

The Power of WIDA Features of Academic Language

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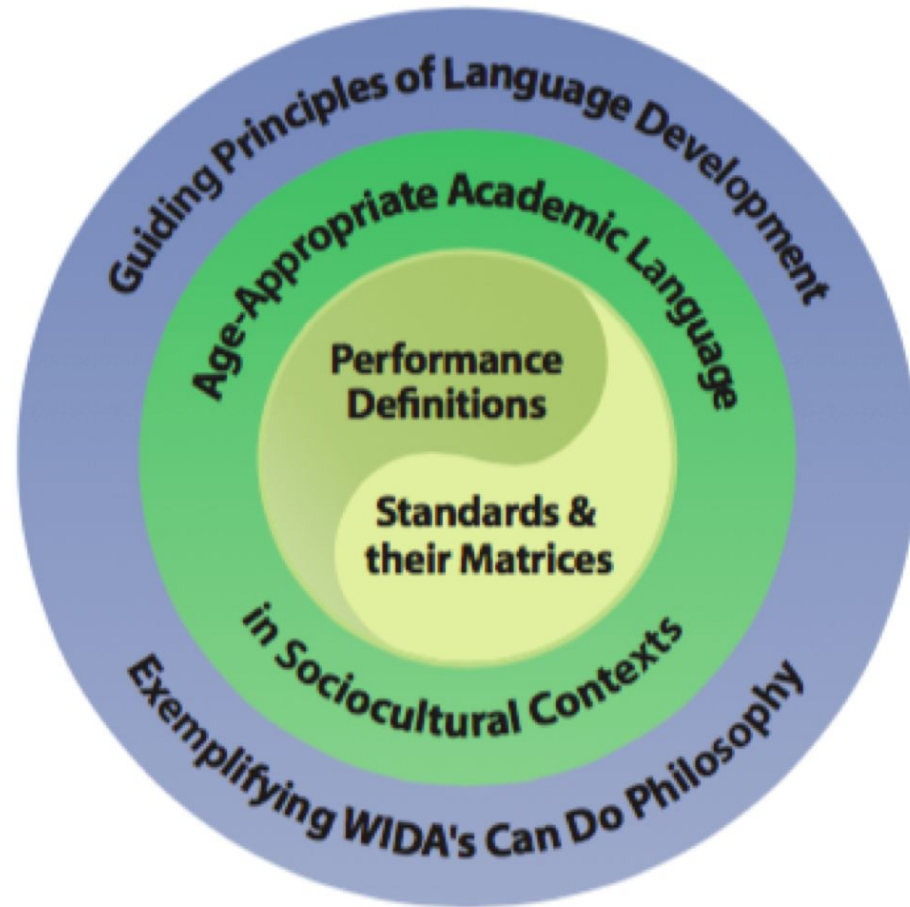
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Learning Targets

1. I can identify specific features of academic language using a template based on the WIDA Features of Academic Language.
2. I can analyze student writing.
3. I can discuss additional applications for the Features of Academic Language
 - a. analyze texts to be read
 - b. write language targets (to determine the language focus of instruction)
 - c. make decisions about supports needed

Figure A: WIDA's Framework for Language Development Standards



Can Do Philosophy

5 WIDA English Language Development Standards

Standard 1	Social and Instructional Language
Standard 2	The Language of Language Arts
Standard 3	The Language of Mathematics
Standard 4	The Language of Science
Standard 5	The Language of Social Studies

Turn and Talk

What makes academic language challenging for our multilingual learners?



The Features of Academic Language in the WIDA Standards

The Features of Academic Language operate within sociocultural contexts for language use.

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none">• Amount of speech/written text• Structure of speech/written text• Density of speech/written text• Coherence and cohesion of ideas• Variety of sentence types to form organized text
Sentence	Language Forms and Conventions <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none">• Types and variety of grammatical constructions• Mechanics of sentence types• Fluency of expression• Match language forms to purposes/perspectives• Formulaic and idiomatic expressions
Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none">• General, specific, and technical language• Multiple meanings of words and phrases• Nuances and shades of meaning• Collocations and idioms

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

All language takes place within a Sociocultural Context

Interaction between the student and the language environment:

- Participants
- Communicative function or purpose
- Topic
- Situation/task
- Register: formal or informal

Three dimensions of language:

1. **Discourse—Linguistic Complexity—Message**
2. **Sentence—Language forms (grammar) and conventions**
3. **Word/Phrase---Vocabulary**

What is discourse?

A continuous stretch of language—oral or written—which has been produced as the result of communication and perceived to be meaningful, unified, and purposive.

Cook, G. 1989. Discourse. Oxford Press.

Examples of discourse types:

ORAL

- An interview
- teacher's oral directions
- student turn and talk
- speech in a video
- student presentation
- teacher explanation of content

WRITTEN

- student writing - essay, summary, narrative
- an article
- children's literature
- written directions
- textbook

1. Discourse Dimension Features

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none">• Amount of speech/written text• Structure of speech/written text• Density of speech/written text• Coherence and cohesion of ideas• Variety of sentence types to form organized text

Fourth Grade English Learner Writing Sample

My old home is hotter than in here. The same thing a here and my old home is the foods. In my old home more people wack (walk) or drain (ride) a baik (bike). Here is more clean. My old home is bigger than here. In here theres less people. My old home is not nice like here. Because there a lot of crimails its is ver Bad. Here is very nice I like the snow and cold.

Genre/Text type and Structure

What is the genre or text type?

- Genre/Text type—biography, fiction picture book, science report, math story problem, letter

How is the text structured or organized?

- chapters, sections, headings, layout, use of supporting illustrations, etc.
- Sequence of the text (chronological, change of characters, time periods)

Coherence - ideas relate, on topic

- The unity of a piece of discourse such that the individual sentences or utterances **are connected to each other and form a meaningful whole** with respect to the context of a situation, even when the connections are not explicitly made

Example of lack of coherence

- Yesterday, we went to the zoo. I saw a zebra. I have a zebra shirt. My grandma gave it to me. The penguins were cool. It flapped its wings. Hurry up! Joel wants to see the giraffes. My sister doesn't like giraffes. They ate trees. I loved our trip to the zoo!

Notice the lack of coherence in this paragraph. Although the ideas relate in the author's experience, there are too many ideas presented that are disconnected. If it was spoken discourse, it would make more sense in the context.

Cohesion

- The use of various cohesive ties to explicitly link ideas
- The grammatical and/or lexical relationships between the different elements of a text which hold across sentences or clauses.

Examples:

James likes yellow apples. He eats them every day.



Ann is not going to Ukraine soon. Ann has just returned from there.

Cohesion--Cohesive paragraphs may have:

- the same topic in each sentence (**constant topic**)
- a subcategory or example of the topic (**derived topic**)
- the comment of one sentence is the same as the topic or the following sentence (**chained topic**)
- Most paragraphs have combination of these patterns.
- See Examples in Freeman, D.E. & Freeman, Y.S. (2015). Essential Linguistics. Portsmouth, NH: Heinemann.

Cohesion: Constant Topic

- The same topic appears in each sentence.
- Pronouns are often substituted.

Nine planets make up the solar system. They can be grouped into the inner planets and outer planets. All the planets move in orbits around the sun. As they move, the planets rotate. Each one is surrounded by...

Cohesion: Derived Topic

- A topic is introduced, then there are **subcategories** of the topic in subsequent sentences.

The nine planets that comprise the solar system differ in various ways. Mercury is one of the inner planets. Jupiter is an outer planet. Mars is made up of rock.

Cohesion: Chained Topic

- The comment, or last part, of one sentence becomes the topic for the next sentence.
- This is the most common pattern in academic writing.

The solar system is made up of nine planets. These planets all orbit around the sun. The sun is a star. Stars vary in temperature and color. The hottest stars are bluish white and the coolest stars are red.

Amount of speech or text

- How much text will students be able to process (listen to or read) or produce (say or write)?
- Relies on the teacher's judgement and language expectations for the grade level and the content.
- When students are required to process or produce large amounts of text, they can learn strategies to break the text down into parts.

Density

There are two aspects of density: Lexical and grammatical

- Lexical density is based on the ratio of function and content words.
- **Content words** carry the main meaning--nouns, verbs, some adjectives and adverbs
- **Function words** connect the content words
--articles, prepositions, conjunctions, pronouns, auxiliary verbs,

Lexical density-examples

LOW DENSITY 35%

“The most **important thing** is the **kids**. Because without **kids** you can’t have **fun**.”

Content (or lexical) words: 5 of 14 words **Function words:** 9 of 14 words

HIGH DENSITY 60%

Teachers create environments in which **students** have **opportunities** to **connect writing** to their **lived experiences**.

Content words: 9 of 15 **Function words:** 6 of 15

Grammatical density

- Certain grammatical constructions are more challenging such as nominalizations, passive voice, long noun phrases

Nominalization: Verbs or adjectives become nouns

- Produce-productivity
- Productive- productivity

Passive voice - The trees **were cut** down by the lumberjack.

Long noun phrase - Microplastic pollution in our oceans and lakes is a problem.

Variety of Sentence types

1. Do sentences begin in different ways?
2. Are there are variety of sentence lengths and structures?
3. Are there different types of sentences such as simple, complex, and compound or compound-complex that contribute to an organized text?

2. Sentence dimension features

Sentence

Language Forms and Conventions

(Types, array, and use of language structures in communication)

- Types and variety of grammatical constructions
- Mechanics of sentence types
- Fluency of expression
- Match language forms to purposes/perspectives
- Formulaic and idiomatic expressions

Sentence types

Simple –one independent clause

Halloween is awesome.

Life is just a bowl of cherries.

Compound-contain 2 or more independent clauses (so if you took them apart they could each be a sentence.) Connected with a coordinate conjunction or a semicolon

(and, but, for, or, nor, so, yet)

Birds sang **and** dogs barked.

Students worried, **but** they worked hard.

Sentence types

- **Complex sentence: Has a main clause and one or more subordinate (dependent) clauses; the important ideas are in the main clause.**

Dependent clauses begin with subordinate conjunctions (after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while)

When I celebrated Day of the Dead, (dependent) I made an altar.

Sentence dimension--syntax

- All aspects of syntax or grammatical structure are considered at this level such as:
- Word order
- Accuracy of grammar, such as correct use of prepositions, articles, etc.
- Verb tenses
- Agreement
- Parallel construction
- Use of punctuation
- Spelling
- Fluency and conciseness of expression

Sentence dimension—match form to purpose

- Match language form to purpose/perspective

This feature can also be addressed at the discourse level.

If the purpose of communication is to compare, the language forms in the sentence should reflect the purpose (This is also known as the language function.).

“Compared to the first model, the second one...” “By comparison...”

“The difference between ___ and ___ is ___.”

Formulaic and Idiomatic Expressions

Ability to comprehend and produce idioms and formulaic expressions (fixed in form, nonliteral in meaning)

Idiomatic

No way, Jose.

Break a leg

I lost my head.

Hold your tongue

Formulaic

How are you?

by the way

That goes without saying

3. Word/phrase dimension features

Word/Phrase	Vocabulary Usage <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none">• General, specific, and technical language• Multiple meanings of words and phrases• Nuances and shades of meaning• Collocations and idioms
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Types of words

- **General language:** words or expressions not typically associated with a specific content area (e.g., describe or book)
- **Specific language:** words or phrases used across multiple academic content areas (chart, total, explanation)
- **Technical language:** the most precise words or expressions associated with topics within academic content areas in school (e.g. photosynthesis, Corps of Discovery)

Word/phrase dimension

- **Collocations:** words or phrases that naturally co-occur with each other (e.g. salt and pepper, forest fire, Olympic champion, Mr. and Mrs.)
- **Words with multiple meanings:** "web" could mean spider web, the internet, a web of lies, webbed feet
- **Nuances or shades of meaning:** knowing the difference between and appropriate use of words such as angry, frustrated, upset, furious, etc.

Purposes for Analyzing Linguistic Demands

- Determine students' strengths and challenges in writing
- Analyze texts to be read to determine difficulty, focus of instruction, and differentiation
- Create oral language activities using particular features of language
- Write language targets
- Determine what supports to provide

The K-12 Performance Definitions

WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching
 English language learners will use a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response; facility in shifting to different registers and styles; and in interpersonal interaction. English language learners' strategic

WIDA Performance Definitions - Listening and Reading Grades K-12

Within sociocultural contexts for processing language...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage

Level 6 - Reaching
 English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

Level	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across context areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Science patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and domain-specific language Words and expressions with shades of meaning across context areas
Level 4 Expanding	<ul style="list-style-type: none"> Coherent discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across context areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Science patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across context areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences Asides with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content-related words and expressions, including cognates Social and instructional words and expressions across context areas
Level 1 Entering	<ul style="list-style-type: none"> Single sentences or questions Asides within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

WIDA Speaking and Writing Rubric: LINK

Speaking and Writing Interpretive Rubrics

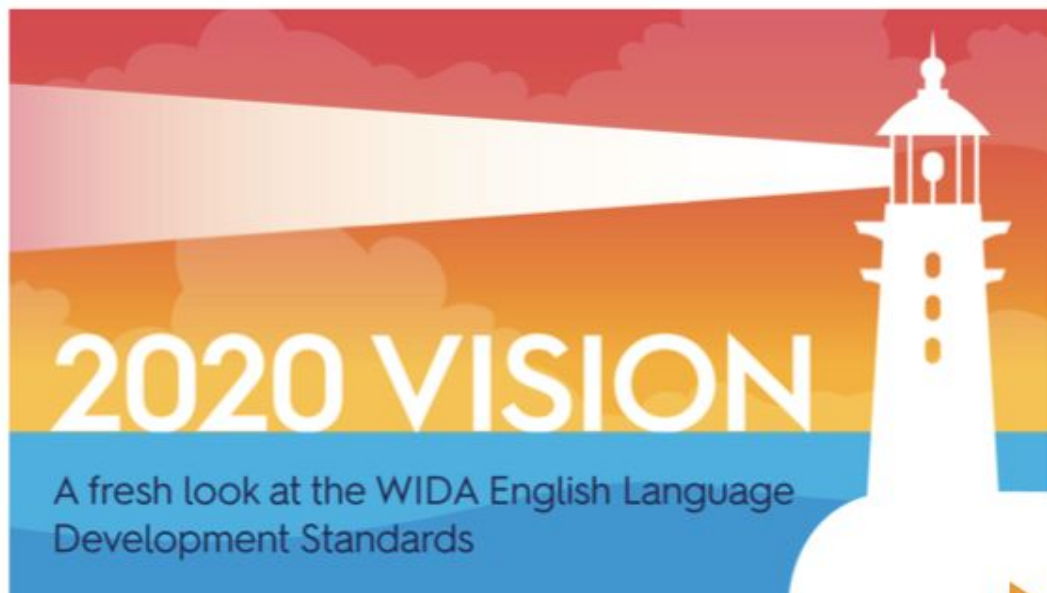
Levels of English
uage proficiency

WIDA Speaking Interpretive Rubric Grades 1-12			
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
Level 6 Reaching	<ul style="list-style-type: none"> Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college and career readiness standards, characterized by: <ul style="list-style-type: none"> • sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience • clear evidence of consistency in conveying an appropriate perspective and register 	<ul style="list-style-type: none"> • full range of oral phrase and sentence patterns and grammatical structures matched to content area topics • controlled, skilful use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> • consistent usage of just the right word or expression to just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Developing	<ul style="list-style-type: none"> Response is comprehensible, fluent, and generally related to purpose, generally comparable to the speech of English proficient peers, characterized by: <ul style="list-style-type: none"> • sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> • broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect 	<ul style="list-style-type: none"> • usage of technical and abstract content area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	<ul style="list-style-type: none"> Response is generally comprehensible, fluent, and related to purpose, characterized by: <ul style="list-style-type: none"> • connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity • some evidence of conveying an appropriate perspective and register 	<ul style="list-style-type: none"> • range of oral phrase and sentence patterns and grammatical structures characteristic of the content area • generally controlled and fluid use of oral language to convey meaning 	<ul style="list-style-type: none"> • usage of specific and some technical content area words and expressions as appropriate • usage of words and expressions with multiple meanings or common idioms across content areas as appropriate • vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	<ul style="list-style-type: none"> Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by: <ul style="list-style-type: none"> • oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective and register 	<ul style="list-style-type: none"> • developing range of oral phrase and sentence patterns and grammatical structures common to content areas • developing control in use of oral language to convey meaning 	<ul style="list-style-type: none"> • usage of some specific content words and expressions as appropriate • usage of words and expressions used frequently in content areas, as appropriate • vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	<ul style="list-style-type: none"> Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by: <ul style="list-style-type: none"> • oral language that shows emerging expression of ideas, some attempt at connecting ideas may at times be evident • some amount of language that may be repeated from the prompt 	<ul style="list-style-type: none"> • chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas • variable control in use of oral language to convey meaning 	<ul style="list-style-type: none"> • usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	<ul style="list-style-type: none"> Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by: <ul style="list-style-type: none"> • words, oral phrases, or memorized chunks of oral language used to express ideas • varying amounts of language that may be repeated from the prompt 	<ul style="list-style-type: none"> • words, chunks of language, or simple phrase patterns associated with common social and instructional situations • occasional control in use of oral language to convey meaning 	<ul style="list-style-type: none"> • usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

Dimensions of academic language development

Comprehensibility bar





2020 VISION

A fresh look at the WIDA English Language Development Standards

2020 Edition for K-12

**Draft Release and Public Input Period
Extended through January 20, 2020!**

Share
your
ideas!

6 Grade-level Clusters Corresponding to ACCESS for ELLs

K	1	2-3	4-5	6-8	9-12
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New Organizing Feature for the 2020 Edition

