How to Read the Scaffolding Framework

SLO - SLO Number
CCSS - Common Core Standard
WIDA - WIDA Standard
WIDA Domains

Student Learning Objective (SLO) developed for the Model Curriculum by New Jersey Department of Education (NJDOE)

Overarching Language Objective based on WIDA format

Features of Academic Language for each SLO.

VU: Vocabulary Usage
LFC: Language Forms and Conventions
LC: Linguistic Complexity
(See Table 1)

	Student Learning Objective (SLO)	Language Objective	Language Needed	
SLO: 1 CCSS: RL.1.1 WIDA: 2 Reading Speaking	Answer questions posed about key details in a text read aloud.	Orally answer questions using key details through reading and listening with the support of a *word wall*. Language function	Content stem	*support*	**VU:** **LFC:** **LC:**	Question words: who, when, where, what Verbs, past tense Varies by ELP levels

	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5
Language Objectives	Orally answer **yes/no or either/or questions with single words** about details in **an appropriately leveled** story.	Orally answer **who, when, where questions in phrases or short sentences** from **an appropriately leveled text.**	Orally answer **"Wh" questions in simple sentences** using **an appropriately leveled text.**	Orally answer questions **in complete sentences** using details from **an adapted grade level text.**	Orally answer questions **in complete sentences using grade level vocabulary** about key details in **a grade level** story.
Learning Supports	Word Wall Visuals Gestures L1 support	Word Wall Visuals Sentence Frames L1 Support	Word Wall Visuals	Word Wall	

Supports needed to assist ELLs in meeting content standards by proficiency level.

All supports that appear blue and underlined will link to a description of that particular support.

Language objectives based on student's English language proficiency level. Describes what can be expected at each ELP in order to meet the SLO.
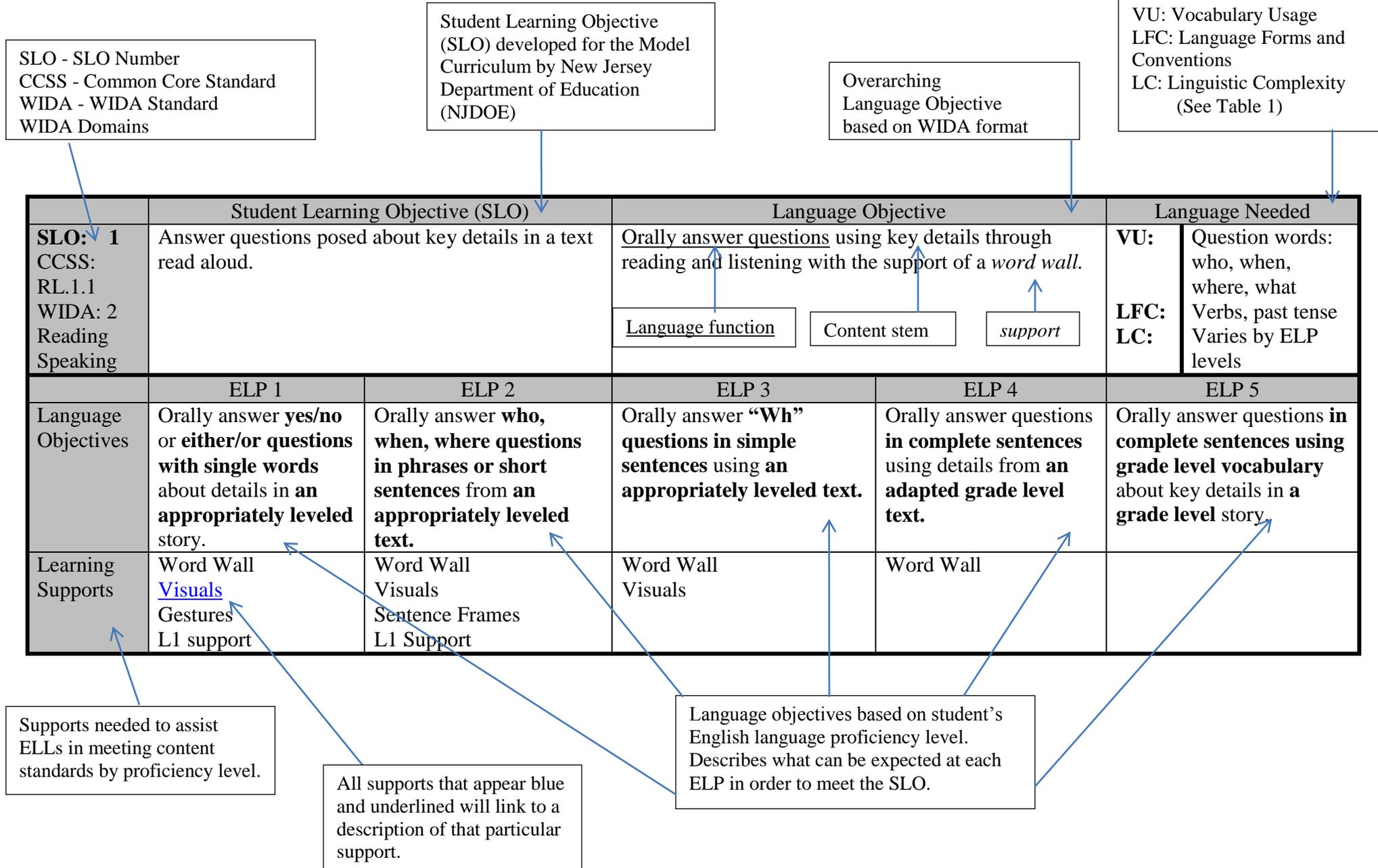
Background Knowledge on the Scaffolding for ELLs Document

This framework was designed to be used by bilingual, dual language, ESL and general education teachers in all program designs.

Bilingual and dual language programs use the home language and a second language for instruction. Districts may decide which SLOs to address in which language. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the SLO and language objective. ESL teachers may use the appropriate leveled language objective to build units and lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Objective connected to the Common Core standard. ESL teachers at the middle and secondary levels may use this framework in their replacement classes.

ESL teachers from across the state of New Jersey convened to design *language objectives* based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the Common Core State Standards (CCSS). WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard.

At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. The 2012 Amplification of English Language Development Standards emphasizes a uniform cognitive demand across all levels of language proficiency (WIDA, 2012). Even though listening and reading (receptive) skills differ from and speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they

understand how the elements compare and contrast with each other or they could respond with the support of their <u>home language (L1)</u> with assistance from a teacher, para-professional, peer or a technology program.

Language proficiency is measured by three performance criteria: linguistic complexity, language forms and conventions, and vocabulary usage. Table 1 demonstrates the organization of the three levels of social, instructional and academic language in conjunction with the three performance criteria. When designing the language objectives, teachers addressed these criteria and referred to the <u>WIDA Performance Definitions</u> at each English Language Proficiency level. The three performance criteria are text dependent so teachers should refer to the authentic texts and theme to extract the actual language needed in terms of vocabulary, grammatical elements and discourse style. An example of extracting the key features of academic language for ELLs is provided with the assessment in each unit.

Features of Academic Language in WIDA ELD Standards		
Level	**Performance Criteria**	**Features**
Discourse	Linguistic Complexity (LC)	Amount, structure and density of speech Organization and cohesion of ideas
Sentence	Language Forms and Conventions (LFC)	Types of grammatical structures Conventions, mechanics and fluency Match language forms to perspectives
Word	Vocabulary Usage (VU)	General, specific and technical content-based language Multiple meanings Idiomatic expressions Nuances and shades of meaning Collocations

Table 1 - Features of Academic Language adapted from WIDA (2012)

The language objectives define what the English Language Learner can be expected to process and produce at each proficiency level. In addition, supports are identified which provide access to the SLO for the various proficiency levels. A description of each support and an example of how it could be used is provided by clicking on the support. In developing the language objectives, teachers followed the format of WIDA's Model Performance Indicators which begins with a language function, includes the content stem and indicates the level of support needed. The language function describes how the English learner will process or produce language. The content stem is connected to the content standard and student learning objective while the support indicates the level of scaffolding needed for the English leaner to access the SLO. Often, the lower the proficiency level the more supports needed. As English learners develop their linguistic skills, the scaffolding is reduced.

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