

# WIDA ELD Standards and TRTW Alignment

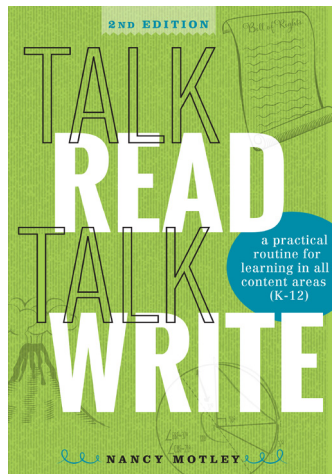
WIDA is an organization that focuses on the development of English language proficiency standards and assessments for English learners (ELs). These standards are designed to help educators support the language and academic development of ELs across various content areas and have been implemented in many states throughout the US.

Nancy Motley's approach in *Talk, Read, Talk, Write* emphasizes expressive and interpretive forms of language use in the classroom through a practical routine for learning in all content areas.

This routine aligns well with WIDA's focus on language development, as it integrates several key aspects:

## CONTENT INTEGRATION

WIDA emphasizes the importance of integrating language development with content learning. The five **ELD Standards Statements** focus on developing language for (1) social and interactive purposes, (2) language arts, (3) mathematics, (4) social studies and (5) science.



Motley's TRTW routine provides a structure for alignment with these standards by incorporating language-rich activities into subject-specific content areas, enhancing students' language skills while they engage with academic content.

The book contains specific guidelines for how to implement instructional routines for social and interactive purposes (i.e. QSSSA p. 22-23). The book contains examples in all four core content areas throughout the book and has lesson plan examples from language arts, mathematics, social studies, and science (p. 115-166).

## LANGUAGE USES IN CONTEXT

The WIDA framework emphasizes the use of language in specific socio-cultural and academic contexts. In particular, the four key language uses

provide specific goals for educators to help ELs develop language in classroom settings. These four key language uses are: narrate, inform, explain, and argue.

Motley's approach encourages students to engage in discussions, read authentic texts, and write about meaningful topics. This aligns with WIDA's goal of helping students use language in meaningful ways. The discussion routines Talk 1, (p. 19-32), and Talk 2 (p. 55-66) include activities through which students are able to **narrate** their own real experiences with content concepts and **inform** their peers about their understanding of ideas encountered in reading (p. 33-54). In addition, the writing routine (p. 67-88) outlines specific guidelines for students to make clear explanations (**explain**) and to defend ideas using evidence (**argue**).

## LANGUAGE EXPECTATIONS

WIDA language expectations address two basic modes of communication: interpretive (listening and reading) and expressive (speaking and writing).

Motley's approach, which integrates these domains through talking, reading, and writing activities, aligns with WIDA's comprehensive

view of language development. In particular, the routines for talking/listening, reading and writing provide a framework for teachers to implement the specific language expectations for English learners outlined within the WIDA framework.

## LINGUISTIC ACCOMMODATIONS

WIDA categorizes language proficiency into different levels, ranging from **entering**, **emerging**, **developing**, **expanding**, **bridging**, to **reaching**. The levels describe how multi-lingual learners tend to develop language proficiency as they advance toward meeting the language expectations.

*Talk, Read, Talk, Write* contains specific guidance on how the approach can be adapted with specific linguistic accommodations to meet the language needs of students at various proficiency levels, providing appropriate challenges and support to enable them to move to higher levels of English language proficiency. The section of the book, "The Gradual Release of Responsibility" (p. 89-98) contains specific guidance on how to implement the routine that makes the curriculum accessible for English learners and maximizes the potential for language development.

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