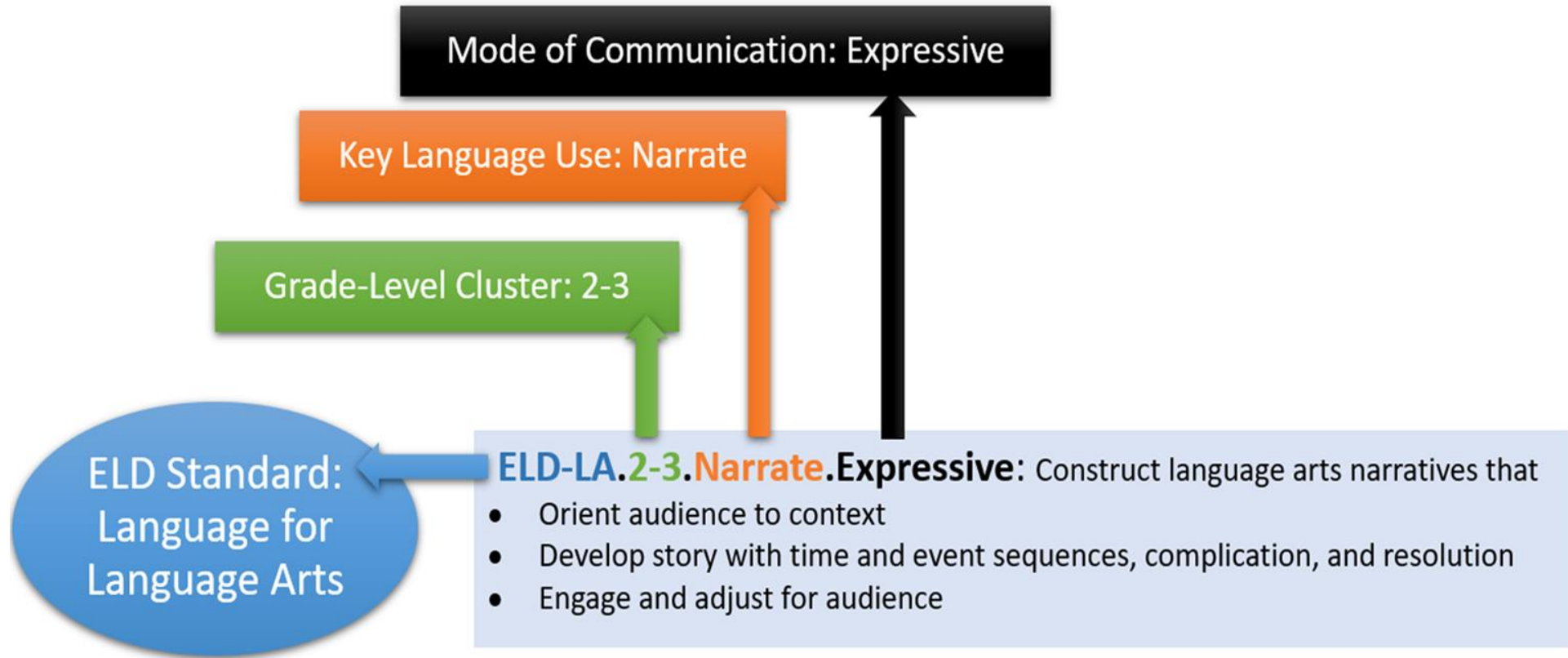
(Shafer Willner, 2023)



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



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



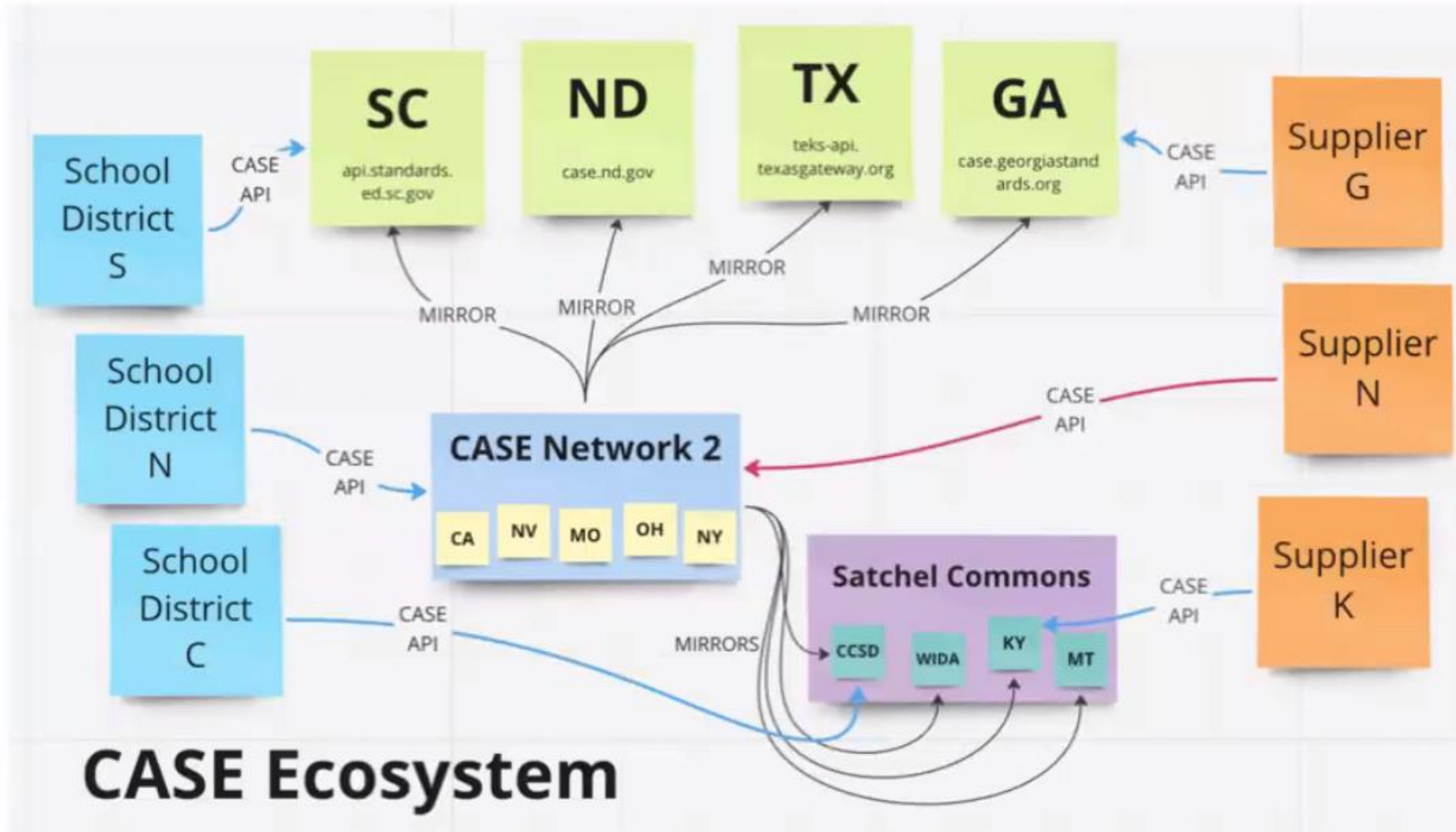
# WIDA Standards Reference Codes Tied to GUIDs in the 1EdTech Competencies and Exchange System (CASE)

● **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**

ec947e7c-6120-4d5e-b689-55b9fde0b498

- **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**.





# 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)



40.01700 Science/Grade 8

- Physical Science
  - S8P1 Obtain, evaluate, and communicate information about the structure and properties of matter.
    - S8P1.a** Develop and use a model to compare and contrast pure substances (elements and compounds) and mixtures.
      - ELD-SI.4-12.Explain
      - ELD-SC.6-8.Explain.Expressive**
    - S8P1.b Develop and use models to describe the movement of particles in solid liquids, gases, and plasma states when thermal energy is added or removed.
    - S8P1.c Plan and carry out investigations to compare and contrast chemical (i.e.,

how or why a phenomenon occurs

- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

**ELD-SC.6-8.Explain.Expressive** Multilingual learners will construct scientific explanations that

- Describe **valid and reliable** evidence from data and models about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships **among independent and dependent variables in models and simple systems**
- Summarize **patterns in evidence, making trade-offs, revising, and retesting**

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	<p><b>ELD-SI.4-12.Explain</b> Multilingual learners will...</p> <ul style="list-style-type: none"> <li>Generate and convey initial thinking</li> <li>Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>Compare changing variables, factors, and circumstances</li> <li>Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> <li>Act on feedback to revise understandings of how or why something is or works in particular ways</li> </ul>
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	<p><b>ELD-SI.4-12.Inform</b> Multilingual learners will...</p> <ul style="list-style-type: none"> <li>Define and classify facts and interpretations; determine what is known vs. unknown</li> <li>Report on explicit and inferred characteristics, patterns, or behavior</li> <li>Describe the parts and wholes of a system</li> <li>Sort, clarify, and summarize relationships</li> <li>Summarize most important aspects of information</li> </ul>
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	<p><b>ELD-SC.9-12.Explain.Interpretive</b> Multilingual learners will interpret scientific explanations by</p> <ul style="list-style-type: none"> <li>Defining investigable questions or problems based on observations, information, and/or data about a phenomenon</li> <li>Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs</li> <li>Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions</li> </ul>
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	<p><b>ELD-SI.4-12.Argue</b> Multilingual learners will...</p> <ul style="list-style-type: none"> <li>Generate questions about different perspectives</li> <li>Support or challenge an opinion, premise, or interpretation</li> <li>Clarify and elaborate ideas based on feedback</li> <li>Evaluate changes in thinking, identifying trade-offs</li> <li>Refine claims and reasoning based on new information or evidence</li> </ul>
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	<p><b>ELD-SC.9-12.Argue.Expressive</b> Multilingual learners will construct scientific arguments that</p> <ul style="list-style-type: none"> <li>Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science</li> <li>Defend or refute a claim based on data and evidence</li> <li>Establish and maintain an appropriate tone and stance (neutral/objective or biased/ subjective)</li> <li>Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal</li> </ul>



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



**Find Resources and Professional Learning**

-  Georgia Learns - PD Hub
-  Inspire
-  SuitCASE
-  DRC INSIGHT
-  Experience Online Testing Georgia
-  More

**Explore Data Dashboards**

-  Georgia Insights
-  ELP Growth Model
-  Growth Model
-  IIS Dashboard
-  Longitudinal Data Reports

**Access GaDOE Applications**

-  Counselor Companion
-  ELP Screener
-  ES4PS
-  Gifted Eligibility
-  Local Assessment Status
-  More

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

#### Standard Details

🔖 Save   ➦ Share

### MS-ESS1-4

Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.

#### Regions

United States of America, New York

#### Standard Publication

Learning Standards

#### Subjects

Science

#### Grades

6th Grade, 7th Grade, 8th Grade

#### Adoption Year

2016

#### Related to MS-ESS1-4



ARTICLE

Understanding geologic time

Assign ▾



ARTICLE

How can you tell a rock's age?

Assign ▾





# SuitCASE: Digital Standards Platform

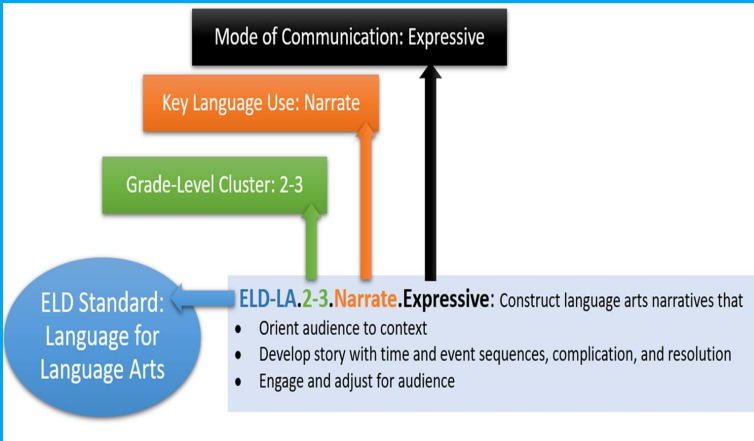
Live Demo: [case.georgiastandards.org](https://case.georgiastandards.org)

The screenshot shows the SuitCASE web application interface. At the top left is the Georgia Department of Education (GaDOE) logo and the text 'SuitCASE Georgia Department of Education'. On the top right, there is a 'SIGN IN' button and a menu icon. Below the header is a 'Framework Index' section with a search bar that says 'Search framework titles, categories, and identifiers'. The main content area is divided into two sections: 'Georgia Standards: Current Versions' and 'Georgia Standards: Current Versions (Fine Arts)'. The first section contains ten colored tiles representing different subjects: Computer Science - Georgia Standards of Excellence (red), English Language Arts - Georgia Standards of Excellence (purple), Georgia's K-12 Mathematics Standards-Implementation SY2023-2024 (blue), Health - Georgia Standards of Excellence - 2021 (green), Physical Education - Georgia Standards of Excellence (teal), Science - Georgia Standards of Excellence (blue), Social Studies - Georgia Standards of Excellence (green), and World Languages (orange). The second section contains five purple tiles for Fine Arts: Dance, Dramatic Arts/Theatre, Media Arts, Music, and Visual Art. Each tile includes an icon representing the subject.



[Video on SuitCASE](#)


# Session Takeaways



CASE Network 2 is a public space hosted by [Common Good Learning Tools](#) in conjunction with [1EdTech](#), where anyone can come to browse learning standard frameworks from all 50 US States, as well as other issuing agencies, coded in machine-readable [CASE format](#) and rendered using CGLT's [Standards Satchel](#) web application.

[Subject Coverage Table](#)   [VERSION 1 SITE](#)   [REGISTER](#)

Hover over a [state](#) or [Issuing agency](#) to view frameworks



AK, WA, ID, MT, ND, MN, WI, MI, NY, MA, RI, VT, NH, ME, OR, UT, WY, SD, IA, IL, OH, PA, NJ, CT, CA, NV, CO, NE, MO, IN, WV, DC, MD, DE, AZ, NM, KS, AR, KY, TN, VA, NC, HI, OK, LA, MS, AL, GA, SC, TX, FL, PR

CCSSO, C3, NSQ, WIDA, NGSS, CCSD, HCS, NCNS CTF, NACE, DG, ACT, FCBOE, AACN, HS, ISTE

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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# Session feedback survey

We believe in the value of feedback.  
Share how it went at:

[bit.ly/seqcon2024](https://bit.ly/seqcon2024)

