

I. Standard

The Colorado Department of Education (CDE) employs the World-Class Instruction Design and Assessment (WIDA) standards as the [Colorado English Language Proficiency \(CELP\) standards](#).

WIDA (Colorado) Speaking and Writing Standards (grades K-12 Level 4 – Expanding)

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

- organized expression of ideas with emerging cohesion (discourse dimension – linguistic complexity)
- sentence patterns characteristic of particular content areas (sentence dimension – language forms and conventions)
- specific and some technical content-area language (word/phrase dimension – vocabulary usage)
- words and expression with expressive meaning through use of collocations and idioms across content areas (word/phrase dimension – vocabulary usage)

II. Integration of Global Education

The global competency of “**communicating effectively with diverse audiences**” can be simultaneously developed for Culturally and Linguistically Diverse (CLD) students while addressing WIDA’s Listening and Reading standards English language proficiency standards. In order for CLD students to effectively communicate their ideas to a variety of audiences (including those in the U.S.) they must develop their discourse capabilities at the word/phrase level and the sentence level. Students must build the necessary skill set to write cogently for different audiences. To effectively communicate their ideas, they need to know how to use the appropriate format (sentence patterns and language conventions) and word choices (“specific and some technical content-area language”).

III. Specific lesson Modification for Global Competencies

To achieve this end, lesson planning for CLD students requires deliberate **language skills scaffolding**. In a lesson that requires students to meet the global competency of “communicate ideas effectively with diverse audiences”, CLD students would need to understand how to organize their ideas, sentences, and words for an audience beyond their peers and the classroom. For example, a lesson prompting students to write a review of an international film should be scaffolded by providing models of writing, vocabulary development, sentence structure supports, and peer review. A model of a film review could be deconstructed with a graphic organizer that considers both its organization and its word choices. Students could then build a word bank of new vocabulary or jargon specific to the genre T-charts for positive and negative connotations. Initial writing (more frequently depending on language acquisition level) should be guided by sentence frames and paragraph templates. Finally, any writing lesson for CLD students should offer an opportunity for peer review and reflection. Any

and/or all of these scaffolds can be accomplished with technological platforms that can be personal (computing devices), local (classroom platforms like Google Classroom), or global (internet publication via a blog). Such language development supports ensure that students develop the types of communication skills needed to reach a broader audience.

IV. Informal Outcome Assessments

Teachers can **perform formative assessments** throughout the lesson/unit through observation and quick samples of student work. Monitoring and guiding students through a deconstruction of a writing model provides the teacher with an opportunity to quickly redirect students to key organizational writing structures and word choices. Another way to assess students' ability to recognize technical jargon might be to use a Kahoot! Quiz to assess students' ability to identify positive and negative adjectives used in the film review genre. Teachers might also collect peer review rubrics to see how well students understand and rate their peers' writing. Teachers might also find it useful to ask students to reflect upon their own writing growth using a quick questionnaire on Padlet or Google Forms.

I. Standard

WIDA (Colorado) Listening and Reading Standards (grades K-12 Level 4 – Expanding)

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

- connected discourse with a variety of sentences (discourse dimension – linguistic complexity)
- expanded related ideas (discourse dimension – linguistic complexity)
- sentence patterns characteristic of particular content areas (sentence dimension – language forms and conventions)
- specific and some technical content-area language (word/phrase dimension – vocabulary usage)

II. Integration of Global Education

Listening and reading well are at the heart of two global competencies: **1) investigating the world beyond their immediate environment; and 2) recognizing perspectives, others' and their own.** To better understand the messages from diverse genres and resources, CLD students need the skills to decode the words, sentences, and organizational patterns used by others when they listen and read. Investigating the use of linear and nonlinear discourse patterns can be particularly useful to students of diverse backgrounds as they try to understand the difference between traditional American communication and non-Western traditions. As students examine global mediums of communication, it is critical that they understand both the literal and figurative messages being presented. It's also beneficial for them to

understand the language of the hegemony and resistance as they consider global activism.

III. Specific lesson Modification for Global Competencies

Again, lesson planning for CLD students demands purposeful **language skills scaffolding**. Take, for example, a lesson asking students to decode a scene within a film. CLD students naturally benefit from the visual supports provided in film, but they may need additional support to understand the symbols and/or visual tropes being used in a sequence. They would also need more time to decode both the visual and verbal representations. A teacher might carefully scaffold such “reading” by providing a blank storyboard within which to record key images, words, and/or actions being performed. Guiding questions (i.e., How is character X’s reaction similar or different from how an American might respond to this situation? Who is empowered or disempowered by this event? How would this scene be different if it were set in our hometown?) reviewed in a Think-Pair-Share activity might direct student attention to dialogue and visuals which reveal cultural, ethnic, or national perspectives that are different than their own. The use of graphic organizers such as Venn diagrams could help students conceptualize the connections and variety between cultures.

IV. Informal Outcome Assessments

Teachers can **perform formative assessments** to monitor and encourage students’ understanding and skills growth. Checking in with students while they complete storyboards for movie scenes provides instantaneous information about students’ comprehension of the storyline and the students’ ability to conceptualize key information. In whole class discussion (verbally or on an online platform such as NearPod), teachers could assess students’ ability to compare and contrast different cultures with their own. Finally, graphic organizers like Venn’s, Cause-and-Effect trackers, word matchers, and notecatchers help CLD students to decode the sentence and discourse patterns employed in film.