

# Supporting Multilingual Learners in the Mainstream

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Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# ***Tribal Land Acknowledgement***



*We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.*

*We are meeting on the ancestral lands of the Confederated Tribes and Bands of the Yakama Nation and honor with gratitude the land itself and these tribes.*



A young girl in a yellow shirt is sitting on the floor in a classroom, with her hands raised high in the air. She is looking towards the right side of the frame. In the background, other children are visible, some also with their hands raised. The image is overlaid with a semi-transparent teal filter.

## Vision

*All students prepared for post-secondary pathways, careers, and civic engagement.*

## Mission

Transform K–12 education to a system that is **centered on closing opportunity gaps** and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

## Values

- **Ensuring Equity**
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

# Topics for Today

- **Civil rights** for multilingual learners
- **Instructional strategies** for ELD and accessible content
- Using the **WIDA ELD Standards Framework**
- Using WIDA to **integrate content, language, and literacy**

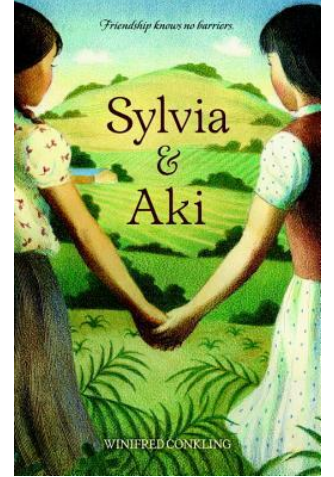




# Civil Rights for Multilingual Learners

# Foundation of Equity

*"The equal protection of the laws... is not provided by furnishing in separate schools the same technical facilities, textbooks and courses of instruction..."* Méndez v Westminster, 1947



*"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."* Lau v. Nichols, 1974



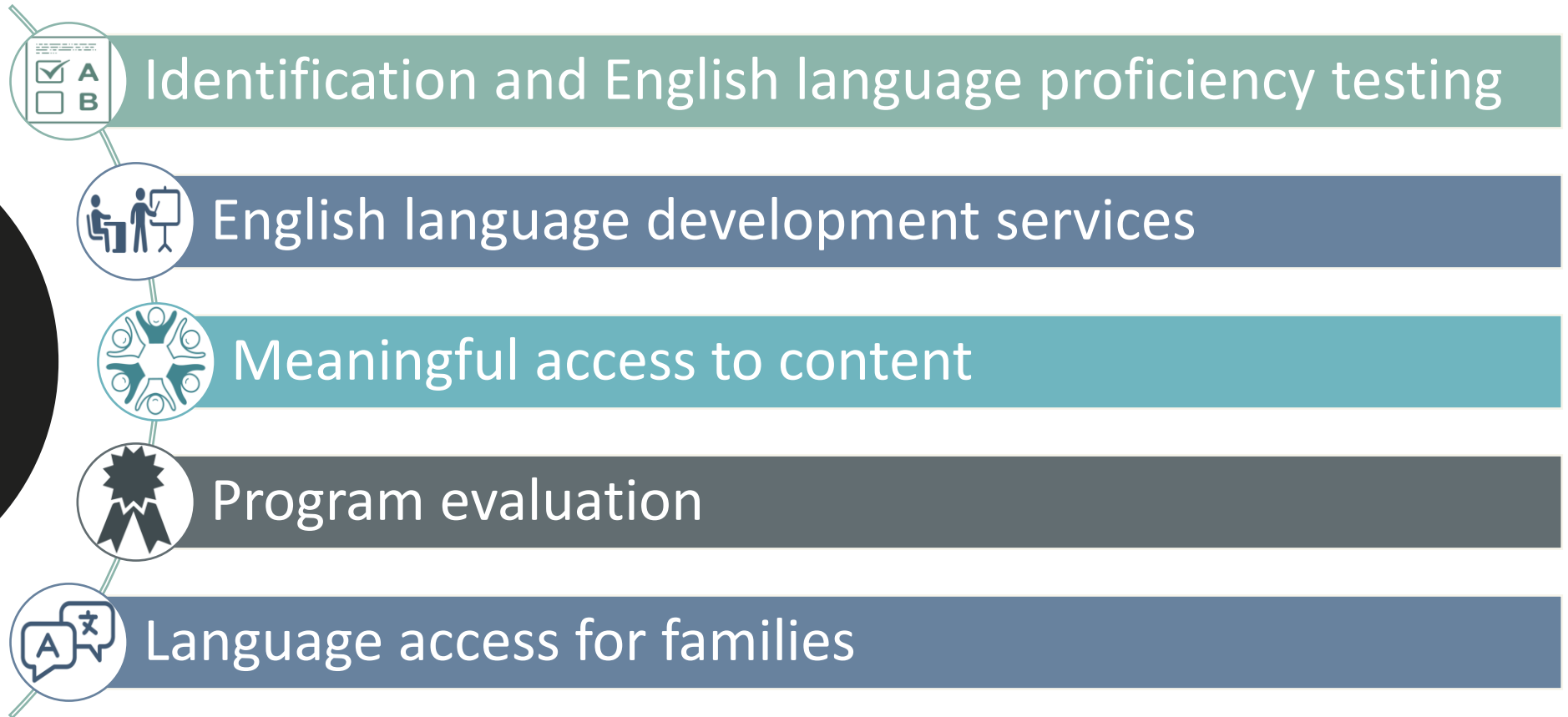
# Important Federal Guidance

- **Castañeda v Pickard, 1981** – To comply with the Equal Education Opportunity Act, programs for English learners must be:
  - Based on **sound educational theory**,
  - **Implemented effectively** with adequate staffing & resources, and
  - **Evaluated as effective** in overcoming language barriers.
- **Dear Colleague Letter, 2015** - Dual obligation to design and implement English Learner (EL) programs that enable students to:
  - Acquire English proficiency and
  - Attain parity of participation in the standard instructional program within a reasonable period of time.



# Civil Right Obligations

**All Schools  
Must Meet  
Civil Right  
Obligations**







# Instructional Strategies for Multilingual Learners

# What does good instruction look like and sound like for multilingual learners?



Photo from Highline Public Schools



Photo by Allison Shelley for EDUimages



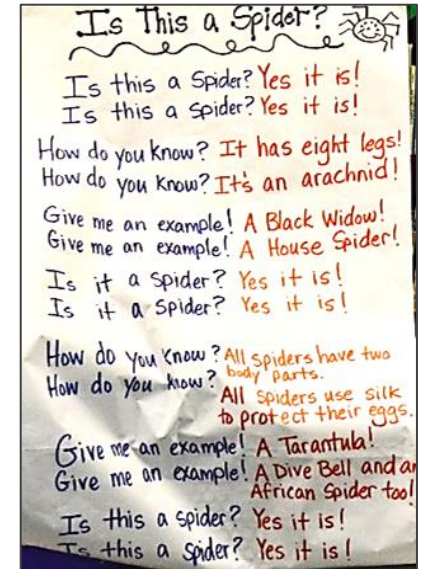
# English Language Development



## Designated ELD

- Explicit language support (in all domains)
- Targeted small groups
- Specific to student's proficiency
- Teacher with EL expertise

## Integrated ELD

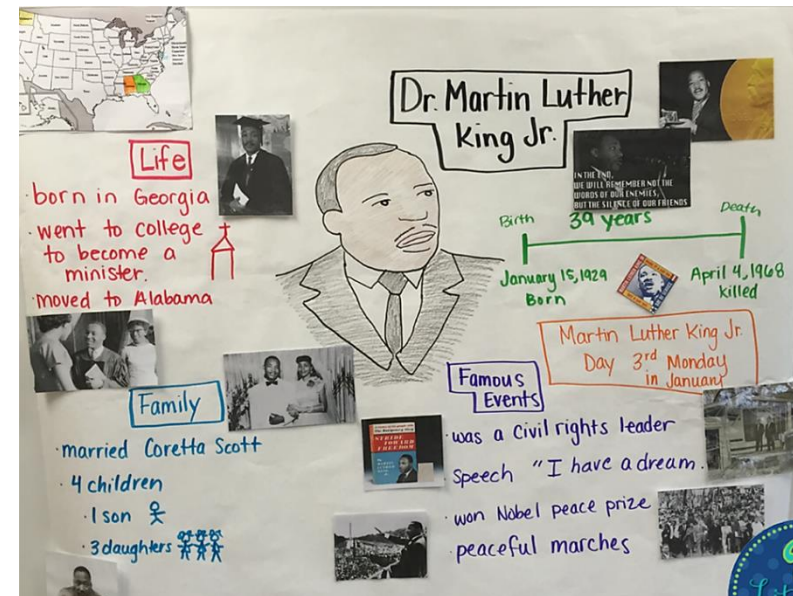
- Sentence stems
- Vocabulary in meaningful context
- Chants, choral response
- Enhanced small groups



Word	Prediction	Meaning
<u>injustice</u> not fair injusticia	- something you just did - inside something - statue of liberty	- something that's not fair or not right 
<u>vaccines</u> - vacuna plural one	- a movie theater - vacuum? - big	- something you are given to cure a disease 

# Accessible Content

- Integrated content, language, & literacy
- Sheltered strategies:
  - GLAD (Guided Language Acquisition Design)
  - SIOP (Sheltered Instruction Observation Protocol)
  - UDL (Universal Design for Learning)
- Visuals, multimedia
- Modeling, interaction, movement



# Peer Interaction

- Partner/group work with designated roles
- Information gaps
- “Numbered heads together”
- Academic conversations ([Jeff Zwiers](#))
  - “Stronger and Clearer”
  - “Transition Improv”



# Stronger & Clearer: Try It!



*Each student shares ideas with 3 successive partners. Students **borrow** and use the language, ideas, and evidence of others. Responses become **stronger** and **clearer** with more evidence and precise language.*

Name	Why is it important for students to engage in academic conversations?
Me	(just 2 or 3 key words)
1.	
2.	
3.	
Me	

It is important to engage students in academic conversations because...

- One of the reasons for this is...
- For example...
- Another reason is...

Jeff Zwiers

# Transition Improv: Pro/Con

1. The **Director** claps hands and says, "Pro."
2. The **Actor** states his/her argument.
3. The **Director** claps hands again and says, "Con."
4. The **Actor** gives a counter-argument.
5. The **Director** continues to clap and direct actor to switch viewpoints.
6. The players trade roles and repeat.



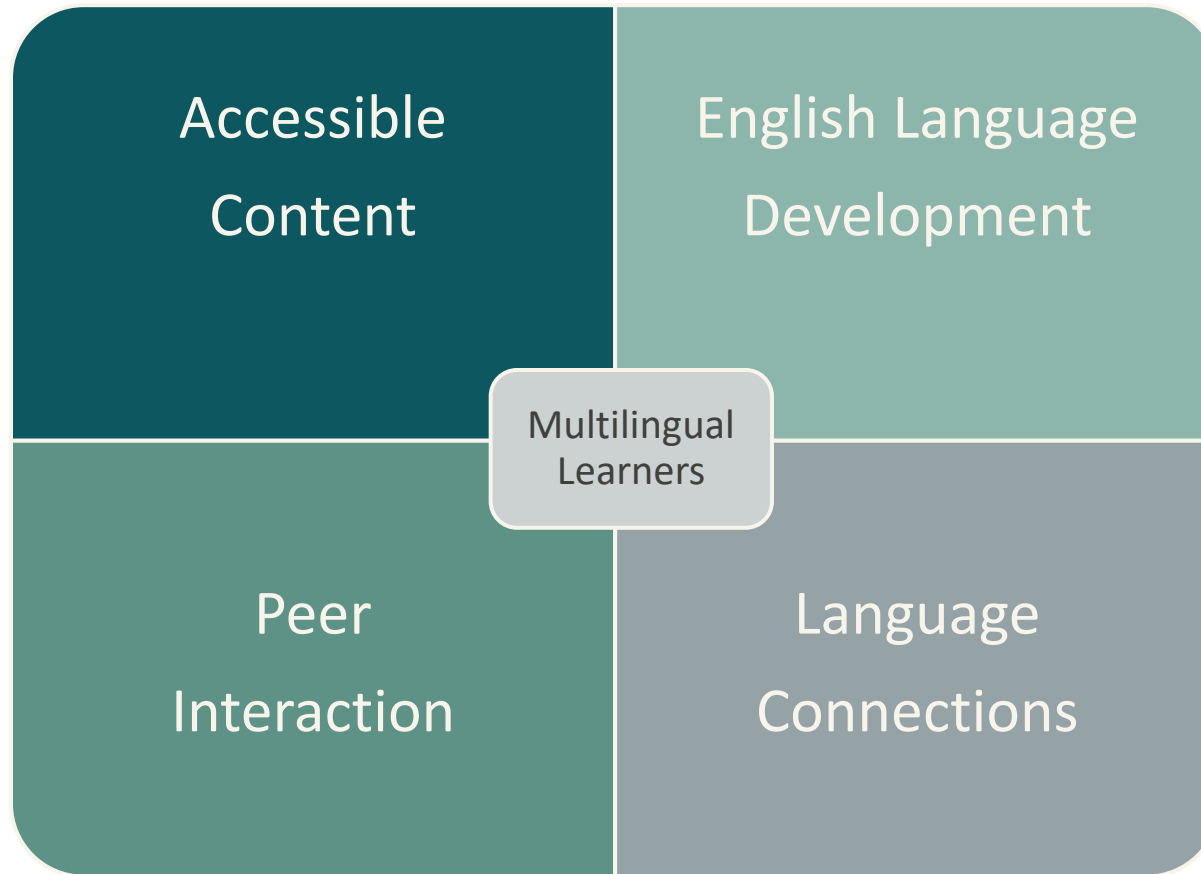
# Language Connections

- Use of home language
- Translanguaging practices
- Labeling the room in multiple languages
- Home-school connection tasks





# Which areas do your strategies support?





# Using the WIDA Standards Framework



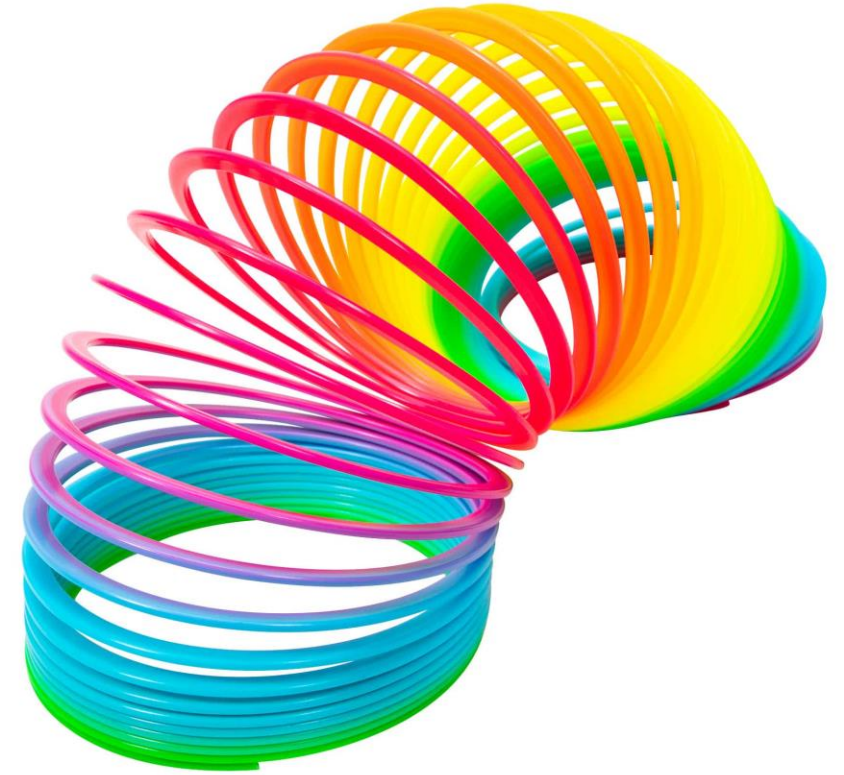
# What is WIDA?

*WIDA is a 41-state consortium focused on academic language development and academic achievement of multilingual learners through standards, assessments, research, and professional learning for educators.*

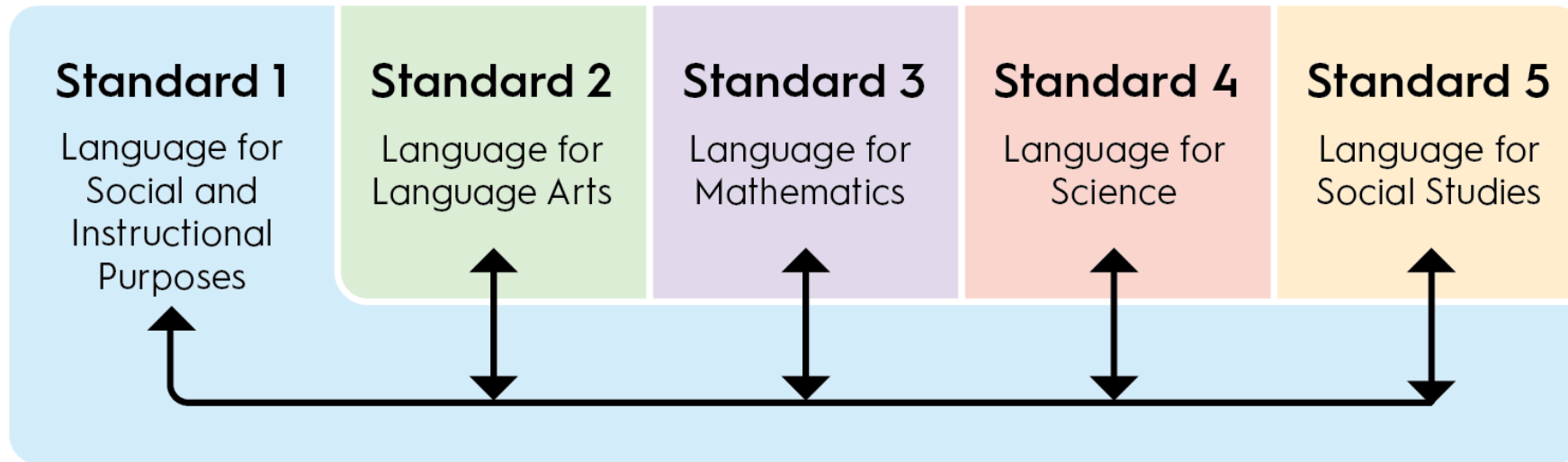
- **Standards** – WIDA English Language Development Standards Framework
- **Assessments** - WIDA Screener, WIDA ACCESS, WIDA Alternate ACCESS
- **Professional Learning** – Self-paced e-Workshops, Facilitated Workshops

# Slinky Activity

- Form groups of 5 and number off
- You will describe a slinky from the perspective of a:
  1. Friend
  2. Poet
  3. Economist
  4. Physicist
  5. Historian
- You will have 1 minute each and cannot help each other.
- Take notes on the language your colleagues used.



# WIDA ELD Standards Statements



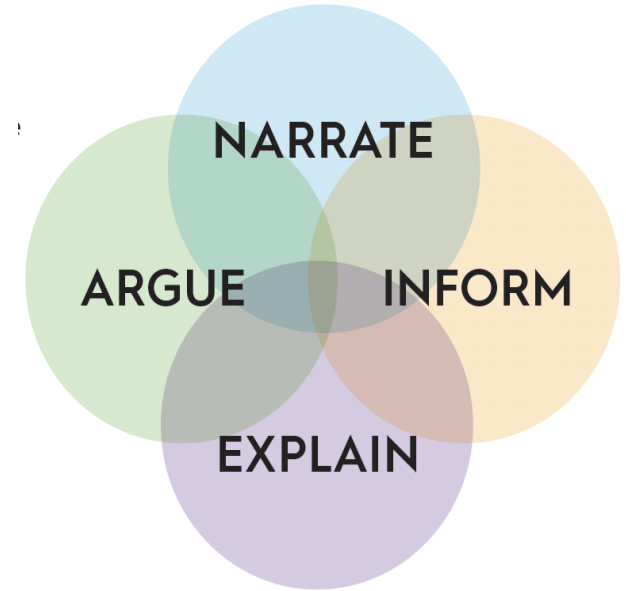
# Key Language Uses

**Narrate** - convey real or imaginary experiences

**Inform** - provide factual information

**Explain** - how things work or why things happen

**Argue** - justify claims using evidence and reasoning



# Language Expectations, Functions & Features

**GRADES 4-5 WIDA ELD STANDARD 2** **Inform**  
Language for Language Arts

**Language Expectations:** Multilingual learners will...

<b>ELD-LA.4-5.Inform.Interpretive</b> Interpret informational texts in language arts by <ul style="list-style-type: none"><li>Identifying and summarizing main ideas and key details</li><li>Analyzing details and examples for key attributes, qualities, and characteristics</li><li>Evaluating the impact of key word choices in a text</li></ul>	<b>ELD-LA.4-5.Inform.Expressive</b> Construct informational texts in language arts that <ul style="list-style-type: none"><li>Introduce and define topic and/or entity for audience</li><li>Establish objective or neutral stance</li><li>Add precision and details to define, describe, compare, and classify topic and/or entity</li><li>Develop coherence and cohesion throughout text</li></ul>
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**Language Functions and Sample Language Features**

**Introduce and define topic and/or entity for audience through...**

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

**Establish objective or neutral stance through...**

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into report saying verbs (*said, reported, claims*), direct and indirect quotes

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

# Proficiency Level Descriptors

## Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

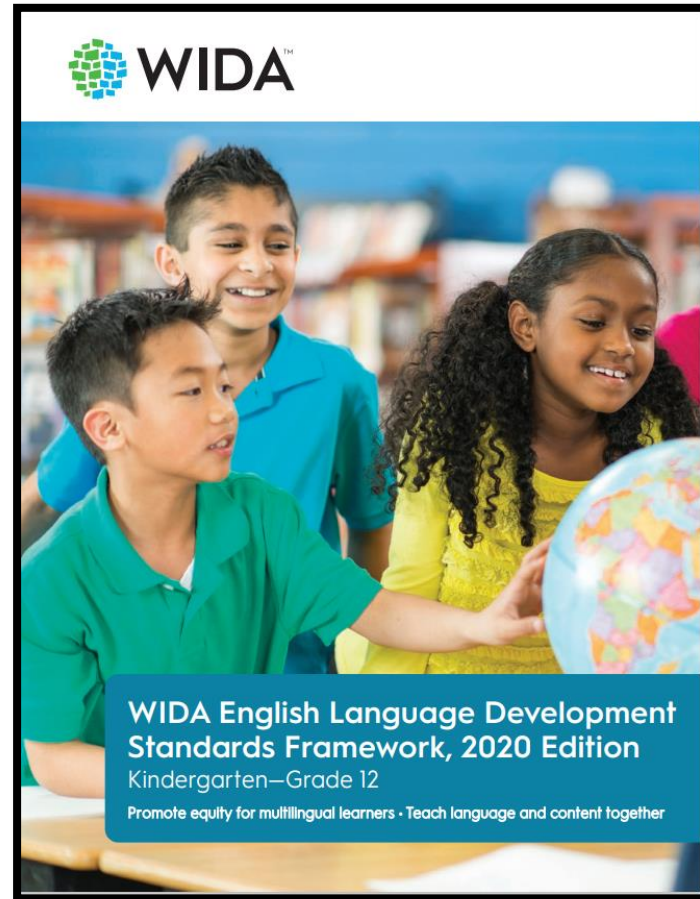
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i> )	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun ( <i>those storm clouds that we saw yesterday</i> ))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments ( <i>triangles and rectangles</i> )	sentence fragments and emerging use of simple sentences ( <i>triangle has three sides</i> )	simple sentences ( <i>A square has 4 right angles.</i> )	sentences with emerging use of clauses ( <i>We put triangles, then rectangles</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i> )	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision ( <i>Time to eat?</i> )	some frequently used words and phrases with some precision ( <i>three groups of four equals...</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>hard as a rock</i> )	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>rounding off and finding the mean</i> )



# WIDA ELD Standards

## WIDA ELD Standards Framework

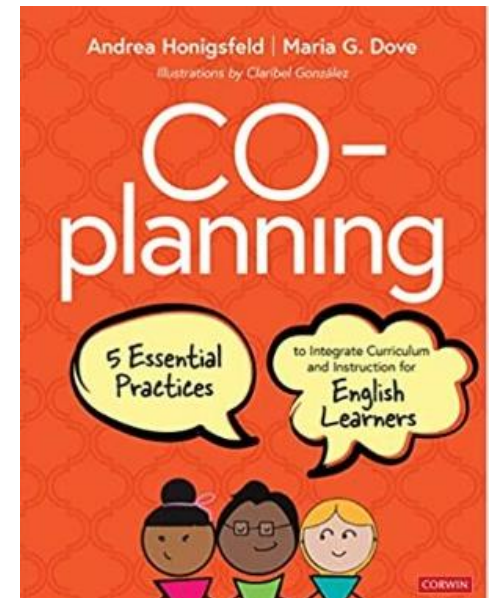




# Integrating Content, Language and Literacy

# Why should you plan collaboratively?

- Reduce isolation
- Share effective practices and strategies
- Create high quality instruction for multilingual learners
- Plan for the integration of content, language and literacy
- Impact student learning through collective teacher efficacy



## **Scientific Phenomenon:**

*How does a singer break a glass with their voice?*

## **Content Standard:**

NGSS-4PS3.2 *Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.*

## **End-of-Unit Assessment:**

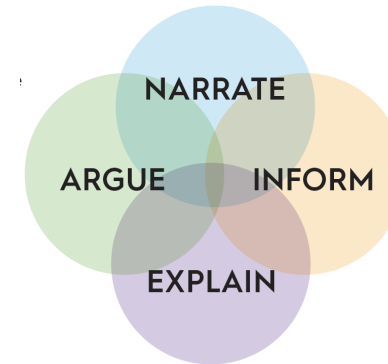
*Students demonstrate understanding of how sound energy travels by writing explanations of how a singer breaks a glass with their voice.*



# Let's Practice

## 4<sup>th</sup> Grade Unit

**What is the KEY LANGUAGE USE in this unit?**



**Narrate** - convey real or imaginary experiences

**Inform** - provide factual information

**Explain** - how things work or why things happen

**Argue** - justify claims using evidence and reasoning

# Collaborative Unit Planning

Teachers can use the [Collaborative Planning Template](#) to plan for integrated content & language:

- Step 1: Locate relevant **WIDA ELD Standards** by examining the unit's content standards.
- Step 2: Identify prominent **Key Language Uses**.
- Step 3: Identify **Language Expectations and Functions** needed to demonstrate mastery of content standards.
- Step 4: Unpack the **Language Functions and Features** and develop a language goal and learning supports.

## *Collaborative Planning Template*

### Collaborative Planning for Content and Language Integration

Use the Collaborative Planning Template to plan content units with a language focus.

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards.

Zoom In	Collaboration Questions	Plan for the Unit
Start with Unit Content Standards	<ul style="list-style-type: none"><li>• What content concepts and topics do we expect our students to learn?</li><li>• What disciplinary practices do we want our students to develop?</li></ul>	
Find the Relevant ELD Standards	<ul style="list-style-type: none"><li>• Which ELD Standards Statement align with the content standards?</li></ul>	
Tap into Student Assets in the Unit	<ul style="list-style-type: none"><li>• How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit?</li></ul>	



# Language Expectations

## **ELD-SC.4-5.Explain.Expressive:**

Multilingual learners will construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution



# Language Features

Develop reasoning to show relationships between evidence and claims through...

- Nominalizations to represent abstract concepts (*condensation*)
- Connectors to link clauses and combine ideas into logical relationships (*so, because, and then*), or express causality (*when, although, in order to*)
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns



## **Language Goal:**

- *Students will explain how a singer breaks a glass with their voice using connectors to show relationships and causality between claims and evidence.*

## **Supports:**

- *Sentence frames and word banks*
- *Mentor texts and sample explanations*



# Let's Practice

Standards Statement:

## **Language for SCIENCE**

Key Language Use:

### **Explain**

Language Expectation/Function:

**MLs will construct scientific explanations that... develop reasoning to show relationships between evidence and claims.**

Language Features:

**Use connectors to link clauses and combine ideas into logical relationships (*so, because, and then*), or express causality (*when, although, in order to*)**



# Identifying Key Language Uses

- **1<sup>st</sup> Grade Language Arts** – Write a story about a friend after reading and discussing friendship stories.
- **3<sup>rd</sup> Grade Science** – Write a report that explains how climate change is affecting native bees in Washington state.
- **4<sup>th</sup> Grade Social Studies** – Create a poster or presentation that shows how the legacy of slavery is visible in our community.
- **6<sup>th</sup> Grade Math** – Present your design for the foam packaging for the “Fish Tank Experts” company using area and volume of polygons.
- **9<sup>th</sup> Grade Social Studies** – Write a persuasive essay that discusses whether taxes help or hurt United States citizens.



# Discussion

Discuss with a partner:

- *How could you use this collaborative planning process to support multilingual learners in your school/district?*





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*Connect with us!*



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