ADAMS 14
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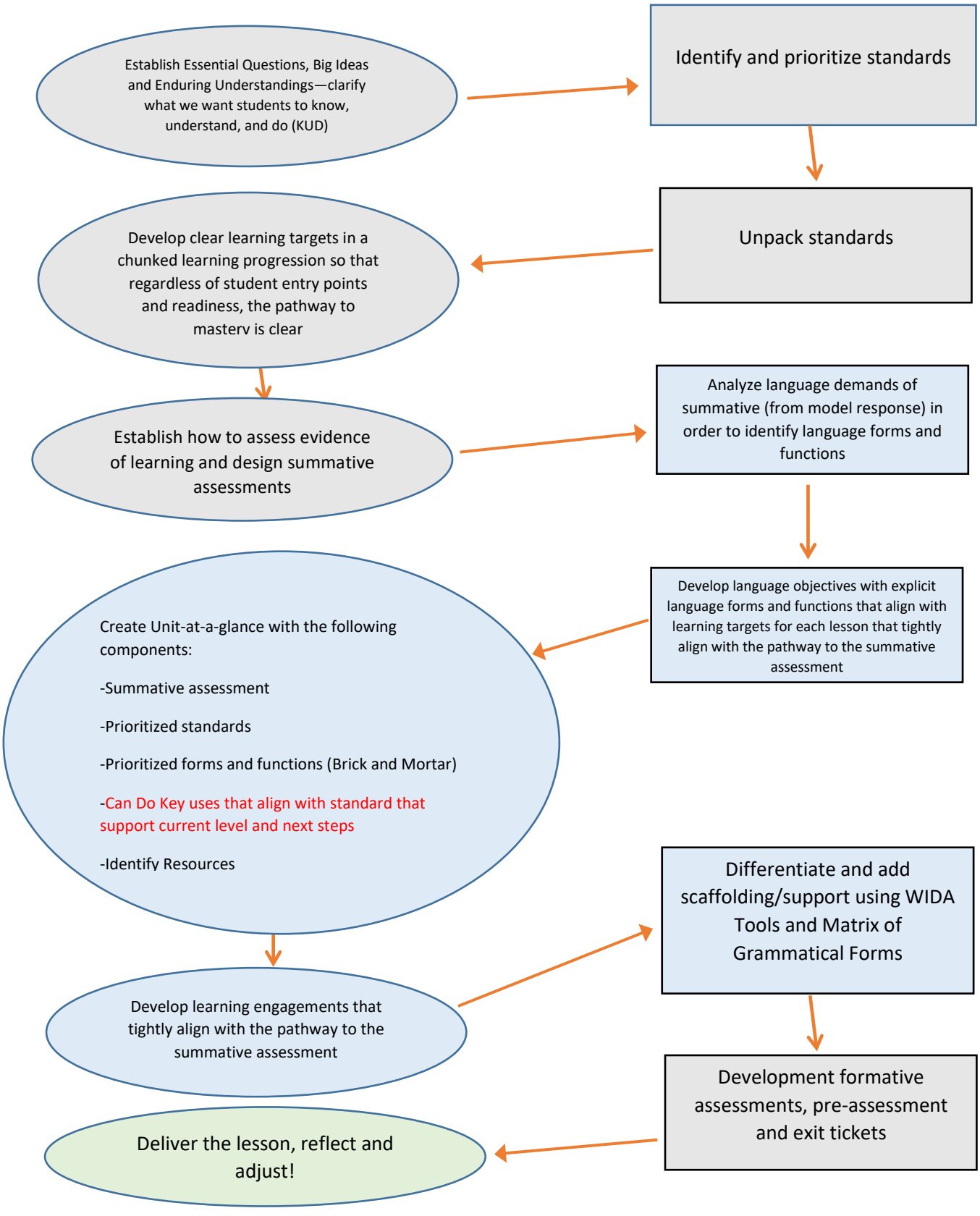
Culturally and Linguistically Diverse Education—ELD Planning Process



WIDA: Purposeful Planning for ELLs –Identifying Academic Language to Support CCSS

- Identify **Summative Assessment**
- Write or create **Model Student Response** (MSR)
- Analyze MSR using the following questions

Linguistic Complexity –paragraph level language features	
What is the purpose of the text?	
How are the ideas organized?	
How does the organization of the text support the message?	
What elements create cohesion?	
What are the Dominant Function(s) of language?	Compare & Contrast, Cause & Effect, Description/Elaboration, Proposition/Support, Sequencing, Express Preferences

Language Forms & Conventions –sentence level language features	
Which functional words/phrases will students be expected to know and use? (Mortar)?	
How are subjects referred to (one word? phrase level? The + noun? Pronouns?	
What verb tenses and verb forms are used?	
How long are the sentences? Are the sentences simple, compound or complex?	
Are there any formulaic structures?	

Vocabulary Usage– word/phrase level	
What are the key words and phrases (Bricks)?	
How often do they appear? Are they repeated? How? How often?	
Are they defined?	
Do they have multiple meanings?	
How content specific is the vocabulary?	

Post-analysis:
After identifying Academic Language, use *WIDA Performance Definitions* and *Can Do Key Uses* and *Dutro's Matrix of Grammatical Forms* to **differentiate** your instruction and assessment

WIDA Level _____	WIDA Level _____
Can Do Goal	Can Do Goal
Performance Goal	Performance Goal